



SCHOOL BOARD WORK SESSION

LOC. Central Office - 386 E. Black Street

LEADER: Helena Miller

TEAM: Board of Trustees

START: 4:00 p.m.

SCRIBE: Chris Gammons

DATE: March 11, 2019

FINISH: 9:00 p.m. approximately

ITEM#	AGENDA TOPIC	DISCUSSION LEADER	TIME
1	Board Professional Development - Current Debt Schedule & Bond Referendum Insights	Brian Nurick / Frannie Heizer	4:00-5:00
	<i>Break for Dinner</i>		5:00-5:30
2	Call to Order - Sunset Park Center for Accelerated Studies	Julia Faircloth	5 minutes
3	Cherry Park Elementary School of Language Immersion School Improvement Council (AR ADA-R)	Pat Maness	20 minutes
4	Technology Update / Student Demonstration (Policies IJNDB, JIC)	John James	60 minutes
	<i>Break</i>		
5	4th Set of Section "E" Policies - 2nd read (Policy BG/BGD)	Tony Cox	10 minutes
	*Policy ED, ED-R, ED-R -E(1),(2) - Materials & Equipment Management		
	*Policy EDE - Resource Conservation/Waste Management & Recycling		
	*Policy EEAG - Student Transportation in Private Vehicles		
	*Policy EFE, EFE-R, EFE-R -E(1),(2),(3) - Competitive Food Sales/Vending Machines		
6	Section "F" Policy - 1st read (Policy BG/BGD)	Tony Cox	5 minutes
	*Policy FB - Facilities Planning - 1st read (Policy BG/BGD)		
7	Policy BE - School Board Meetings - 1st read (Policy BG/BGD)	Bill Cook	5 minutes
8	Inteconnected Systems of Support	Nancy Turner	20 minutes
9	Safety & Security Program (Interim Report) (Policy ECA)	Kevin Wren	15 minutes
10	General Fund Budget Update FY19-20 (Policy DBG)	Terri Smith	20 minutes
11	Food Services Update (Policy EF)	Gary Black / Brian Stradling	20 minutes
12	Demographic Study and Master Planning Timeline & Process Update (Policies FA, FB)	Tony Cox / Brian Vaughan	15 minutes
13	Other and Future Business	Helena Miller	5 minutes
14	Executive Session(s):		
	>Contractual Matters - Sale of Property; YMCA Agreement; Intergovernmental Agreement		
15	Action as Required from Executive Session		
16	Adjournment		

Memo

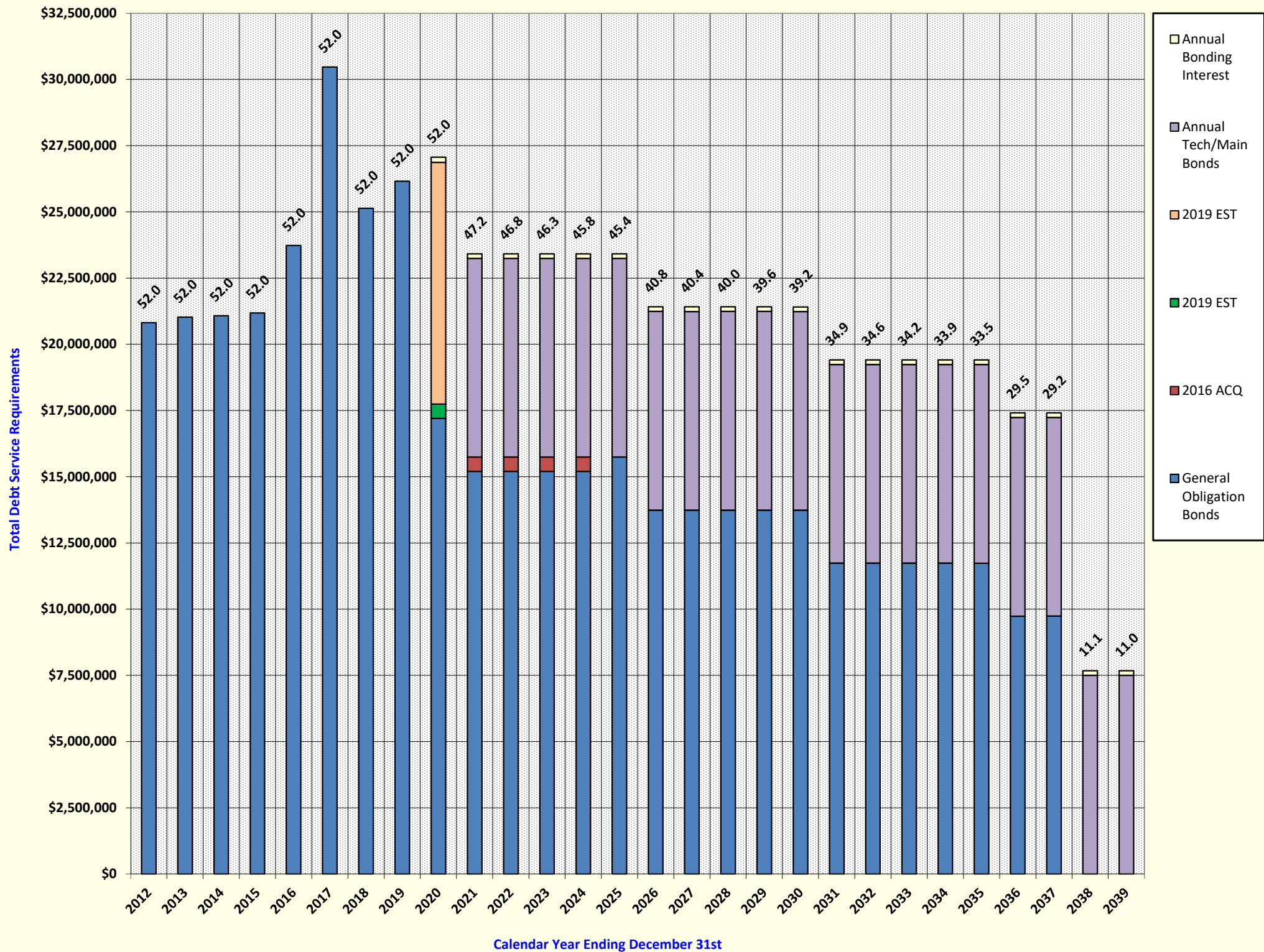
TO: Dr. William Cook
FROM: Terri Smith
DATE: March 6, 2019
SUBJECT: Debt Schedule and Bond Referendum Insights

The district's financial advisor, Mr. Brian Nurick, with Compass Municipal Advisors and the district's bond attorney, Ms. Frannie Heizer, with Burr, Forman, McNair, will provide training on the district's current debt structure and bond referendum insights at the March 11, 2019 Board Professional Development.

York County School District No. 3 (Rock Hill)
(Building Program Funding Report)

Debt Capsule Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)
Bond Series	Original Par Amount	Current Amount Outstanding	Borrowing Interest Rate	Refundable Bonds Interest Rate	Final Maturity	Call Information
2014A REF	\$16,170,000	\$10,970,000	2.172%	---	2025	Non-Callable
2015A REF	\$53,810,000	\$48,415,000	2.673%	3.345%	2032	Mar 2025 @ 100%
2016C REF	\$11,665,000	\$11,665,000	1.769%	2.470%	2029	Mar 2026 @ 100%
2016 ACQ	\$3,525,000	\$2,560,000	1.855%	---	2023	Non-Callable
2017B	\$110,000,000	\$103,825,000	2.999%	4.266%	2037	Mar 2027 @ 100%
Totals:	\$195,170,000	\$177,435,000	---	---	---	---



Debt Service Structure Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
		(Bonded)	(ACQ Pmt)	(New Money)				
Calendar Year	General Obligation Bonds	Series 2016 ACQ Bonds	Series 2019 EST Bonds	Series 2019 EST Bonds	Reserved	Annual Tech/Main Bonds	Bonding Interest	Total Payments
2012	\$20,813,145							\$20,813,145
2013	\$21,025,930							\$21,025,930
2014	\$21,076,698							\$21,076,698
2015	\$21,183,950							\$21,183,950
2016	\$23,725,887							\$23,725,887
2017	\$30,464,850							\$30,464,850
2018	\$25,134,710							\$25,134,710
2019	\$26,156,044							\$26,156,044
2020	\$17,202,175		\$541,000	\$9,125,000			\$193,320	\$27,061,495
2021	\$15,199,875	\$541,343				\$7,500,000	\$175,000	\$23,416,218
2022	\$15,197,725	\$541,012				\$7,500,000	\$175,000	\$23,413,737
2023	\$15,198,550	\$540,515				\$7,500,000	\$175,000	\$23,414,065
2024	\$15,199,175	\$540,850				\$7,500,000	\$175,000	\$23,415,025
2025	\$15,739,825					\$7,500,000	\$175,000	\$23,414,825
2026	\$13,739,775					\$7,500,000	\$175,000	\$21,414,775
2027	\$13,736,600					\$7,500,000	\$175,000	\$21,411,600
2028	\$13,738,538					\$7,500,000	\$175,000	\$21,413,538
2029	\$13,739,250					\$7,500,000	\$175,000	\$21,414,250
2030	\$13,735,200					\$7,500,000	\$175,000	\$21,410,200
2031	\$11,736,075					\$7,500,000	\$175,000	\$19,411,075
2032	\$11,735,425					\$7,500,000	\$175,000	\$19,410,425
2033	\$11,737,300					\$7,500,000	\$175,000	\$19,412,300
2034	\$11,736,400					\$7,500,000	\$175,000	\$19,411,400
2035	\$11,734,000					\$7,500,000	\$175,000	\$19,409,000
2036	\$9,735,200					\$7,500,000	\$175,000	\$17,410,200
2037	\$9,735,900					\$7,500,000	\$175,000	\$17,410,900
2038						\$7,500,000	\$175,000	\$7,675,000
2039						\$7,500,000	\$175,000	\$7,675,000
Totals:	\$430,158,202	\$2,163,720	\$541,000	\$9,125,000	\$0	\$142,500,000	\$3,518,320	\$588,006,241

Millage Cash Flow Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
Calendar Year	Budgeted Per Mill Valuation	Growth Adjustment	Interest Earnings	Fund Balance	State Sources	Debt Service	Millage Target	Millage Levied	Remaining Millage
2012*	\$400,816		\$26,723	\$0	\$1,225,282	\$20,813,145		52.0	
2013*	\$401,832	0.25%	\$24,007	\$0	\$1,269,778	\$21,025,930		52.0	
2014*	\$414,509	3.15%	\$17,897	\$0	\$1,298,728	\$21,076,698		52.0	
2015*	\$420,735	1.50%	\$46,135	\$0	\$1,428,330	\$21,183,950		52.0	
2016*	\$435,261	3.45%	\$104,996	\$0	\$1,426,332	\$23,725,887		52.0	
2017*	\$448,998	3.16%	\$106,367	\$5,549,486	\$1,461,116	\$30,464,850		52.0	
2018*	\$452,773	0.84%	\$140,811	\$0	\$1,505,967	\$25,134,710		52.0	
2019	\$452,773		\$100,000	\$1,011,835	\$1,500,000	\$26,156,044		52.0	
2020	\$457,301	1.00%	\$100,000	\$1,681,844	\$1,500,000	\$27,061,495	52.0	52.0	\$0
2021	\$461,874	1.00%	\$100,000		\$1,500,000	\$23,416,218	52.0	47.2	\$2,201,230
2022	\$466,493	1.00%	\$100,000		\$1,500,000	\$23,413,737	52.0	46.8	\$2,443,885
2023	\$471,158	1.00%	\$100,000		\$1,500,000	\$23,414,065	52.0	46.3	\$2,686,134
2024	\$475,869	1.00%	\$100,000		\$1,500,000	\$23,415,025	52.0	45.8	\$2,930,175
2025	\$480,628	1.00%	\$100,000		\$1,500,000	\$23,414,825	52.0	45.4	\$3,177,827
2026	\$485,434	1.00%	\$100,000		\$1,500,000	\$21,414,775	52.0	40.8	\$5,427,804
2027	\$490,289	1.00%	\$100,000		\$1,500,000	\$21,411,600	52.0	40.4	\$5,683,405
2028	\$495,191	1.00%	\$100,000		\$1,500,000	\$21,413,538	52.0	40.0	\$5,936,417
2029	\$500,143	1.00%	\$100,000		\$1,500,000	\$21,414,250	52.0	39.6	\$6,193,204
2030	\$505,145	1.00%	\$100,000		\$1,500,000	\$21,410,200	52.0	39.2	\$6,457,329
2031	\$510,196	1.00%	\$100,000		\$1,500,000	\$19,411,075	52.0	34.9	\$8,719,129
2032	\$515,298	1.00%	\$100,000		\$1,500,000	\$19,410,425	52.0	34.6	\$8,985,081
2033	\$520,451	1.00%	\$100,000		\$1,500,000	\$19,412,300	52.0	34.2	\$9,251,161
2034	\$525,656	1.00%	\$100,000		\$1,500,000	\$19,411,400	52.0	33.9	\$9,522,696
2035	\$530,912	1.00%	\$100,000		\$1,500,000	\$19,409,000	52.0	33.5	\$9,798,437
2036	\$536,221	1.00%	\$100,000		\$1,500,000	\$17,410,200	52.0	29.5	\$12,073,311
2037	\$541,584	1.00%	\$100,000		\$1,500,000	\$17,410,900	52.0	29.2	\$12,351,446
2038	\$546,999	1.00%	\$100,000		\$1,500,000	\$7,675,000	52.0	11.1	\$22,368,970
2039	\$552,469	1.00%	\$100,000		\$1,500,000	\$7,675,000	52.0	11.0	\$22,653,409
Totals:	---	---	\$2,566,936	\$8,243,165	\$41,115,533	\$588,006,241	---	---	\$158,861,049

* Actual Collectable Value per Audited Financial Statements

Constitutional Debt Limitation Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
June 30th	General Obligation Bonds	Series 2019 EST Bonds	Reserved	Reserved	Ongoing Tech/Main Bonds	Estimated Assessed Valuation	Growth Adjustment	Debt Limitation	Eight Percent Capacity
2012	\$4,015,000					\$444,648,313		\$35,571,865	
2013	\$4,324,000					\$433,199,025	-2.57%	\$34,655,922	
2014	\$4,685,000					\$444,648,313	2.64%	\$35,571,865	
2015	\$5,072,000					\$453,976,788	2.10%	\$36,318,143	
2016	\$7,633,000					\$443,495,358	-2.31%	\$35,479,629	
2017	\$19,441,000					\$456,604,705	2.96%	\$36,528,376	
2018	\$9,400,000					\$470,443,657	3.03%	\$37,635,493	
2019	\$9,053,000					\$475,148,094	1.00%	\$38,011,847	\$28,345,847
2020		\$9,666,000				\$479,899,575	1.00%	\$38,391,966	\$30,341,966
2021					\$8,050,000	\$484,698,570	1.00%	\$38,775,886	\$30,725,886
2022					\$8,050,000	\$489,545,556	1.00%	\$39,163,644	\$31,113,644
2023					\$8,050,000	\$494,441,012	1.00%	\$39,555,281	\$31,505,281
2024					\$8,050,000	\$499,385,422	1.00%	\$39,950,834	\$32,450,834
2025					\$7,500,000	\$504,379,276	1.00%	\$40,350,342	\$32,850,342
2026					\$7,500,000	\$509,423,069	1.00%	\$40,753,845	\$33,253,845
2027					\$7,500,000	\$514,517,299	1.00%	\$41,161,384	\$33,661,384
2028					\$7,500,000	\$519,662,472	1.00%	\$41,572,998	\$34,072,998
2029					\$7,500,000	\$524,859,097	1.00%	\$41,988,728	\$34,488,728
2030					\$7,500,000	\$530,107,688	1.00%	\$42,408,615	\$34,908,615
2031					\$7,500,000	\$535,408,765	1.00%	\$42,832,701	\$35,332,701
2032					\$7,500,000	\$540,762,853	1.00%	\$43,261,028	\$35,761,028
2033					\$7,500,000	\$546,170,481	1.00%	\$43,693,638	\$36,193,638
2034					\$7,500,000	\$551,632,186	1.00%	\$44,130,575	\$36,630,575
2035					\$7,500,000	\$557,148,508	1.00%	\$44,571,881	\$37,071,881
2036					\$7,500,000	\$562,719,993	1.00%	\$45,017,599	\$37,517,599
2037					\$7,500,000	\$568,347,193	1.00%	\$45,467,775	\$37,967,775
2038					\$7,500,000	\$574,030,665	1.00%	\$45,922,453	\$38,422,453
2039					\$7,500,000	\$579,770,971	1.00%	\$46,381,678	\$46,381,678
Totals:	\$63,623,000	\$9,666,000	\$0	\$0	---	---	---	---	---

York County School District No. 3 (Rock Hill)
Debt Service Fund Millage Levy Summary
(Tax Year 2019)

DRAFT

Estimated Revenues

Beginning Balance on June 30, 2019:			\$10,425,000.00
1000 Revenues from Local Sources:	\$457,300.98	52.00	\$23,779,651.09
3000 Revenues from State Sources:			\$1,500,000.00
Interest Earnings:			\$100,000.00
Other:			\$0.00
Total Revenues:			<u><u>\$35,804,651.09</u></u>

Estimated Expenditures

<u>Due Date</u>	<u>Bond Series</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Grand Total</u>
09/01/19	2014A		\$181,950.00	\$181,950.00	
09/01/19	2015A REF		\$965,400.00	\$965,400.00	
09/01/19	2016C REF		\$243,162.50	\$243,162.50	
09/01/19	2017B		\$2,346,725.00	\$2,346,725.00	\$3,737,237.50
03/01/20	2014A	\$1,670,000.00	\$181,950.00	\$1,851,950.00	
03/01/20	2015A REF	\$2,645,000.00	\$965,400.00	\$3,610,400.00	
03/01/20	2016C REF	\$955,000.00	\$243,162.50	\$1,198,162.50	
03/01/20	2017B	\$4,690,000.00	\$2,346,725.00	\$7,036,725.00	
03/01/20	2019 EST	\$9,666,000.00	\$193,320.00	\$9,859,320.00	\$23,556,557.50
09/01/20	2014A		\$156,900.00	\$156,900.00	
09/01/20	2015A REF		\$899,275.00	\$899,275.00	
09/01/20	2016C REF		\$219,287.50	\$219,287.50	
09/01/20	2017B		\$2,229,475.00	\$2,229,475.00	\$3,504,937.50
Total Expenditures:					<u><u>\$30,798,732.50</u></u>
Ending Balance on June 30, 2020:					\$8,510,856.09
Ending Balance on December 31, 2020:					\$5,005,918.59
Target Ending Balance:					<u><u>\$5,000,000.00</u></u>
Variance:					\$5,918.59



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: March 4, 2019
SUBJECT: Call to Order at March 11th School Board Meeting

Julia Faircloth, a 5th grader at Sunset Park Center for Accelerated Studies, will provide the "Call to Order" at the March 11th school board meeting.

Julia:

- President of Sunset Park Student Council
- Member of Safety Patrol
- Member of the school chorus and the SC State Honors' Choir

Parents: Jamie and Anna Faircloth

Siblings in Rock Hill Schools: none

Principal: Dr. Tammy White

Mailing Address:

512 Cool Creek Drive
Rock Hill, SC 29732

*Cherry Park Elementary School of Language Immersion

SIC Presentation

Pat Maness



One Team...One Mission...One Rock Hill

386 E. Black Street
P.O. Drawer 10072
Rock Hill, SC 29731

T: (803) 981-1000
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www.rock-hill.k12.sc.us

Memorandum

To: Dr. Bill Cook, Superintendent

From: John Jones, Jr., Chief Academic and Accountability Officer

RE: **INSTRUCTIONAL TECHNOLOGY PRESENTATION**

Date: March 6, 2019

Our department looks forward to the instructional technology presentation to be made on Monday, March 11, to the Board of Trustees. During our time with this group, teachers and students will demonstrate their experiences in leveraging technology to foster world-class skills outlined in the **Profile of the SC Graduate** (*creation, innovation, collaboration, critical thinking, digital media literacy, and communication*) at the elementary, middle, and high school levels. Information will be shared regarding our district's work and progress with digital convergence, technology implementation and development, and implementation of a new Rock Hill Schools Technology Council.



Instructional Technology

- Teacher & Student Exhibitions & Recognition**
- Technology Update**
- Technology Council: Update**

One Team. One Mission. One Rock Hill.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts
and math for career and college
readiness

Multiple languages, science, technology,
engineering, mathematics (STEM), arts and
social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and
problem solving
Collaboration and teamwork
Communication, information,
media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

**Creativity &
Innovation**

**Critical Thinking
& Problem
Solving**

**Communication
& Media**

**Collaboration
& Teamwork**

**Knowing How
to Learn**

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.





One Team. One Mission. One Rock Hill.

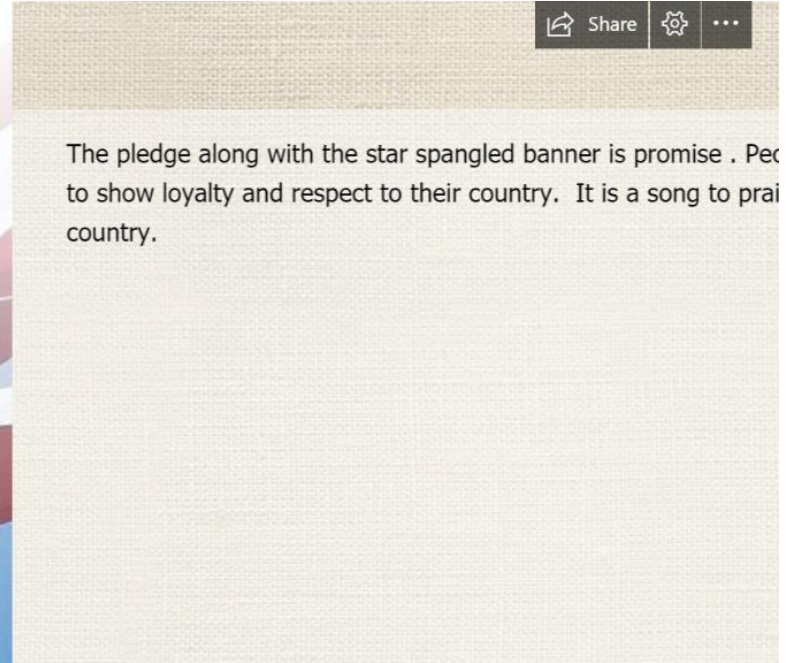
Media Release:

Rock Hill, S.C., February 21, 2019 -

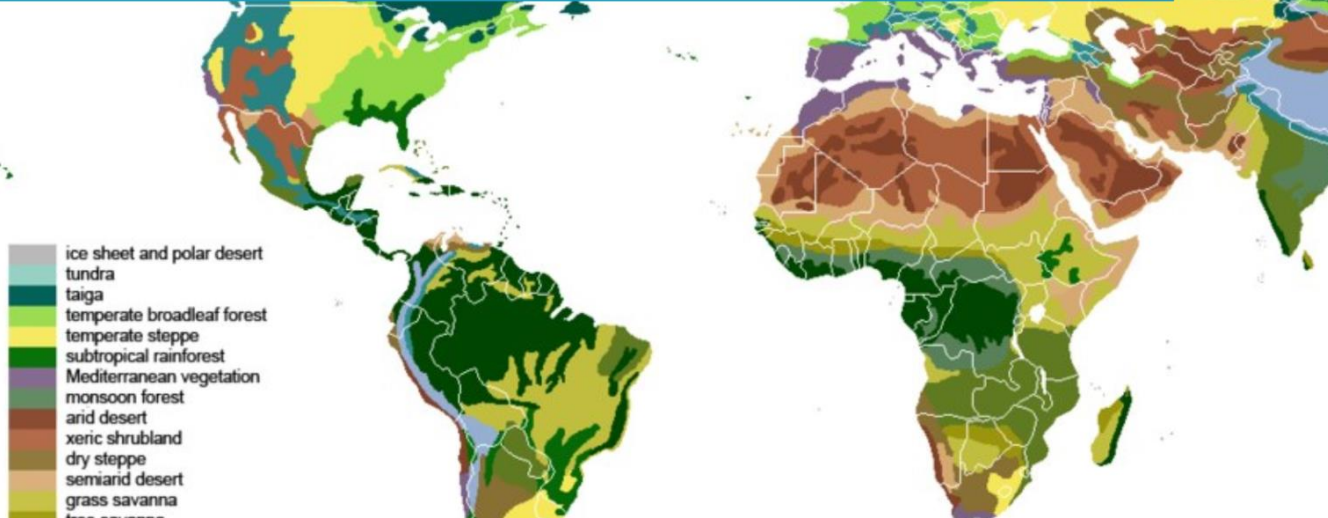
“Rock Hill Schools has been named a National Exemplar District by the National Council on Digital Convergence. This designation is awarded to school districts and educational organizations who reach Stage 3 or above in the Digital Convergence Framework - a research-based methodology to personalize learning at scale.”



Collaboration & Communication




Terrestrial and Aquatic Biomes



Exploring Computer Science

Famous Person in History


W.E.B. Du Bois



Du Bois was an African American writer and activist born February 23rd, 1868. He changed the lives of black Americans and even helped change black history, and also how society made African Americans view themselves. He was considered a champion of solving issues for the black community. He was a very popular author and his book *The Souls of Black Folk* was popularly used for African American studies. Du Bois was also very known for publicly opposing Booker T. Washington. Du Bois thought that social advantages and higher education was more important to black people than vocational education. He is very known for demanding civil rights for African Americans rather than waiting for it to be handed to us. Du Bois also worked for the U.S. Bureau of Labor Statistics. Working with them helped uncover the affects slavery still had on African Americans.

[More Information](#)

Great Barrington, Massachusetts



It is a fairly small town in Berkshire County, Massachusetts. As of 2017, the population was 6835. The population went down from 2017, when it was recorded that 7104 people stayed there. They have a lot of educational programs and schools that promote all types of education. This town is also home to notable names that did a lot to influence technology and history. It was recorded as one of *The 20 Best Small Towns in America*.

[More Information](#)

Major Accomplishments:

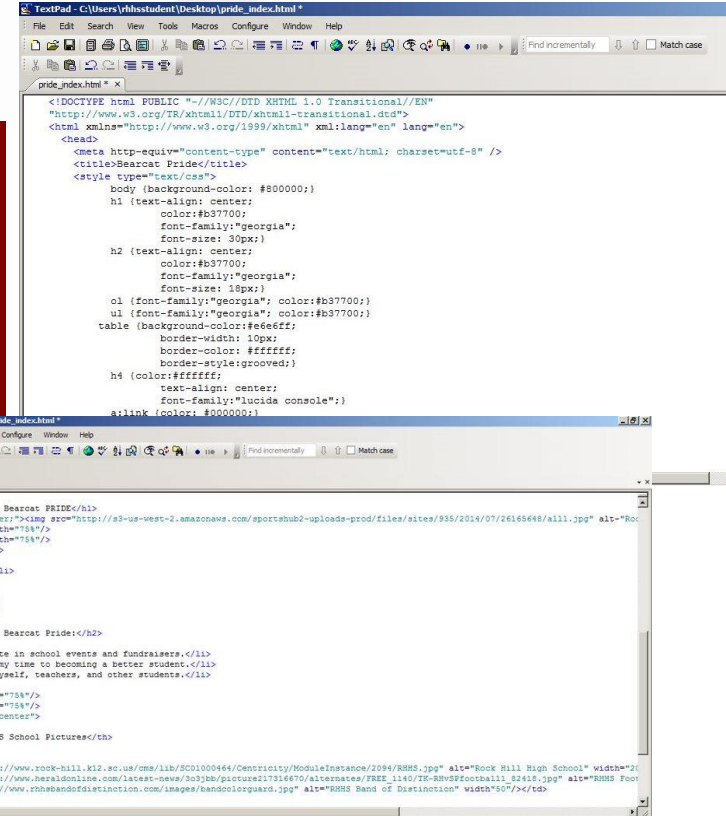
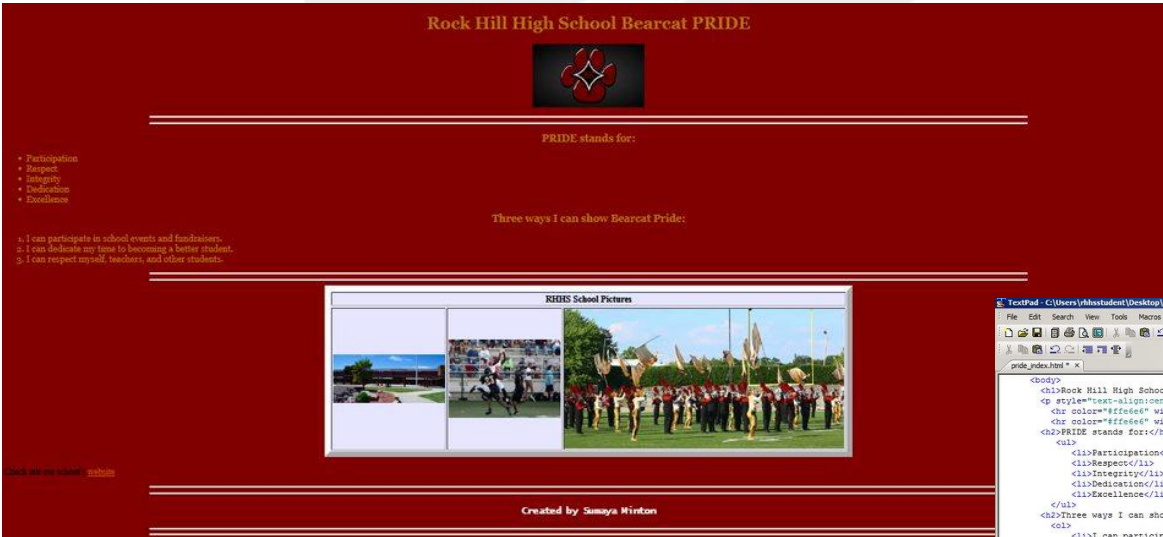
1. He was the **FIRST** African American to earn a Ph.D. from Harvard University.
2. He wrote *The Souls of Black Folk* and introduced the concept of *double-consciousness*.
3. He helped lay the foundation for the African American struggle for Equal Rights.
4. He co-founded the NAACP and was the editor of its magazine.
5. He was one of the leading intellects of the Harlem Renaissance.

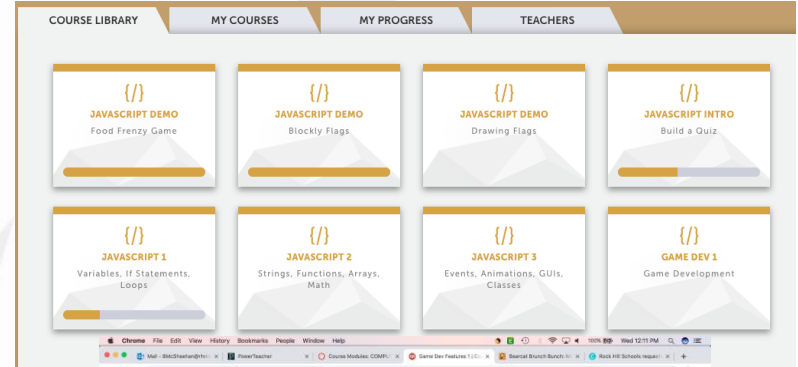
Associates of W.E.B. Du Bois:

- Booker T. Washington
- Marcus Garvey
- Josephine Baker
- Aaron Douglas
- Langston Hughes

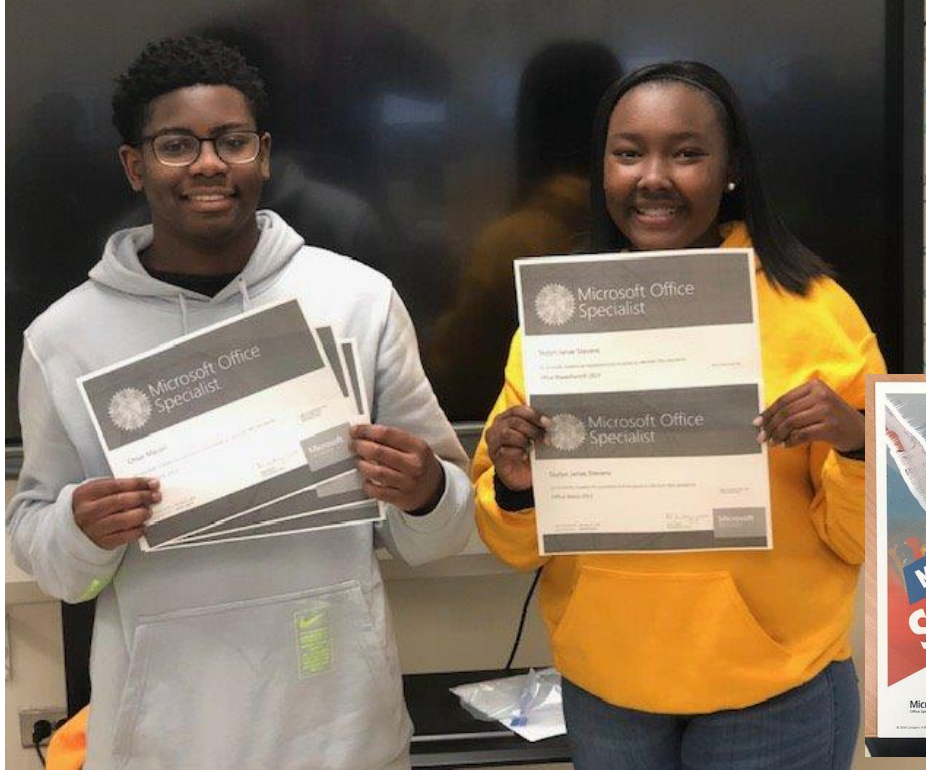
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Exploring Computer Science





MOS (Microsoft Office Specialist) Certifications



- **Infrastructure**

- Wired and wireless overlay
- 4 Gigabit connection to internet
- Servers/storage

- **Network Services / Security**

- Microsoft 365 including email
- Firewall/ filter (Palo Alto / iBoss / Cisco Umbrella)

- **One-to-One Laptop Program (3rd - 12th)**

- **Student Information System – PowerSchool**

- **School Technology Support**

Current Student Laptops - HP Touch Screens

- 3rd & 4th
- 5th
- 6th, 7th, 8th
- 9th, 10th, 11th, 12th

x360 EE (Education Edition) G1
x360 G2
840 Elitebook G3
840 Elitebook G2



Purpose of Rock Hill Schools Technology Council:

- Serve as a forum for discussion of district technology plans and IT services, including mobile computing.
- Make recommendations to the district leadership on its technology plans to support educational needs, cost- effectiveness, & compatibility with projections of future technology needs.
- Advise the district leadership and staff on maintaining the progress of ongoing technology projects and in setting priorities for new technology initiatives and spending.
- Make recommendations to the district staff to ensure compliance with federal, state, and local laws and to assure compliance with SC Dept. of Education and CIPA (Children's Internet Protection Act) requirements.
- Select members of the committee to serve on district RFP evaluation committees for technology purchases made in accord with the district's technology plan.

Technology Council meets the last week of each month. The first meetings were held Feb. 25th and 27th.

Memo

TO: Dr. Bill Cook
FROM: Anthony Cox, P.E.
DATE: March 6, 2019
SUBJECT: Approval for Second Read: "E" Policies (Support Services / Business Management) – Fourth Batch
CC: E Policy Revision Team / Luanne Kokolis / John Jones

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

- *Policy ED, ED-R, ED-R -E(1),(2) - Materials & Equipment Management
- *Policy EDE - Resource Conservation/Waste Management & Recycling
- *Policy EEAG - Student Transportation in Private Vehicles
- *Policy EFE, EFE-R, EFE-R -E(1),(2),(3) - Competitive Food Sales/Vending Machines

The proposed, SCSBA model and current versions of each of these policies and rules is attached. For the convenience of the Board, a summary table of revisions made is also attached. The team is advised by Dr. Tiffany Richardson, SCSBA Policy Services Division.

Due to combining the policy DID Inventories into ED / DID, Materials and Equipment Inventories Management, the team recommends that the current policy DID, Inventories, be deleted at the time of 2nd Reading approval for batch 4.

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

The Board of Trustees approved the attached revised policies for first read at the Business Meeting on February 25th, 2019. Upon successful review at the Board's Work Session on March 11, 2019, these policies will be presented for second read approval at the March 25th, 2019 Business meeting.

Section E (Batch FOUR)
SUPPORT SERVICES

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

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

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

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

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

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

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

MATERIALS AND EQUIPMENT **INVENTORIES** MANAGEMENT

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

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

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

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

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

Legal References:

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

1. Section 59-19-130 - Acquisition of supplies and equipment.
2. Section 59-19-140 - Use of equipment.
3. Section 59-19-150 - Maintenance of equipment.

MATERIALS AND EQUIPMENT MANAGEMENT

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

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

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

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

Legal References:

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

1. Section 59-19-130 - Acquisition of supplies and equipment.
2. Section 59-19-140 - Use of equipment.
3. Section 59-19-150 - Maintenance of equipment.

Policy ED Materials and Equipment Management

CURRENT

Issued 2/00

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

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

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

The superintendent will develop procedures for managing equipment and supplies.

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

Legal references:

S. C. Code, 1976, as amended:

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

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

York 3/Rock Hill School District

MATERIALS AND EQUIPMENT INVENTORIES MANAGEMENT

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

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

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

Definition of District **Materials and Equipment**

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

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

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

TYPE 4. Other School/ Site equipment: a. Furnishings b. Office equipment (bins, carts, fans, shredders, etc.) c. School-owned appliances (refrigerators, stoves, fans, shredders, laminators, microwaves, washers, dryers, etc.) d. Athletic or PE equipment e. Musical Instruments/equipment	•Assigned as part of classroom/office inventory •Selected items may be assigned 24/7 for term applicable •Turn in/report for inventory annually
TYPE 5. Specialty Support Equipment a. Facilities, Custodial and Technology Tools (other than single hand tools) and instruments b. Commercial Food Service Equipment (600 Fund) c. Medical (Nurse) Equipment and instruments.	•Assigned as part of technician kit, department, support area or vehicle inventory •Selected items may be assigned 24/7 for term applicable •Turn in/report for inventory annually
TYPE 6. Vehicles a. Buses b. Trucks & vans c. Grounds Equipment d. Construction Equipment e. Weight Handling Equipment f. Gators/carts, etc.	•Assigned as part of department fleet inventory •Selected items may be assigned 24/7 for term applicable •Turn in/report for inventory annually

Figure 1. Types of Equipment

Equipment Inventory Control Procedure

1. District Inventory Control. A District Equipment Type Manager (ETM) will be assigned for each type of equipment listed in Figure 1.
Duties of the ETM include:
 - a. oversight and responsibility for the management of the assigned type of inventory.
 - b. assessment of the condition, use, age and compliance with applicable codes and regulations for each item of equipment; and
 - c. planning for district-wide sustainment of the assigned equipment type inventory, including capital renewal, insurance monitoring, repair and replacement of end items and sets or groups of equipment.
 - d. The ETM shall have the authority to re-assign items or groups of items in coordination with / support of principals, site and department directors.
2. Site Inventory Control. Each school or site will have a Building Inventory Manager (BIM) for one or more types of equipment, assigned by the principal or site director. The BIM will serve as the point of contact for the ETM and the District Fixed Assets Manager for inventory control issues at the site.
Duties of the BIM include:
 - a. Ensuring building inventories are kept up to date, and forms are filled out when equipment is disposed of, transferred to another location, or added.
 - b. Applicable equipment is properly tagged,
 - c. Changes to the building equipment inventory are documented, including addition, transfer to another site or school, and disposal.
3. Other Assigned Inventory Duties. Teachers will have responsibility for an inventory of equipment in their classroom. Other designated employees will have responsibility for equipment

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

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

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

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

Requisition of New Materials and Equipment

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

Ownership Management and Transfer of Materials and Equipment

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

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

Loaned Equipment

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

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

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

Borrowed Responsibility for Non-District Equipment

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

Transferred Equipment and Property

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

Summer Storage of Equipment

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

Use and Care of Equipment

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

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

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

Loss or Damage of Equipment

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

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

MATERIALS AND EQUIPMENT MANAGEMENT

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

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

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

Definition of District Equipment

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

Requisition of Equipment

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

Ownership of Equipment

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

Loaned Equipment

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

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

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

PAGE 2 - ED-R - MATERIALS AND EQUIPMENT MANAGEMENT

Borrowed Equipment

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

Transferred Equipment and Property

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

Summer Storage of Equipment

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

Care of Equipment

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

Loss or Damage of Equipment

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

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

Issued 2/00

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

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

Definition of school equipment

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

Requisition of equipment

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

Ownership of equipment

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

Loaned equipment

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

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

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

Borrowed equipment

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

Transferred equipment and property

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

Summer storage of equipment

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

Care of equipment

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

Loss or damage of equipment

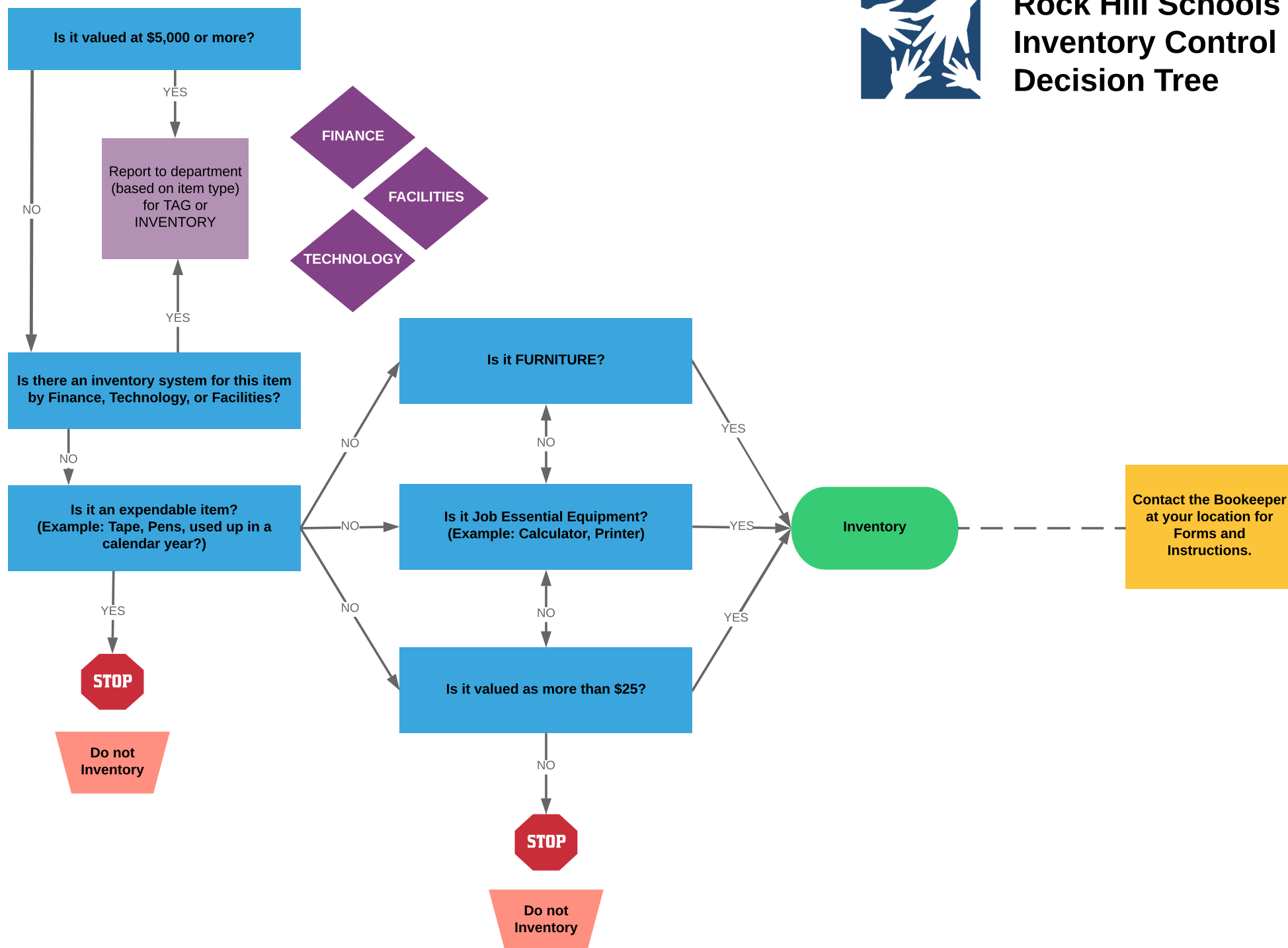
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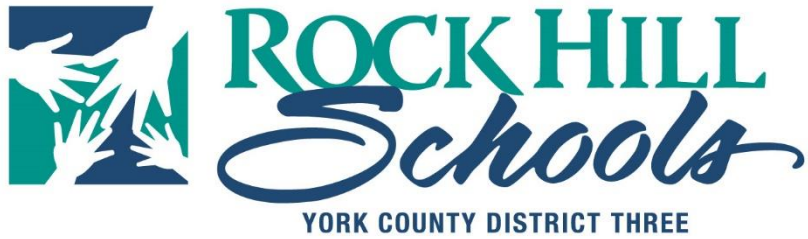
Issued 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00

York 3/Rock Hill School District



Rock Hill Schools Inventory Control Decision Tree





Materials and Equipment Check Out Form

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

Signature of Administrator

(sign)

Signature of Staff Member Checking Out Item

(sign)

Copy To: Building Administrator, Technology Director, Staff Person

RESOURCE CONSERVATION/WASTE MANAGEMENT AND RECYCLING

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

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

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

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

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

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

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

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

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

Adopted ^

RESOURCE CONSERVATION/WASTE MANAGEMENT AND RECYCLING

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

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

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

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

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

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

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

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

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

Adopted ^

STUDENT TRANSPORTATION **BY EMPLOYEES** IN PRIVATE VEHICLES

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

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

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

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

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

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

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

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

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

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

Optional:

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

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

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

Adopted ^

Policy EEAG Student Transportation in Private Vehicles

Issued 5/00

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

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

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

York 3/Rock Hill School District

COMPETITIVE FOOD SALES/VENDING MACHINES

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

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

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

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

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

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

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

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

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

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

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

Legal References:

PAGE 2 - EFE - COMPETITIVE FOOD SALES/VENDING MACHINES

A. Federal Law:

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

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

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

C. Federal Regulations:

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

D. State Board of Education Regulations:

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

E. Other references:

1. USDA Smart Snack in School Regulation.
2. 2015 SC “Smart Snacks” and Exempt Fundraisers Memorandum.

COMPETITIVE FOOD SALES/VENDING MACHINES

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

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

To ensure that foods served at schools address modern nutritional needs and to protect the health of students, the *(principal/school food supervisor)* will exercise control over the sale of non-cafeteria/competitive food. For purposes of this policy, “competitive food” means any food that is sold in competition with the school breakfast or lunch program.

The district *(will/will not)* permit vending machines and the sale of competitive foods in the elementary schools, middle schools, high schools, and career centers in accordance with this policy.

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

- soda water (which includes all carbonated beverages)
- water ices
- chewing gum
- certain candies

Schools *(will/will not)* operate any vending machines that are accessible to students on any campus from _____ to _____. *(Board needs to determine the timeframe; for example, the beginning of the school day/breakfast period until the last 10 minutes of the lunch period/end of the instructional day).*

Schools *(will/will not)* offer or sell other non-cafeteria/competitive foods to students on campus from _____ to _____. *(Board needs to determine the timeframe; for example, one hour prior to the first lunch period to one-half hour after the last lunch period).*

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

The board authorizes the *(superintendent/principal)* to close a canteen or discontinue the sale of competitive foods if not properly operated.

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

Legal References:

A. Federal Law:

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

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

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

PAGE 2 - EFE - COMPETITIVE FOOD SALES/VENDING MACHINES

C. Federal Regulations:

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

D. State Board of Education Regulations:

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

E. Other references:

1. USDA Smart Snack in School Regulation.
2. 2015 SC “Smart Snacks” and Exempt Fundraisers Memorandum.

Policy EFE Competitive Food Sales/Vending Machines

CURRENT

Issued 9/14

Purpose: To establish the basic structure for the sale of competitive foods at school.

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

To encourage positive food choices that address nutritional needs of children and adolescents and promote a positive school health environment, the principal will exercise control over the sale of non-cafeteria/competitive food. For purposes of this policy, "competitive food" means any food that is sold in competition with the school lunch or breakfast program.

The district will permit vending machines and the sale of competitive foods in the middle schools, high schools, and career center.

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

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

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

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

Legal references:

Federal Law:

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

S.C. Code, 1976, as amended:

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

State Board of Education Regulations:

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

York 3/Rock Hill School District

COMPETITIVE FOOD SALES/VENDING MACHINES

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

In an effort to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and snacks meet the minimum federal standards, the district implements this rule governing the sale of competitive foods within the district.

“Competitive foods” means all foods and beverages sold to students during the school day other than food sold under the breakfast and lunch programs. The school day is the period from midnight to 30 minutes after the end of the school day.

This rule applies to all properties under the jurisdiction of the school that are accessible to students during the day. The venues include, but are not limited to, à la carte in the cafeteria, school stores, snack bars, ~~and~~ vending machines and [in-school fundraisers](#).

The competitive food standards do not apply under the following situations:

- emergency medical situations
- food sold during non-school hours, weekends, or off-campus fundraising events (e.g., athletic events, or school concerts)
- food sold for off-campus consumption (e.g., cookie dough or frozen pizza)
- food sold exclusively to adults who are not students
- food brought from home by students for personal consumption
- foods donated for classroom celebrations ([see policy ADF](#))
- food given to students at no charge without suggesting a donation ([see policy ADF](#))

Definitions

À la carte - An individually priced food item.

Combination food - A product that contains two or more components representing two or more of the recommended food groups (fruit, vegetable, dairy, protein, or grains). Examples include yogurt and fruit parfait, hummus with vegetables, and cheese and crackers.

Entrée - A combination food of meat/meat alternative and whole grain rich food; a combination food of vegetable or fruit and meat/meat alternative; or a meat/meat alternative alone, with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut/seed butters, and meat snacks (such as dried beef jerky and meat sticks).

Food - Food and beverages, including side items and condiments.

Food service area - Any centralized location on a school campus where breakfast and lunch are normally prepared, served and/or consumed by students. This includes a “commons” area if students are expected to eat meals there.

Nutritive sweetener - A sweetener that provides energy (calories) in the form of simple carbohydrates such as sugars and syrups (e.g., brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrates, glucose, high-fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose, sugar, or syrup).

PAGE 2 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Competitive Food Standards

The district will comply with the following standards as current and amended, from the United States Department of Agriculture (USDA) and other federal and state regulations:

Food/nutrient	Standard	Exemptions to the standard
General Standard for Competitive Food	To be allowable, a competitive FOOD item must: (1) Meet all of the proposed competitive food nutrient standards; and (2) Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; <i>or</i> (3) Have as the first ingredient one of the non-grain main food groups: fruits, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); <i>or</i> (4) Be a combination food that contains at least 1/4 cup fruit and/or vegetable. (5) If water is the first ingredient, the second ingredient must be one of the above.	<ul style="list-style-type: none"> • Fresh and frozen fruits and vegetables with no added ingredients except water are exempt from all nutrient standards. • Canned fruits with no added ingredients except water, which are packed in 100% juice, extra light syrup, or light syrup are exempt from all nutrient standards. • Low sodium/No salt added canned vegetables with no added fats are exempt from all nutrient standards.
National School Lunch Program and School Breakfast Program Entrée Items Sold à la Carte	Any entrée item offered as part of the lunch program or the breakfast program is exempt from all competitive food standards if it is served as a competitive food on the day of service or the day after service in the lunch or breakfast program	
Grain Items	Acceptable grain items must include 50% or more whole grains by weight, or have whole grains as the first ingredient	
Total Fats	Elementary School: Acceptable food items must have ≤30% calories from total fat as served including any added accompaniments	<ul style="list-style-type: none"> • Reduced fat cheese (including part-skim mozzarella) is exempt from the total fat standard.
Total Fats	Middle and High School: Acceptable food items must have ≤35% calories from total fat as served including any added accompaniments	<ul style="list-style-type: none"> • Nuts and seeds and nut/seed butters are exempt from the total fat standard.

PAGE 3 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
		<ul style="list-style-type: none"> • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the total fat standard. • Seafood with no added fat is exempt from the total fat standard. • Whole eggs with no added fat are exempt from the total fat standard.
Saturated Fats	Acceptable food items must have <10% calories from saturated fat as served	<ul style="list-style-type: none"> • Reduced fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard. • Nuts and seeds and nut/seed butters are exempt from the saturated fat standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the saturated fat standard. • Whole eggs with no added fat are exempt from the saturated fat standard.
Trans Fats	Zero grams of trans fat as served (≤ 0.5 g per portion) including any added accompaniments	
Sugar	Acceptable food items must have $\leq 35\%$ of weight from total sugar as served	<ul style="list-style-type: none"> • Dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners are exempt from the sugar standard.

PAGE 4 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
		<ul style="list-style-type: none"> • Dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (<i>i.e.</i>, cranberries, tart cherries, or blueberries) are exempt from the sugar standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the sugar standard.
Sodium	<p>Snack items and side dishes: ≤ 200 mg sodium per item as served, including any added accompaniments</p> <p>Entrée items: ≤ 480 mg sodium per item as served, including any added accompaniments</p>	
Calories	<p>Snack items and side dishes: ≤ 200 calories per item as served, including any added accompaniments</p> <p>Entrée items: ≤ 350 calories per item as served including any added accompaniments</p>	
Accompaniments	Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards. Examples include, but are not limited to, butter, cream cheese, syrup, ketchup, mustard and salad dressing.	

PAGE 5 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
Caffeine	<p>Elementary and Middle School: foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances</p> <p>High School: foods and beverages may contain caffeine</p>	
Beverages	<p>Elementary School:</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit) • Low fat milk, unflavored (≤ 8 fl oz) • Non-fat milk, flavored or unflavored (≤ 8 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (≤ 8 fl oz) • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤ 8 fl oz) <p>Beverages</p> <p>Middle School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit) • Low-fat milk, unflavored (≤ 12 fl oz) • Non-fat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; 	
	<ul style="list-style-type: none"> • 100% fruit/vegetable juice (≤ 12 fl oz) 	

PAGE 6 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
Beverages	<ul style="list-style-type: none"> • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤ 12 fl oz) <p>High School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit) • Low-fat milk, unflavored (≤ 12 fl oz) • Non-fat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (≤ 12 fl oz) • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤ 12 fl oz) • Other flavored and/or carbonated beverages (≤ 20 fl oz) that are labeled to contain < 5 calories per 8 fl oz, or ≤ 10 calories per 20 fl oz • Other flavored and/or carbonated beverages (≤ 12 fl oz) that are labeled to contain ≤ 40 calories per 8 fl oz, or ≤ 60 calories per 12 fl oz. 	
Sugar-free Chewing Gum	Sugar-free chewing gum is exempt from all of the competitive food standards and may be sold to students at the discretion of the local educational agency	

Entrée Items (Sold only À La Carte) and Side Dishes

Rock Hill School District Three

PAGE 7 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

The nutrition requirements for food apply to all grade levels and must meet one of the following standards:

- ~~Be a grain product that contains 50 percent or more whole grains by weight or have whole grains as the first ingredient.~~
- ~~Have as the first ingredient one of the non-grain main food groups; fruits, vegetables, dairy, or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds).~~
- ~~Be a combination food that contains at least 25 percent fruit and/or vegetable.~~

If water is the first ingredient, the second ingredient must be one of the above.

Exemptions include the following:

- ~~fresh fruits and vegetables with no added ingredients except water~~
- ~~canned and frozen fruits with no added ingredients except water, or those that are packed in 100 percent juice, extra light syrup, or light syrup~~
- ~~canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable~~

Total fat in entrée items and side dishes

Acceptable food items must have no more than 35 percent of calories from total fat as served including any added accompaniments. **~~Under state regulations, foods sold at any K-5 public school can not have more than 30 percent calories from fat.~~**

Exemptions to the total fat requirement include the following (combination foods are not exempt):

- ~~reduced fat cheese (including part skim mozzarella)~~
- ~~nuts and seeds and nut/seed butters~~
- ~~dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats~~
- ~~seafood with no added fat~~

Saturated fat in entrée items and side dishes

Acceptable food items must have less than 10 percent of calories from saturated fat as served including any accompaniments.

Exemptions to the saturated fat requirement include the following (combination foods are not exempt):

- ~~reduced fat cheese (including part skim mozzarella)~~
- ~~nuts and seeds and nut/seed butters~~
- ~~dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats~~

Trans fat in entrée items and side dishes

Acceptable food items must have zero grams of trans fat as served (no more than .5 grams per portion) including any added accompaniments.

Sugar in entrée items and side dishes

PAGE 8 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

~~Acceptable food items must have no more than 35 percent of weight from total sugar served.~~

~~Exemptions to the sugar requirement include the following (combination foods are not exempt):~~

- ~~• dried whole fruits or vegetables~~
- ~~• dried whole fruit or vegetable pieces~~
- ~~• dehydrated fruits or vegetables with no added nutritive sweeteners~~
- ~~• dried whole fruits or pieces with nutritive sweeteners that are required for processing and/or palatability purposes (e.g. cranberries, tart cherries, or blueberries)~~
- ~~• products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats~~

~~*Sodium in entrée items and side dishes*~~

- ~~• Entrée items cannot exceed 480 milligrams of sodium per item as served including any added accompaniments.~~
- ~~• Snack items and side dishes can not exceed 200 milligrams of sodium per item as served, including added accompaniments.~~

~~*Calories in entrée items and side dishes*~~

- ~~• Entrée items can not exceed 350 calories per item as served including any added accompaniments.~~
- ~~• Snack items and side dishes cannot exceed 200 calories per item as served including any added accompaniments such as butter, cream cheese, and salad dressing.~~

~~Sugar free gum is exempt from all competitive food standards.~~

~~Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards. Examples include, but are not limited to, butter, cream cheese, syrup, ketchup, mustard, and salad dressing.~~

~~Any entrée item offered as part of the breakfast or lunch program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the breakfast or lunch program. Exempt entrées that are sold as competitive foods must be offered in the same or smaller portion sizes as the breakfast or lunch program with the same accompaniments.~~

Beverages

~~*Elementary school*~~

- ~~• plain water, with or without carbonation (no size limit)~~
- ~~• one percent milk, unflavored (no more than eight fluid ounces)~~
- ~~• nonfat milk, flavored or unflavored (no more than eight fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements~~
- ~~• 100 percent fruit/vegetable juice (no more than eight fluid ounces)~~
- ~~• 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 8 fluid ounces)~~

PAGE 9 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Middle school

- ~~plain water, with or without carbonation (no size limit)~~
- ~~low fat or one percent milk, unflavored (no more than 12 fluid ounces)~~
- ~~nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements~~
- ~~100 percent fruit/vegetable juice (no more than 12 fluid ounces)~~
- ~~100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)~~

High school

- ~~plain water, with or without carbonation (no size limit)~~
- ~~low fat or one percent milk, unflavored (no more than 12 fluid ounces)~~
- ~~nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements~~
- ~~100 percent fruit/vegetable juice (no more than 12 fluid ounces)~~
- ~~100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)~~
- ~~other flavored and/or carbonated beverages (no more than 20 fluid ounces) that are labeled to contain no more than five calories per eight fluid ounces or no more than 10 calories per 20 fluid ounces~~
- ~~other flavored and/or carbonated beverages (no more than 12 fluid ounces) that are labeled to contain no more than 40 calories per eight fluid ounces or no more than 60 calories per 12 fluid ounces~~

Caffeine

~~In elementary and middle schools, foods and beverages must be caffeine free with the exception of trace amounts of naturally occurring caffeine substances. In high schools, foods and beverages may contain caffeine.~~

Fundraisers

~~All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. Food or beverages that do not meet the standards may only be sold in occasional or fundraisers, exempt fundraisers, if they are not sold in competition with school meals in the food serving area during the meal programs. This rule governs the sale of food using payment options including, but not limited to, money, tokens, and coupons, or where a donation is expected or suggested. EFE – R E(1), -E(2), and -E(3) provide additional information on the process for fundraisers involving the sale of foods for fundraisers. For further general guidance on fundraisers please see policy JJE/JJE-R.~~

~~The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education. The exemptions do not apply to food sold in canteens, vending machines, or school stores that regularly sell food throughout the school year. Food sold by culinary arts programs or other curriculum offerings do not qualify for an exemption.~~

~~Issued 9/25/06; Revised 9/22/14, ^~~

COMPETITIVE FOOD SALES/VENDING MACHINES

Code **EFE-R** Issued **DRAFT/18MODEL**

In an effort to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and snacks meet the minimum federal standards, the district implements this rule governing the sale of competitive foods within the district.

“Competitive foods” means all foods and beverages sold to students during the school day other than food sold under the breakfast and lunch programs. The school day is the period from midnight to 30 minutes after the end of the school day.

This rule applies to all properties under the jurisdiction of the school that are accessible to students during the day. The venues include, but are not limited to, á la carte in the cafeteria, school stores, snack bars, and vending machines.

The competitive food standards do not apply under the following situations:

- food sold during non-school hours, weekends, or off-campus fundraising events (e.g., athletic events, or school concerts)
- food sold for off-campus consumption (e.g., cookie dough or frozen pizza)
- food sold exclusively to adults who are not students
- food given to students at no charge without suggesting a donation
- food brought from home by students for personal consumption
- foods donated for classroom celebrations
- emergency medical situations

Definitions

Á la carte - An individually priced food item.

Combination food - A product that contains two or more components representing two or more of the recommended food groups (fruit, vegetable, dairy, protein, or grains). Examples include yogurt and fruit parfait, hummus with vegetables, and cheese and crackers.

Entrée - A combination food of meat/meat alternative and whole grain rich food; a combination food of vegetable or fruit and meat/meat alternative; or a meat/meat alternative alone, with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut/seed butters, and meat snacks (such as dried beef jerky and meat sticks).

Food - Food and beverages, including side items and condiments.

Food service area - Any centralized location on a school campus where breakfast and lunch are normally prepared, served and/or consumed by students. This includes a “commons” area if students are expected to eat meals there.

Nutritive sweetener - A sweetener that provides energy (calories) in the form of simple carbohydrates such as sugars and syrups (e.g., brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrates, glucose, high-fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose, sugar, or syrup).

PAGE 2 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Entrée Items (Sold only Á La Carte) and Side Dishes

The nutrition requirements for food apply to all grade levels and must meet one of the following standards:

- Be a grain product that contains 50 percent or more whole grains by weight or have whole grains as the first ingredient.
- Have as the first ingredient one of the non-grain main food groups; fruits, vegetables, dairy, or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds).
- Be a combination food that contains at least 25 percent fruit and/or vegetable.

If water is the first ingredient, the second ingredient must be one of the above.

Exemptions include the following:

- fresh fruits and vegetables with no added ingredients except water
- canned and frozen fruits with no added ingredients except water, or those that are packed in 100 percent juice, extra light syrup, or light syrup
- canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable

Total fat in entrée items and side dishes

Acceptable food items must have no more than 35 percent of calories from total fat as served including any added accompaniments. **Under state regulations, foods sold at any K-5 public school can not have more than 30 percent calories from fat.**

Exemptions to the total fat requirement include the following (combination foods are not exempt):

- reduced-fat cheese (including part-skim mozzarella)
- nuts and seeds and nut/seed butters
- dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats
- seafood with no added fat

Saturated fat in entrée items and side dishes

Acceptable food items must have less than 10 percent of calories from saturated fat as served including any accompaniments.

Exemptions to the saturated fat requirement include the following (combination foods are not exempt):

- reduced-fat cheese (including part-skim mozzarella)
- nuts and seeds and nut/seed butters
- dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Trans fat in entrée items and side dishes

PAGE 3 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Acceptable food items must have zero grams of trans fat as served (no more than .5 grams per portion) including any added accompaniments.

Sugar in entrée items and side dishes

Acceptable food items must have no more than 35 percent of weight from total sugar served.

Exemptions to the sugar requirement include the following (combination foods are not exempt):

- dried whole fruits or vegetables
- dried whole fruit or vegetable pieces
- dehydrated fruits or vegetables with no added nutritive sweeteners
- dried whole fruits or pieces with nutritive sweeteners that are required for processing and/or palatability purposes (e.g. cranberries, tart cherries, or blueberries)
- products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Sodium in entrée items and side dishes

- Entrée items cannot exceed 480 milligrams of sodium per item as served including any added accompaniments.
- Snack items and side dishes can not exceed 200 milligrams of sodium per item as served, including added accompaniments.

Calories in entrée items and side dishes

- Entrée items can not exceed 350 calories per item as served including any added accompaniments.
- Snack items and side dishes cannot exceed 200 calories per item as served including any added accompaniments such as butter, cream cheese, and salad dressing.

Sugar-free gum is exempt from all competitive food standards.

Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards. Examples include, but are not limited to, butter, cream cheese, syrup, ketchup, mustard, and salad dressing.

Any entrée item offered as part of the breakfast or lunch program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the breakfast or lunch program. Exempt entrées that are sold as competitive foods must be offered in the same or smaller portion sizes as the breakfast or lunch program with the same accompaniments.

Beverages

Elementary school

- plain water, with or without carbonation (no size limit)
- one percent milk, unflavored (no more than eight fluid ounces)

PAGE 4 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

- nonfat milk, flavored or unflavored (no more than eight fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements
- 100 percent fruit/vegetable juice (no more than eight fluid ounces)
- 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 8 fluid ounces)

Middle school

- plain water, with or without carbonation (no size limit)
- low fat or one percent milk, unflavored (no more than 12 fluid ounces)
- nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements
- 100 percent fruit/vegetable juice (no more than 12 fluid ounces)
- 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)

High school

- plain water, with or without carbonation (no size limit)
- low fat or one percent milk, unflavored (no more than 12 fluid ounces)
- nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements
- 100 percent fruit/vegetable juice (no more than 12 fluid ounces)
- 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)
- other flavored and/or carbonated beverages (no more than 20 fluid ounces) that are labeled to contain no more than five calories per eight fluid ounces or no more than 10 calories per 20 fluid ounces
- other flavored and/or carbonated beverages (no more than 12 fluid ounces) that are labeled to contain no more than 40 calories per eight fluid ounces or no more than 60 calories per 12 fluid ounces

Caffeine

In elementary and middle schools, foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances. In high schools, foods and beverages may contain caffeine.

Fundraisers

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. Food or beverages that do not meet the standards may only be sold in occasional fundraisers if they are not sold in competition with school meals in the food serving area during the meal programs. This rule governs the sale of food using payment options including, but not limited to, money, tokens, and coupons, or where a donation is expected or suggested.

The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education. The exemptions do not apply to food sold in canteens, vending machines, or school stores that regularly sell food throughout the school year. Food sold by culinary arts programs or other curriculum offerings do not qualify for an exemption.

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

Issued 9/14

All foods and beverages sold or served on school grounds during the school day including vending machines, canteens, school stores, and fundraising activities will meet the following guidelines.

In accordance with the National Smart Snack Nutrition Standards:

Entrée Items, Snacks, and Side Items

- Calories are less than or equal to 200 calories per serving.
- Fats: Total fats are less than or equal to 35% of total calories per portion.

Saturated fats are less than or equal to 10% of total calories per portion.

Trans Fats are zero grams per portion (less than or equal to 0.5 per portion)

- Sodium is less than or equal to 230 mg of sodium per portion (will change to 200 mg in 2015).
- Sugar is less than or equal to 35% of weight from total sugars per item

Elementary schools will follow state guidelines as follows:

- Snacks, sweets, and side dishes will have no more than 30% of calories from fat, less than 10% calories from saturated fat, 10% or less of calories from trans fatty acids, and no more than 35% of added sugar by weight.
- Single-serving food items sold to elementary students to the following maximum portion sizes: 1/25 ounces for snacks; 2 ounces for cookies or cereal bars; 3 ounces for other bakery items; and ½ cup for fried potatoes or other fried vegetables.

Allowable Beverages - All Grades

- water with or without carbonation
- nonfat milk (plain or flavored)
- lowfat milk (plain only)
- 100% fruit or vegetable juice with no added sweeteners
- 100% Fruit or Vegetable Juice diluted with water with or without carbonation
- serving size limits: 8 oz. for elementary school and 12 oz. for middle and high school
- elementary school: no caffeine is allowed

High school only

- diet beverages: 20 oz. (less than 5 kcal/8 oz. or less than or equal to 10 kcal/20 oz.)
- low-calorie beverages: 12 oz. limit (less than or equal to 40 kcal/8 oz. OR less than or equal to 60 kcal/12 oz.)
- no caffeine restrictions

Food and beverages sold as fundraisers during the school day are also subject to the Smart Snack nutrition standards. State agencies will have the opportunity to set a number of infrequent food or beverage fundraisers that are exempt from the standards. However, even exempted fundraisers will not be allowed to be sold in competition with the breakfast or lunch programs in the food service area during meal service. If the state agency does not set a number of exempted food and beverage fundraisers, then ZERO exempted fundraisers will be allowed.

The school day is defined from midnight before to 30 minutes after the end of the official school day.

The district will convene a standing coordinated school health advisory council (CSHAC) consisting of parents/legal guardians, students, school food service representatives, school administrators, and community members to provide guidance to the schools in areas school health climate including recommendations for nutrition guidelines for foods and beverages sold or served on school grounds during the school day. School health improvement plans will be developed by the CSHAC and will be included in the district strategic plan. Support for school climate initiatives will be provided by district office staff.

Food and beverages sold during the school day will be reviewed annually and reported as a component of the school climate report. Assessment and implementation of school health policies will be monitored by the school principal.

Issued 9/25/06; Revised 9/22/14

York 3/Rock Hill School District

“SMART SNACKS” INDIVIDUAL EXEMPT FUNDRAISER CHECKLIST

Important notes

- This form should be approved by the principal or his/her designee, not the cafeteria staff.
- Post this form to the “Smart Snacks” Annual School-Based Exempt Fundraiser Summary Report.
- Retain this form at the school (not the cafeteria) for the current school year and the next three school years. These forms are subject to audit.

District and school: _____

Requesting school organization and contact: _____

Name of fundraiser, date(s), time(s), and location(s): _____

Description of food(s) being sold: _____

1. Is this fundraiser consistent with the district and/or school’s **local wellness policies**?
Yes = continue.
No = ~~STOP! This cannot be an exempt fundraiser.~~ **Continue; this may be an exempt fundraiser.**
2. Will the food be **sold**?
Yes = continue.
No = no exemption required, but check local wellness policy.
3. Will the food be sold during the **school day** for **consumption** on the **school campus**?
Yes = continue.
No = no exemption required, but check local wellness policy.
4. Will the food be sold in a **canteen, vending machine or school store**?
Yes = STOP! This cannot be an exempt fundraiser.
No = continue.
5. Does the food meet federal Smart Snacks **nutritional requirements**?
Yes = no exemption required, but check local wellness policy.
I don’t know = use the Smart Snacks calculator at <https://foodplanner.healthiergeneration.org/calculator/>
No = continue.
6. Will the food be sold in the **food service area** during breakfast and/or lunch?
Yes = STOP! This cannot be an exempt fundraiser.
No = Sign, date and submit this form to the principal or his/her designee.

Printed name and signature of authorized organization representative _____ Date _____

Printed name and signature of principal or his/her designee _____ Date _____

“SMART SNACKS” INDIVIDUAL EXEMPT FUNDRAISER CHECKLIST

Important notes

- This form should be approved by the principal or his/her designee, not the cafeteria staff.
- Post this form to the “Smart Snacks” Annual School-Based Exempt Fundraiser Summary Report.
- Retain this form at the school (not the cafeteria) for the current school year and the next three school years. These forms are subject to audit.

District and school: _____

Requesting school organization and contact: _____

Name of fundraiser, date(s), time(s), and location(s): _____

Description of food(s) being sold: _____

1. Is this fundraiser consistent with the district and/or school’s **local wellness policies**?
Yes = continue.
No = STOP! This cannot be an exempt fundraiser.
2. Will the food be **sold**?
Yes = continue.
No = no exemption required, but check local wellness policy.
3. Will the food be sold during the **school day** for **consumption** on the **school campus**?
Yes = continue.
No = no exemption required, but check local wellness policy.
4. Will the food be sold in a **canteen, vending machine or school store**?
Yes = STOP! This cannot be an exempt fundraiser.
No = continue.
5. Does the food meet federal Smart Snacks **nutritional requirements**?
Yes = no exemption required, but check local wellness policy.
I don’t know = use the Smart Snacks calculator at
<https://foodplanner.healthiergeneration.org/calculator/>
No = continue.
6. Will the food be sold in the **food service area** during breakfast and/or lunch?
Yes = STOP! This cannot be an exempt fundraiser.
No = Sign, date and submit this form to the principal or his/her designee.

Printed name and signature of authorized organization representative _____ Date _____

Printed name and signature of principal or his/her designee _____ Date _____

“SMART SNACKS” ANNUAL SCHOOL-BASED EXEMPT FUNDRAISER SUMMARY REPORT

Important notes

- This form must be completed by the school principal or his/her designee, not the cafeteria staff.
- Retain this form in the school office (not the cafeteria) along with each “Smart Snacks” Individual Exempt Fundraiser Checklist for the current school year and the next three school years.
- **Schools must submit a copy of this form annually to the Food Service department by June 1st for reporting purposes.**
- These forms are subject to audit.

District and school name: _____ School year: _____

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Printed name and signature of principal or his/her designee

Date

Rock Hill School District Three

**“SMART SNACKS” ANNUAL SCHOOL-BASED EXEMPT FUNDRAISER SUMMARY
REPORT**

Important notes

- This form must be completed by the school principal or his/her designee, not the cafeteria staff.
- Retain this form in the school office (not the cafeteria) along with each “Smart Snacks” Individual Exempt Fundraiser Checklist for the current school year and the next three school years.
- These forms are subject to audit.

District and school name: _____

School year: _____

#	Organization	Date	Duration
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Printed name and signature of principal or his/her designee

Date

Rock Hill School District Three

Parent's Guide to Smart Snacks Sold as Fundraisers

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish nutrition standards for all foods and beverages sold to students during the school day, including foods sold through fundraisers. Students who are well nourished are better prepared to learn. By implementing consistent nutrition standards throughout the school building, we believe this will enhance the learning environment and contribute to the overall health and well-being of our students. Smart Snacks standards help schools offer students healthy food and beverage choices such as whole grains, fruits and vegetables, leaner protein, lower-fat dairy, while limiting foods with too much sugar, fat and salt.

- Smart Snacks Standards apply to all foods and beverages **sold** to students outside of the school meals programs – including vending machines, a la carte, school stores, snack carts and **in-school fundraising**.
 - Cookies, candy, chips, donuts and soda have been replaced with items like nuts or seeds, popcorn, baked chips, fruit cups and plain water.
- Smart Snacks are in effect for the entire school day (midnight before to 30 minutes after the end of the school day) across the entire school campus.
- Smart Snacks do **not** apply to foods served, such as classroom celebrations and during evening, weekend or community events. Please refer to the District Wellness policy (ADF)

Foods and beverages sold to students **as fundraisers during the school day** have to meet Smart Snack standards unless they are approved by the principal as an exempt fundraiser. Our state allows 30 'one day' exempt fundraisers per year at each school.

The school principal must approve all school sponsored and non-school sponsored support organization fundraising activities (Policy JJE-R). This approval must be in writing and issued prior to the beginning of the fundraising activity. There are several documents that are required to be completed for approval:

- Smart Snacks Individual Exempt Fundraiser Checklist (EFE-R-E(1))
- Fundraising Activity Request – Support Organizations (JJE-E)

Non-food fundraisers or fundraisers that include only foods and beverages that meet the standards are **not** limited in any way! Visit www.healthiergeneration.org/smartsnacks to find additional resources on alternative fundraising ideas and healthier foods and beverages that can be used for fundraising.

Our district is fully committed to insuring compliance with the Smart Snacks standards. We also want to make sure you have the tools you need to find compliant products. Check out the following tools from the Alliance for a Healthier Generation:

- [Smart Food Planner](#)
- [Smart Snacks Product Calculator](#) (this is the only compliance tool verified by the USDA)

As we work to change our foods and beverages across campus, we would appreciate your support, especially in the area of fundraising. We look forward to working together to find alternative fundraising ideas or developing a list of healthier foods and beverages to be sold for fundraising.

Memo

TO: Dr. Bill Cook
FROM: Anthony Cox, P.E.
DATE: March 6, 2019
SUBJECT: Revisions to Policy FB, Facilities Planning
CC: Pathfinders Master Planning Team

The revision for the subject policy supports our long range efforts. It has been revised based on the latest state model and our district's specific master planning system.

The policy is presented for first review at the upcoming Work Session for the Board of Trustees on March 11, 2019.

FACILITIES PLANNING

Code **FB** Issued **PROPOSED**

The board may initiate long-range needs determination surveys on the recommendation of the superintendent or by the board's own appreciation of need.

The board will determine needs based upon the following criteria:

- the extent of use of existing facilities
- the students to be accommodated at a particular time and projected into the future
- the educational goals of the district
- the extent of nonschool or shared use of the facilities
- the demographic projections for birth rates, population growth, and economic conditions

The board directs the superintendent to establish and maintain a facilities master planning system using a minimum future focus of five years. The master plan shall:

- Be a living document, monitored and updated at least biennially, and accessed by the School Board and local and state government agencies as required.
- Guide and control the authorization and approval of specific planning actions, projects development and capital and certain operational expenditures.
- Meet all State Department of Education requirements for long range planning documentation
- Support, and be governed by, the overall strategic plan of Rock Hill Schools
- Be developed by a permanent Facilities Master Planning Team, comprised of school administrators, teachers, and parents; representatives of local government and the community; district and facilities staff.

The superintendent, with the full participation of the professional staff, will develop educational specifications for new school facilities or renovations of existing ones. The superintendent may use consultants when he/she deems it necessary.

Additionally, the board may employ the assistance of professional persons to help the district conduct a needs determination survey. The administration and/or specialist will present findings to the board for action.

Beyond the master planning team, the board may seek input from the community **at large** in determining long-range needs.

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

Adopted 4/27/88; Revised 10/24/88, 2/28/00, 10/25/10

Legal References:

SCSBA

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

1. Section 59-23-210 - Construction, improvement, and renovation of public schools.

FACILITIES PLANNING

Code **FB** Issued **MODEL**

The board may initiate long-range needs determination surveys on the recommendation of the superintendent or by the board's own appreciation of need.

The board will determine needs based upon the following criteria:

- the extent of use of existing facilities
- the students to be accommodated at a particular time and projected into the future
- the educational goals of the district
- the extent of nonschool or shared use of the facilities
- the demographic projections for birth rates, population growth, and economic conditions

The superintendent, with the full participation of the professional staff, will develop educational specifications for new school facilities or renovations of existing ones. The superintendent may use consultants when he/she deems it necessary.

Additionally, the board may employ the assistance of professional persons to help the district conduct a needs determination survey. The administration and/or specialist will present findings to the board for action.

The board may seek input from the community in determining long-range needs.

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

Adopted ^

Legal References:

- A. S. C. Code of Laws, 1976, as amended:
1. Section 59-23-210 - Construction, improvement, and renovation of public schools.

Policy FB Facilities Planning

CURRENT

Issued 10/10

Purpose: To establish the board's vision for planning for long-range facility needs.

The board may initiate long-range needs determination surveys on the recommendation of the superintendent or by the board's own appreciation of need.

The board will determine needs based upon the following criteria.

- the extent of use of existing facilities
- the students to be accommodated at a particular time and projected into the future
- the educational goals of the district
- the extent of nonschool or shared use of the facilities
- demographic projections for birth rates, population growth and economic conditions

The superintendent, with the full participation of the professional staff, will develop educational specifications for new school facilities. The superintendent may use consultants when he/she deems it necessary. The superintendent will maintain a five year facilities master plan that will be reviewed and updated annually.

Additionally, the board may employ the assistance of professional persons to help the district conduct a needs determination survey. The administration and/or specialist will present findings to the board for action.

The board may seek input from the community in determining long-range needs.

Adopted 4/27/78; Revised 10/24/88, 2/28/00, 10/25/10

York 3/Rock Hill School District



Memorandum

TO: Board of Trustees

FROM: Dr. Bill Cook

DATE: March 6, 2019

SUBJECT: Policy BE – School Board Meetings

Attached is Policy **BE** – *School Board Meetings*. We are asking the Board to approve the updating of the policy to change the address listed to our new street address, with no other content changes.

Policy BE School Board Meetings

Issued 11/14, **3/19**

Purpose: To establish the basic structure for the conduct of board meetings.

All board meetings will be conducted in accordance with the South Carolina Freedom of Information Act. All board meetings, except for periods in which the board is in executive sessions, are open to the public.

Biennial organizational meeting

The board holds its biennial organizational meeting within one week following the certification of the election results or as soon as practical following the election of board members. The board swears in new members, elects officers and swears in those officers at the biennial meeting. The board also sets the date and time of regular board meetings for the ensuing period between organizational meetings.

Regular board meetings

The board holds its regular meeting of the board at the ~~board room of the administration building~~ **Central Office** at ~~660 North Anderson Road~~ **386 E. Black Street** unless otherwise designated on the fourth Monday of each month. The board may reschedule the meeting when a holiday falls on the fourth Monday. The regularly scheduled time will be 6:00 p.m. There is no meeting held in December.

In unusual circumstances, the board may change the time and place of the regular meeting, or any regular meeting, upon a majority vote of the board.

Work sessions

Each month (unless exception is made by the board), the board will meet in work sessions. The purpose of these sessions will be for the board to have opportunities for planning and discussion without formal action. Topics for discussion should be announced publicly, in advance, and sessions will be conducted in accordance with state law. A majority vote of the board is required for an item to be added to the agenda at the time of the meeting.

Special meetings

The chairman of the board or a majority of members of the board may call a special meeting of the full board. The superintendent should give at least 24 hours notice to all members of the board and the public except when emergency conditions make such notice impossible. The board will not transact any business other than that which is stated in the notice.

Public hearings

The board may conduct public hearings from time to time in order for the public to express their views regarding a specific issue. The board will conduct such meetings in an orderly manner in accordance with board policy and regulation.

Parliamentary procedure

The latest edition of Robert's Rules of Order will govern all matters not covered by the rules of the board.

Adopted 4/27/78; Revised 10/24/88, 7/22/91, 4/22/96, 10/21/98, 8/27/12, 11/24/14, **2019**

Legal references:

S.C. Code, 1976, as amended:

Sections 30-4-10 through 30-4-110 - South Carolina Freedom of Information Act.

Section 59-1-340 - Meetings of boards of trustees and boards of education.

Section 59-19-90(4) - Calling meetings of electors for consultations.

Section 59-19-110 - Board rule-making power includes right to conduct any hearing.



One Team...One Mission...One Rock Hill

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Memorandum

To: Dr. Bill Cook, Superintendent

From: John Jones, Jr., Chief Academic and Accountability Officer

RE: **PRESENTATION ON MENTAL HEALTH SERVICES**

Date: March 6, 2019

Attached, please find information that will be shared in Dr. Nancy Turner's presentation to the Board of Trustees regarding mental health services and support in Rock Hill Schools. Specific topics to be covered in her comments are:

- Catawba Mental Health services
- Progress with ACEs and 321 Insights implementation
- Behavior management assistants
- Upcoming mental health symposium
- Trainings and in-service provided that target interconnected systems of support
- Grant opportunities

Please let me know if you have any questions.



Mental Health Services

**Update on Mental Health Service Providers, Resources,
and Students Served throughout
Rock Hill Schools**

Rock Hill Schools Board of Trustees Meeting

March 11, 2019

One Team. One Mission. One Rock Hill.

ACE'S AWARENESS TRAINING & 321 Insights

- ***100% of all Staff @ Rock Hill Schools have had ACEs awareness training (presented by Dr. Turner, School psychologists, Dr. Edwards)***
- ***321 Insights – on-line, brief modules providing pertinent information on ACEs, resiliency as well as modeling strategies such as de-escalation, avoiding power struggles, etc. Open license for all staff***
- ***1613 total views and 743 videos watched since October, 2018***
 - ***Video MOST viewed across the District – *Adverse Childhood Experiences****
 - ***Second Most viewed video – *Building Resiliency****
 - ***All schools have initiated usage for 321 Insights***

Behavior Management Assistants

- 18 BMA's in all elementary schools including CCDC
- Behavior Management Assistants, first semester, have worked with a total of **356 students** on their "caseload" (Students with on-going data collection)
- **4K – 21; K- 56; 1st -52; 2nd – 45; 3rd -32; 4th -35; 5th – 44**

Many more students have had interventions but were not on the official caseload.

Note: *BMA's have had 5 full days of training in crisis management*

Kelly Sporney (ESE teacher) sends a weekly note to all BMA's called "Tidbit of the Week" with creative, practical ideas and resources to use with children in crisis.

Catawba Mental Health Services

- **15 Catawba Mental Health service providers**
- **There are 475 students served who are enrolled in the Rock Hill School District.**
 - **39 students are enrolled in Rock Hill schools, but parents chose to receive services in Catawba Office.**
- **A service provider is assigned (depending on amount of clients) to every school in RHS.**
 - **Including T-3, Raven Academy/Renaissance & CCDC**

Referral Process for Catawba Mental Health Services

- Students are identified by either school staff or family members and a referral form is filled out by school staff.
- Parent/guardian is then contacted and permission is granted (signed).
- Once family/guardian has given their consent for an assessment, a referral form should be completed and given to the school assigned mental health provider.
- Within 24 business hours of receiving the referral form , the mental health service provider will make 3 attempts at contacting the family in an effort to complete an assessment for service eligibility.

Referral Process for Catawba Mental Health Services

- If attempts are successful, an appointment is offered within 7 business days from first contact for a routine appointment (non-urgent).
- Urgent appointments within 2 days and emergent appointments within 1 day.
- Walk-in appointments can be seen, but there may be a wait before seen. Appointments can be held within the school or within the Catawba Mental Health office.
- If unsuccessful in reaching family/guardian after 3 attempts or if family declines treatment, the initial referral source will be notified.

Catawba Mental Health Referrals – What is an Appropriate Referral for Services Based on State Guidelines:

*It is important to understand that all referrals are eligible for an assessment, but **not all referrals are appropriate.***

- Those that are *not appropriate* will be referred out to the appropriate agencies.
- Some diagnoses that are *not appropriate*/ not treated by Catawba Mental Health are “singly” diagnosed Autism, substance abuse, eating disorders and individuals where the disability is so pronounced that they are unable to treat the mental illness (low Intellectual Disabilities).
- If mental health treatment ***is considered to be appropriate***, a treatment plan with goals and frequencies will be developed and implemented.

Mental Health – Discharge of Students

- Once identified goals are met/achieved, the initial referral source as well as parents/guardians will be notified of discharge.
- Clients can also be discharged for:
 - non-compliance
 - failure to follow medical recommendations

Note: Dr. Turner meets with Ms. Tamara Edrington, Executive Director of Catawba Mental Health, every month to review student issues and discuss school-based concerns.

Mental Health Symposium

- **Mental Health Symposium – Spring, 2019**
 - **April 4, 2019 – SPHS/ 2:00 – 4:00 Auditorium**
 - ***Guest Presenters:***
 - **Ms. Ouida Swann Dest – Deputy Solicitor, York County Solicitor's Office**
 - **Ms. Danielle Center – Executive Director-Keystone Substance Abuse Services**
 - **Dr. Martha Edwards, MD – Pediatrics**
 - **Dr. Nancy Turner – Director of Exceptional Student Education**

Book Studies – District-wide

- **Teaching to Strengths: Supporting Students Living with Trauma, Violence and Chronic Stress** (Zacarian, Alvarez-Ortiz-Haynes)
 - School Staff members – 62 participants (on-line & face to face)
 - 12 RHS staff, including administrators participated in a workshop by Teaching to Strengths author, Dr. Debbie Zacarian
- **The Deepest Well: Healing the Long-Term Effects of Childhood Adversity** (Nadine Burke Harris, MD)
 - All School Psychologists

Grant Proposal with MUSC

- Grant approval notification coming in spring, 2019 – would start in 2019-2020
- Mental Health Clinicians from MUSC – 4 full time in 4 elementary schools with a focus on students with ACE's and IEP's
 - Mental Health Clinicians will provide Training for all staff at the 4 targeted schools (other selected staff will be invited from each of the elementary schools).
 - The *grant is for 3 years* and will follow an experimental design – USC students taking data from schools with “treatment” and schools without the MUSC mental Health clinicians.
 - All schools will benefit from the specialized training.
 - Form a mental health advisory committee.

Emotional Resilience Training - Winthrop

- **RHS team of 16 staff including elementary & secondary counselors, AP's , school psychologists, Frank Palermo and Dr. Turner to represent Rock Hill Schools**
 - **RHS Emotional Resilience Training team would receiving training and determine how best to initiate emotional resilience training for all staff throughout the district in the 2019-2020 school year.**
 - **Training at Winthrop is scheduled for June 11 and 12, 2019.**

YORK COUNTY ACEs TASK FORCE

- **Monthly Meetings at the Rock Hill Schools/Central Office facilitated by Ms. Sylvia Echols**
 - **Task Force Members:**
 - **(RHS) Queenie Hall, Dr. Nancy Turner, Cindy (Hunt) Taubenkimel**
 - **Judge David Guyton, Ouida Dest**
 - **Senator Wes Climer**
 - **Chief Chris Watts**
 - **Dr. Marth Edwards**
 - **Judy Rauppius (NAMI)**
 - **Dr. Kori Bloomquist (Winthrop University)**
 - **And many more!**

IMPLICIT BIAS TRAINING

- **Thoughts and feelings are implicit if we are unaware of them or mistaken about their nature.**
- **Implicit Bias – describes attitudes we may present towards people or associate stereotypes with them without our conscious knowledge.**
- **Understanding implicit bias helps us avoid stereotyping, provides awareness and institutes specific procedures of decision-making in an equitable manner.**
- **Implicit Bias Training will be available this semester and during 2019-2020.**
- **All RHS Leadership has had Implicit Bias Training/Awareness.**

Restorative Practices Training – next steps

- **Key goals of Restorative Practices**

- To understand the harm and develop empathy for all involved in the infraction.
- To listen and respond to the needs of the person harmed as well as the individual(s) who harmed.
- To encourage accountability and responsibility through personal reflection within a collaborative planning process.
- Discipline should become a long-term process that hopefully leads students to become responsible for their own behaviors.
 - Teaching self-discipline
 - Teaching self-regulation

TRAINING: 2019-2020

Questions & Answers





MENTAL HEALTH SYMPOSIUM SOUTH POINTE HIGH SCHOOL APRIL 4, 2019 2:00 – 4:00

CONTACTS

Mr. Frank Palermo – Elementary Counselors

Jen Morrison-Executive Director for Secondary Education

Jan Brown/Tanya Tucker – School Psychologists

Tamara Edrington – Catawba Mental Health Service Providers

School Administration-PBIS Chairpersons

PRESENTERS

- **Dr. John Jones** –Chief Academic & Accountability Officer
- **Ouida Swann Dest** – Deputy Solicitor, York County Solicitor's Office
- **Danielle Center** – Executive Director , Keystone Substance Abuse Services
- **Dr. Martha Edwards**, Pediatrician
- **Dr. Nancy Turner**, Director of Exceptional Student Education –Rock Hill Schools

***Mental Health Symposium
South pointe High School
April 4, 2019 2:00 – 4:00***



Referral process for Catawba Community Mental Health Services

- ❖ Once a student who may be in need of mental health services has been identified, the referring source should make contact with the family. This is used as a courtesy to the family, indicating and demonstrating your concern for their child.
- ❖ Once the family/guardian has given their consent for an assessment, a referral form should be completed and given to your assigned mental health provider (MHP). The referral form should be completed in its entirety, indicating why the child is being referred, symptoms displayed, updated contact information for the family, and a confirmation that the family/guardian has already been contacted. The referral form can be handed directly to your MHP, placed in their school mailboxes, or faxed to the Catawba Mental Health (803-329-3319) center if your MHP is on an extended leave from their assigned school (a week or more). **Do Not email referral forms to your MHP and do not leave referral information on the MHP's school or office voicemail.**
- ❖ **Do not complete a referral form for an actively suicidal client, please follow your school policy of diverting this client to the local ER.**
- ❖ Within 24 business hours of receiving the referral form, the MHP will make 3 attempts at contacting the family in an effort to complete an assessment for service eligibility. If successful in their attempts at reaching the family, an appointment is offered within 7 business days from first contact for a routine appointment (non-urgent), urgent appointments within 2 days, and emergent appointments within 1 day. We also offer walk-in appointments, however there may be a wait before being seen. Appointments for an assessment can be held within the school or within the main office of Catawba Mental Health.
- ❖ If unsuccessful at reaching family/guardian after the 3 attempts or if family declines treatment, the initial referral source will be notified.
- ❖ Mental health treatment cannot be deemed a mandate for attending or returning to school.
- ❖ **It's important to understand that all referrals are eligible for an assessment but not all referrals are appropriate, those that are not appropriate will be referred out to the appropriate agency. Some diagnoses that are not treated, are singly diagnosed Autism or Substance Abuse, Eating disorders as a primary diagnosis, and individuals where the disability is so pronounced, that we are unable to treat the mental illness (low IQ, non-verbal).**
- ❖ If mental health treatment is considered to be appropriate for the child, a treatment plan, completed with input from the MHP and family/guardian, consisting of goals and frequencies, will be developed and implemented.
- ❖ Once identified goals are met/achieved, the initial referral source will be notified of discharge.
- ❖ Clients can also be discharge for non-compliance and/or failure to follow medical recommendations.

School Assignments

Castle Heights: Monday, Tuesday (1:00-4:00) Thursday, and Friday (Armani Harrell)

Mt. Holly: Tuesday (8:00-12:00) and Wednesday

Ebinport: Monday (Jamila Smith)

Lelsie: Tuesday and Thursday (Jamila Smith)

Bellview: Wednesday and Friday (Jamila Smith)

Sunset Park: Monday and Thursday (Melissa Curtiss)

Independence: Tuesday, Wednesday, and Thursday (Melissa Curtiss)

Rosewood: Monday and Thursday (Dedra Darby)

Rawlinson Road: Tuesday, Wednesday, and Friday (Dedra Darby)

South Pointe: Monday, Wednesday, Thursday, and Friday (Cathy Coates)

Finley Road: Tuesday (Cathy Coates)

Old Pointe : Tuesday (Julie Griffin)

Dutchman Creek: Monday, Wednesday, Thursday, and Friday (Julie Griffin)

Flex Center: Monday-Thursday (Jenny Sexton)

Mt. Gallant: Monday, Wednesday, Thursday, Friday (Alicia Stephens)

CCDC: Tuesday (Alicia Stephens)

RHHS: Monday, Tuesday, Wednesday, and Friday (Carmen Weldon and Tamara Edrington)

Northside: Tuesday and Wednesday (Jasmine Byrd)

Cherry Park: Monday (Leslie Stover)

Sullivan Middle: Tuesday, Wednesday, Thursday, Friday (Leslie Stover)

Saluda Trails: Monday, Tuesday, Wednesday, and Friday (Misty Brown-Pearson)

T-3: Wednesday (Misty Brown-Pearson)

Oakdale: Monday, Wednesday afternoon, Thursday, Friday (Courtney Wiggins)

York Rd.: Tuesday and Wednesday morning (Courtney Wiggins)

India Hook: Tuesday and Friday (Carmen Weldon)

Richmond Dr.: Thursday (Carmen Weldon)

Ebenezer: Tuesday (Lacey Mack)

Northwestern: Monday, Wednesday, Thursday, Friday (Lacey Mack)

Memo

TO: Dr. Bill Cook
FROM: Kevin Wren
DATE: March 6, 2019
SUBJECT: Safety & Security Program (Interim Report)

Enclosed with this memo, please find the results from the Community Forum on Safety & Security for November 27, 2018 and January 29, 2019. The community feedback will be reviewed and discussed at the Board of Trustees Work Session on March 11, 2019.

We look forward to our continued partnership with the community and stakeholders, focusing on Safety & Security as our top priority.

The next community forum is scheduled for March 26, 2019 at the Central Office.

Community Safety Meeting

11 November 2018

FOCUS AREA #1 – SAFE AND SECURE LEARNING ENVIRONMENT

WHAT'S WORKING?	WHAT CAN WE IMPROVE?
<ul style="list-style-type: none"> *ID Check in *High School required ID *Locked door makes students feel safer *Consequences for Fighting 	<ul style="list-style-type: none"> *SRO working multiple schools *Red tape around executing school community initiatives *More Weapon Screenings *Community and Students need to know about Tip Line *Fencing/Access denial *Conflict resolution *Sub Key check-in/out process *Sub Training
<ul style="list-style-type: none"> *Secure entrance/reception area *Communication between SROs and ADMIN *Rock Hill Schools APP *Robo Calls 	<ul style="list-style-type: none"> *More Lockdown Drills *More Controlled access to outdoor areas *Bus Safety *Camera Monitoring *Weapons Screening (Metal Detectors)
<ul style="list-style-type: none"> *All stakeholders coming together for a common purpose *Employee training specifically reunification *Developing relationships so students see something do something *Proactive approach to address the safety and security of our students staff and schools. 	<ul style="list-style-type: none"> *Increase Safety at afterhours events *Continue develop relationships with students see something do something *Increase communication with all stakeholders regarding proactive approach to safety *Key card access with varying degree of access to locations in a building *Continue work on communication with all stakeholders *Reiterate importance of safety measures already in place *Monitor gate access and design *More cameras in elementary school
<ul style="list-style-type: none"> *Card Access System *Visitor Check-in *Cameras *SROS *Behavior Management Assist. *Teacher Visibility *Training/Drills *Centralized Incident Reporting *Communication and Relationships 	<ul style="list-style-type: none"> *Monitoring Late Pickups *Communication to parents about IDs *Continual Camera Monitoring *Drills during common periods *Traffic Control *Community Mental Health
<ul style="list-style-type: none"> *SROs *See something do something *Training, Reunification Drill *Summit Meeting * Various type of safety practices types of lockdowns * Relationships with students on all levels 	<ul style="list-style-type: none"> *Sensitivity Awareness (age appropriate) *Empowering students with decisions tipline, alternate routes exits. * State Funding * dedication to watch cameras

Community Safety Meeting

11 November 2018

	<ul style="list-style-type: none"> * Disruptive students in the classroom teacher's skills to de-escalate or manage class/students determining level of need for students and teachers at admin level.
<ul style="list-style-type: none"> *Visitor Management * Limit to lunch visitation * Visibility of staff/officers * SROS * Lockdown drills * Cooperation/collaborative efforts of L.E. and School * Public communication notifications 	<ul style="list-style-type: none"> * Need SRO in all schools more in high * Badge access to all doors * Educate kids to react and make decisions based on situation * Phones policy * Social Media Access * Mental Health
<ul style="list-style-type: none"> *New construction entrances *ID checks *Locked doors *Random weapons screenings *See something do something *Behavior management assistants 	<ul style="list-style-type: none"> *Where to go to check-in *Open gates/doors at specific times *Hands on training for teachers/admin *Controlled entry/release of students *Relationships between students and admin (negative climate) * Accessible and Accepted mental health counseling * Conflict resolution *Cell phone rules/social media *Extra SRO/Security on campus
<ul style="list-style-type: none"> *Timely Communication * Safe Schools Modules * Reunification Drill * Facility Improvements- Vestibule * Closed, Secure Campus * Educating See something Do something * Random Searches * Communication with SROs/PD * Education staff on specific medical needs for students 	<ul style="list-style-type: none"> * More random searches * ATC/Flex need nurse for medical/safety * Wellness Center for employees- Retention/Recruit * Playground equipment updates * Athletics/ Extracurricular activities- age restriction for attendance/supervision. * Middle school athletics need EMS or trainers * ADA compliance * Facility renovation for office area * More SROS 1:1000 and elementary schools * School start time- Flip elementary and secondary
<ul style="list-style-type: none"> *Communications to Parents * Quick reactive time by schools * Staff is taking concerns seriously * Joint effort between school district and law enforcement * SROs are invaluable building relationships *faculty feel well prepared and trained 	<ul style="list-style-type: none"> * Radios * phones in classrooms * lockdown and shelter in place directions * marketing how safe the schools are * communications of different types of lockdowns
<ul style="list-style-type: none"> *Opportunities for parents to become more educated on safety * Training staff and reunification * Police presence increased * Emergency kits in classrooms and common areas 	<ul style="list-style-type: none"> * Access parents w/out internet varied sets of communication * Non conventional drills not in controlled environments make more authentic * SRO zoning for elementary schools * Increase entrance security * phone sin classrooms

Community Safety Meeting

11 November 2018

	* too many unsupervised parents within building

MORE WEAPONS SCREENINGS	
1. What grade level(s) should be screened for weapons?	<ul style="list-style-type: none"> *middle and high school *secondary *middle-high *middle and high *6-12 *6-12 *6-12 *8-12
2. How often should weapon screenings take place? Should they be random or should everyone be searched every day?	<ul style="list-style-type: none"> *not every day!! Weekly is working well! *1 time a week, random *varied times, days and amount (volume) weekly *Random – sporadically search changing day of the week – maybe do 2 days so kids don’t catch onto once a week. *Random points with the school week and school day *Increase the number of screenings more than once a week to include multiple classrooms *Random *Random 1 per week – 2 classes screenings
3. Additional Comments:	<ul style="list-style-type: none"> *Are you searching cars too? If no, please do if possible *Be aware of image we are projecting
SRO/SECURITY ON CAMPUSES	
1. Do we need extra security at all schools or just the high schools?	<ul style="list-style-type: none"> *All schools *Possibly use plain clothes volunteers to monitor halls, be a presence *Yes, more frequent/regular visits *Someone in elementary to be present at recess, lunch every once in a while *Elementary does not need a permanent person but could be split between 4 or 5 schools. Middle and High School SRO’s should never be pulled from their schools *Secondary schools *More SRO’s to cover elementary and high school (float between) *At least 1 SRO at every school
2. Does it matter if it is a School Resource Officer that works for law enforcement or a private security guard?	<ul style="list-style-type: none"> *Yes!! No Rent-A-Cops *Depends on grade level – High School students would respect law enforcement more than a security guard. *Yes, retired officers or well-trained private security guards would be welcomed (but not preferred) *Can be private security guard *SRO through Law Enforcement *Open to retired law enforcement/security guards/military at elementary school. Gun not needed?? *If using private security, ensure extreme vetting is done. Best to use retired Police Officers. *Law Enforcement
3. Additional Comments:	<ul style="list-style-type: none"> *What data are we seeing to date at all levels to warrant more?

AFTER HOUR EVENT INCREASE IN SECURITY	
1. What is your vision for increase in security for after hour events?	<ul style="list-style-type: none"> *lighting in parking lots and tickets for arts events to control who comes in *Currently, we do not see the increased need *Secondary, metal detector wands used during games? *Needed on evenings with multiple events on the same night *Important to have security at events with high attendance. Maybe use private security guards as needed. *Not sure – more discussion needed – AES needs support if student(s) have been known to have violent tendencies/makes threats
2. Do we need to do weapon screenings? If so, what event(s)?	<ul style="list-style-type: none"> *Not sure – more discussion needed *Yes – football/basketball walk through metal detectors are a good deterrent *Metal detectors at every event manned by Law enforcement at the middle and high school level *Sporting events or maybe police presence is enough *Clear bags? Random checks at events? *Yes, at athletic events – people who rent facilities (AAU) need to get, pay for security
3. Additional Comments:	<ul style="list-style-type: none"> *Monitor social media prior to large events.

Memo

TO: Dr. William Cook
FROM: Terri Smith
DATE: March 6, 2019
SUBJECT: FY 2019-2020 General Fund Budget Update

An update on the FY 2019-2020 General Fund budget will be presented at the March 11, 2019 Board of Trustees work session.



FY 2019-20 General Fund Budget Update

Board of Trustees Work Session

March 11, 2019

One Team. One Mission. One Rock Hill.



Board of Trustees Goals

One Team. One Mission. One Rock Hill.

Board of Trustees Goals

Goal 1

Safety and security in our schools and on buses is an issue at the forefront of everyone's mind, and one that can impact student performance and teacher satisfaction. Improvement in this critical area is very broad. The board would ultimately like to see a reduction in the number of disciplinary actions. The board also realizes two areas that have significant impact on safety and security and the number of disciplinary actions:

ACES Scores & Resilience Training - School teachers and administrators should become increasingly aware of the children suffering the chronic stress of "adverse childhood experience." They should also receive more training in the methods of building "resilience" in these children because the board believes this will support a corresponding reduction in the number of disciplinary actions.

Students dealing with mental health issues – The board would like the Superintendent to develop a strategy to more quickly identify students dealing with mental health issues and move more quickly to get them the help that they need. This too may improve the number of disciplinary actions and create a more safe and secure environment.

Board of Trustees Goals

Goal 2

Recruiting the best teachers and principals and retaining this talent is a critical component of students' academic performance. The board realizes some of the natural forces that will make it difficult to reduce the turnover rate in this school year. These include the opening of a new school in Fort Mill and a new charter school in Rock Hill, each that will likely lure away some of our teachers. That said, the board would like to see incremental reductions in the turnover rate over the next 3 to 4 years, and the board would like to see a material improvement in the teacher climate surveys. Note: The board would like the data to measure the turnover rate not inclusive of retirement, health problems, involuntary terminations, and teachers that may be relocating with their family to another area.

Board of Trustees Goals

Goal 3

Although the State of SC imposes some expectations for student academic performance based on test scoring, the ultimate objective of the school system is the student's success once they leave school. Some go to a 2-year or 4-year college, some graduate and go directly to work, and some drop out of school. The board would like the superintendent to develop a reliable way to measure and report (1) those continuing with their college education, (2) those finding employment directly out of high school, and (3) those graduating but without a job.

We understand it is the role of the school system to help prepare the students for college or for employment. We would like the Superintendent to build relationships with local business leaders to better understand the basic work skills and soft skills needed by those who will go directly into the work force. To really be successful this may include working intern opportunities.

Budget Needs for FY 2019-2020

Goal 1 – Safety & Security

Personnel:

- Athletic trainers – middle schools
- Behavior management assistants – middle schools, high schools, alternative program
- Bus Aides - 2
- Campus safety coordinator
- Certified health teachers
- Dean of Students – high schools
- ISS support – elementary schools
- Mental health counselors

Goal 1 – Safety & Security

Personnel (continued):

- Nurse – ATC / alternative programs
- Security Associates – elementary schools

Non-Personnel:

- Access control / cameras replacement components
- ACEs training - additional
- Bus cameras – additional
- Bus routing software

Goal 1 – Safety & Security

Non-Personnel (continued):

- Camera monitoring contract
- EMS for middle school athletic events
- IDs for elementary students
- Increase safety at after hour events
- Online emergency planning tool software
- Phones in classrooms
- Professional development for handling challenging student behaviors
- Radios for teachers

Goal 1 – Safety & Security

Non-Personnel (continued):

- School Resource Officers – elementary schools
- School Resource Officer - floater
- School Resource Officers – high schools for 1:1,000 ratio
- Social media monitoring

Goal 2 – Recruitment & Retention

Personnel:

- Director of Finance
- Director of Personnel
- Implement year 3 of salary study recommendations (teachers, maintenance, custodial)
- Increase coaching supplements
- Receptionists – elementary schools
- Recruitment bonuses for hard to fill teaching positions
- Retention / recruitment bonuses for all staff
- Teacher compensation to cover additional classes (substitute shortages)

Goal 2 – Recruitment & Retention

Non-Personnel:

- Employee recognition activities
- Increase in substitute budget
- Increase in substitute pay rates
- Salary study – administrators
- Salary study – support personnel

Goal 3 – Student Achievement

Personnel:

- 4K program – all elementary schools
- Academic interventionists – 10 additional at elementary schools
- Assistant principal – high school
- Exceptional Student Education (ESE) assistants – 6
- ESE self-contained teachers – 2
- Fine arts coordinator
- Gifted & Talented Coordinator
- Guidance counselors – additional at elementary schools
- IB coordinator

Goal 3 – Student Achievement

Personnel (continued):

- Immersion teachers for 7th grade – 2
- Math coaches
- Part time receptionist – alternative program
- Physical therapist – 1
- Reading recovery teachers – elementary schools
- Summer school teaching positions
- Teacher positions to maintain student teacher ratio and course selections
- Theater teacher – IB component
- Tutoring (during and after school) – elementary schools

Goal 3 – Student Achievement

Non-Personnel:

- ELA and math software for students
- Level reading books
- Lucy Calkins Phonics (K5-2nd grade)
- Math manipulatives

Operational Needs

Non-Personnel:

- Automated phone service – elementary schools
- Custodial / grounds – increases in contracts and supplies
- Energy – increases in utility rates
- Exceptional Student Services – increases in residential treatment facility charges, supplies
- Facilities – increases in maintenance, fuel, supplies
- Finance – increases in contracts, audit services, consultants, online payment system
- Health Services – increases in travel, printing
- Personnel – increases in recruitment, supplies, consultants

Operational Needs

Non-Personnel (continued):

- Procurement – increases in supplies, printing, vendor host training
- Technology – increases in software licenses, cyber security
- Transportation – increase in printing, supplies

SC Legislative Session Update

One Team. One Mission. One Rock Hill.

SC Legislative Session Update

- Full House to debate and vote on H.3759, Education Reform Bill, March 5-7
- House Ways & Means base student cost \$2,467
 - FY 2018-2019 base student cost \$2,485
 - Should be \$3,097 per legislation
 - Merging Education Finance Act (EFA) base student cost revenue line and EFA Fringe line to create 'State Aid to Classrooms'
 - No increase to base student cost or fringe
 - 4% increase on state minimum teacher salary schedule
- House will be briefed on the appropriations bills passed by Ways & Means Committee March 6-7

SC Legislative Session Update

- Senate K-12 Subcommittee holding four public hearings on S.419, Education Reform Bill, in March
 - March 4 — McCormick Middle School Gym, 6979 Highway 28 South, McCormick, SC
 - March 11 — Coker College, Black Box Theater, Elizabeth Boatwright Coker Performing Arts Center, 300 East College Avenue, Hartsville, SC
 - March 18 — Gaffney High School Auditorium, 149 Twin Lake Road, Gaffney, SC
 - March 21 — Georgetown High School Auditorium, 2500 Anthuan Maybank Drive, Georgetown, SC

SC Legislative Session Update

Important dates:

- | | |
|------------------|--|
| • March 11-14 | House floor budget debate |
| • March 19-28 | Senate budget subcommittee & proviso recommendations |
| • April 2-4 | Senate Finance budget deliberations |
| • April 9-11 | Senate Finance budget printed |
| • April 10 | Crossover deadline |
| • April 15-18 | Senate floor budget debate |
| • April 23-25 | Budget returned to the House |
| • April 30-May 2 | Budget conference committee and report |
| • May 9 | Sine Die – last day of regular session |

A large, light gray background graphic consisting of several stylized hands reaching upwards, creating a sense of unity and teamwork.

Questions

One Team. One Mission. One Rock Hill.

Memo

TO: Dr. William Cook
FROM: Terri Smith
DATE: March 6, 2019
SUBJECT: Food Service Update

An update on the Food Service program will be presented at the March 11, 2019 Board of Trustees work session.



UPDATE

Purpose Driven Results
Rock Hill Community Schools
in partnership with SFE

Presentation Overview

- Team Introduction
- Building Towards Opening Day
- Foodservice Program At a Glance
 - Breakfast in the Classroom
 - New Menu Items
 - Food Truck Debut
 - Lucky Tray Days
 - Thanksgiving Meal Services
 - Farmer's Market
 - Roving Chef Program
 - Therapeutic Yoga Program
 - Catering Events



In
partnership
with



Presentation Overview

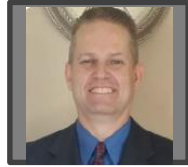
- Foodservice Program Compliance
 - Allergy Management
 - NAC Compliance
 - DHEC Inspection Success
- Grant Received
- Kitchen Equipment Status Update
- Survey Results
- Testimonials
- Looking Ahead



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Meet Your Foodservice Team



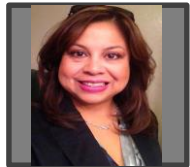
Brian Stradling, GM



Gary Black, Contract Administrator



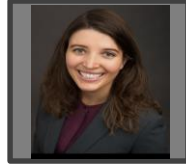
Sherry Walker,
Accountability Specialist



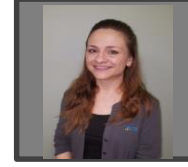
Ana Stradling, AGM



Robert Toguchi, AGM



Megan March, AGM



Jennifer Mains, AGM, RD



Andres Romero,
District Chef



Nicole Anthony, Admin
Assistant



Nancy Turner, Catering
Manager



Tommy Eccles, Intern



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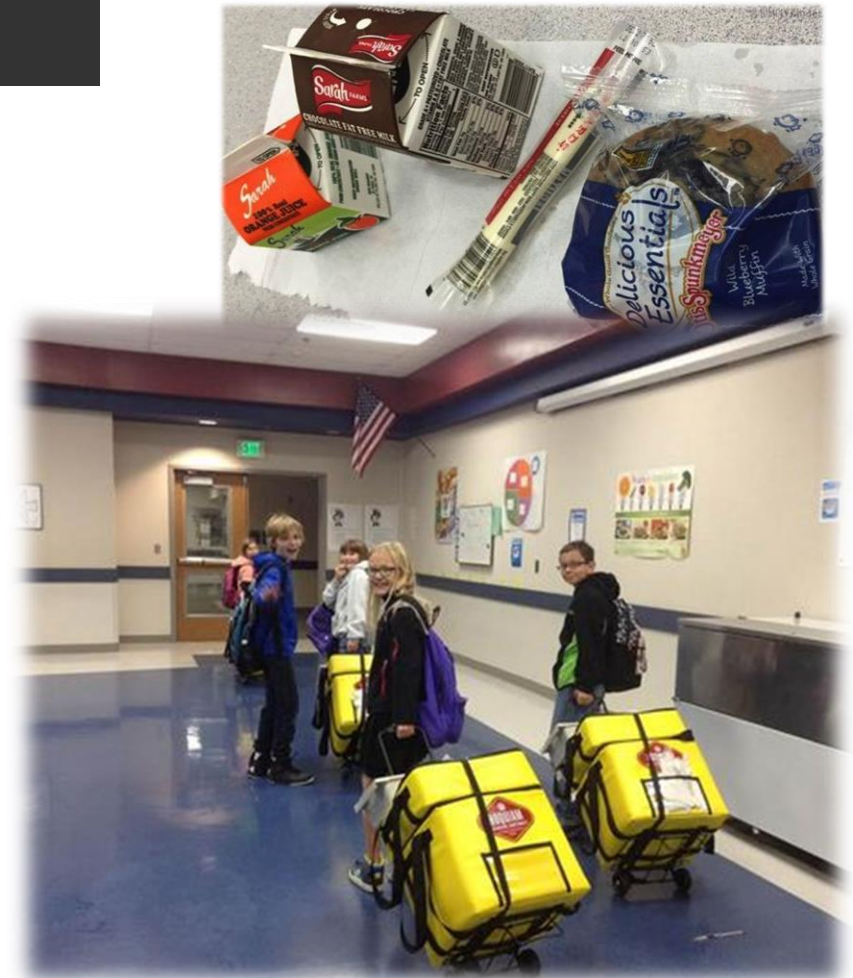
Building Towards Opening Day

- July Career Fair
 - Hired 16 new team members across all positions
- August Staff Trainings-District
 - Civil rights
 - Biological considerations
- August Staff Trainings-SFE
 - Recipe execution
 - Compliance support
 - Waste reduction
 - Customer service driven
 - Focus on engaging employees and setting the standard for the new school year



Breakfast in the Classroom

- Breakfast becomes free to everyone, no matter the income level
- Students pick up coolers to take back to classroom
- All menu items are individually wrapped for easy distribution and cleanup
- Students have better concentration, memory, alertness, and nutrition
- Breakfast participation is 60% higher in elementary schools that take part in the breakfast in the classroom program



Food Sampling

- New food items are being introduced to students to sample on a regular basis.



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with



New Menu Items

- New menu items that were added to the menu this year based on successful sampling include:
- Smoothies
- PowerPacks
- Grilled Paninis
- Kettleman's Soups
- Boneless Chicken Wings



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Food Truck Debut

- Reimbursable meals prepared by the district and catering chef
- Rotational Menu



Food Truck Debut

- Served at secondary schools
- Menu items include; pulled pork tacos, Philly cheesesteaks, nachos
- Students can eat outside or inside
- Meal participation increases on average over 15% on days when the food truck is present
- Huge success!

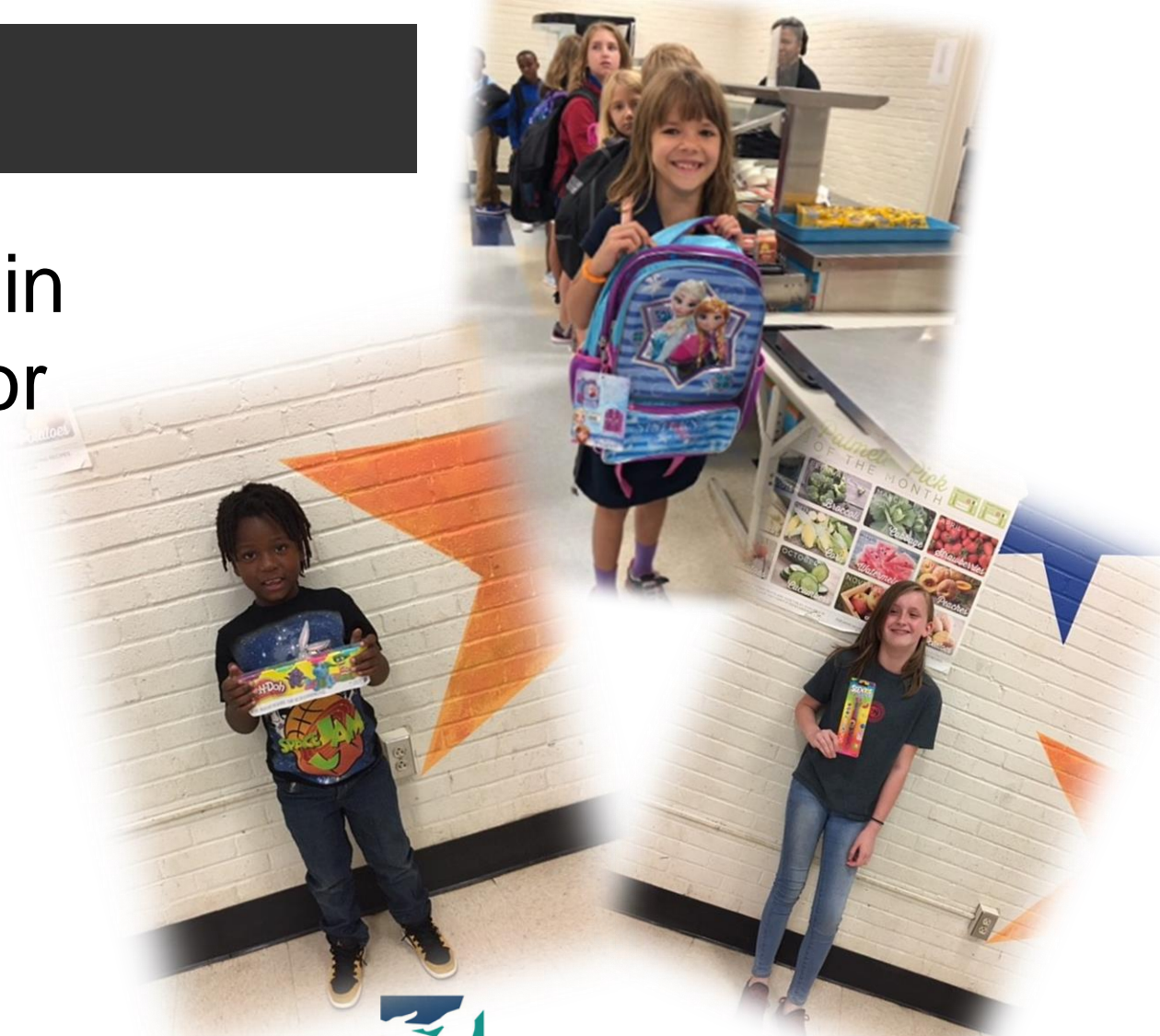


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Lucky Tray Days

- Hosted by elementary schools in order to generate excitement for eating in the cafeteria and increase participation
- Sticker on bottom of lunch tray
- Prizes include toys and art supplies



Thanksgiving Meal Services

- 35 traditional and delicious Thanksgiving lunches were served at 26 schools over a period of 8 weekdays



Fun, Fresh Farmer's Market

- Hands-on, interactive nutrition education
- Exposure to many diverse fruits and vegetables
- Chance to sample different produce
- Takes place during lunchtime or recess
- Encourages healthy eating!



Roving Chef Program

- Principals submit students to participate
- District chef gives a tour of the commercial kitchen facility and teaches everything from handwashing basics to kitchen safety to cooking techniques



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Therapeutic Yoga Program

- Partnered with Lynn Hathcock to provide therapeutic yoga instruction in an effort to expand the existing meditation program
- This type of yoga focuses on stress management techniques while building confidence
- Immediate impact on behavior leading to decrease in disciplinary issues



Catering Events

- Since July 1, we have hosted over 60 caterings
- Audience ranging from 10 to over 800 guests



Allergy Management

- Jennifer Mains, Registered Dietitian, works closely with school nurses to identify and track allergy concerns
- Horizon, computer system, also helps to track these issues
- All reported allergy concerns are accommodated
- Strawberry milk no longer contains red food dye



Nutrition Advisory Council

- Group of students that meet 2x a year
- Led by Kitchen Manager with assistance from AGM
- Multiple topics: nutrition, health and wellness, school foodservice program, menu choices, taste testing of new and healthy menu items, etc.



Department of Health Inspections

- All schools received a 96 or above on their Fall inspection
- All schools that have been visited thus far in the Spring have received a 95 or above



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Kitchen Equipment Status Update

- 19 Dish machines are actively being replaced across the district
- A new Point of Sale System is currently being put out for bid
- New serving lines are being ordered for schools in need
- Across the district new ovens, steamers, warmers, coolers, among other items are being ordered to replace aging and inoperable equipment



Survey Results

- Surveys taken regularly throughout the year at every grade level
- “Litmus test” for how the program is received by students; valuable feedback provided
 - Most respondents were highly satisfied with their meal options, quality of menu items, and service.



Looking Ahead – Audit Readiness

- Training for Administrative Review
 - Food Service Teams - Production record and compliance training
 - Conduct regular operations site visit checklists
 - Partner with Rock Hill Child Nutrition Team on Administrative Review checklist
 - Monthly Kitchen Lead professional development trainings



In
partnership
with



Looking Ahead- Partnership Goals

Local Policies

- Support local negative balance and wellness committee policies
 - Smart Snack compliant a la carte menu
 - Full-time Registered Dietitian onsite works with the nursing team for special dietary needs
 - Reimbursable alternative meals



In
partnership
with



Testimonials

Our onsite management team is awesome. Our GM Brian Stradling is very understanding and professional. The AGM's are very talented and helpful.

In years prior, I would have a line of students at my office by 10 am, complaining of headaches and tummy aches. Since SFE has come and is running Breakfast in the Classroom, I have only the rare student with such issues. The impact is HUGE!

The most specific thing I love about the food service is everyone greets you with a warm smile. Student- Zaria Gillard Rock Hill High

"The therapeutic yoga that SFE provides to the at-risk youth has made a huge impact on student behavior. Megan is phenomenal and really knows how to reach these students. I appreciate that SFE cares about the whole student! -Lynn Hathcock Guidance counselor

Employees are happier and service is much smoother. You can feel the love from the staff with their fun decor, warm greetings, excellent attitudes, and you can tell they take pride in what they prepare now! -Jessica Davis Ebenezer Elementary

I really love working here. It really feels like SFE really cares about us and our students. - Andy LeClair

I wanted to take a moment to say Kudos to Karen Levi. I know that is not easy transitioning into the lead role for the cafeteria, but she handled the transition beautifully. Breakfast and lunch run smoothly, her staff is in place, on time and smiling. -Kimberly Odom Principle Independence Elementary



Appreciation

Let us extend a very sincere **thank you** for the outstanding partnership! We look forward to continuing to enhancing the health and well-being of the Rock Hill Community!



In
partnership
with



Memo

TO: Dr. Bill Cook
FROM: Anthony Cox, P.E.
DATE: March 6, 2019
SUBJECT: Demographics Study and Master Planning Timeline and Process Update
CC: Pathfinders Master Planning Team

The district's master planning team, the "PATHFINDERS" has been working this year to update our current Facilities Master Plan 2016-2020 to reflect a new vision and plan for our school facilities in the year 2030.

Several efforts supporting this planning have been or are being commissioned recently, including a comprehensive facilities condition assessment (FCA) and an updated demographics study.

Per your request Dr. Cook, we will introduce the master planning process at the work session on March 11, 2019. Our presentation is attached and includes a timeline for completion of the master plan update and a brief on our recently awarded demographics study update.



OneRockHill 2030

An Introduction to our Master Planning Process

March 11, 2019

One Team. One Mission. One Rock Hill.

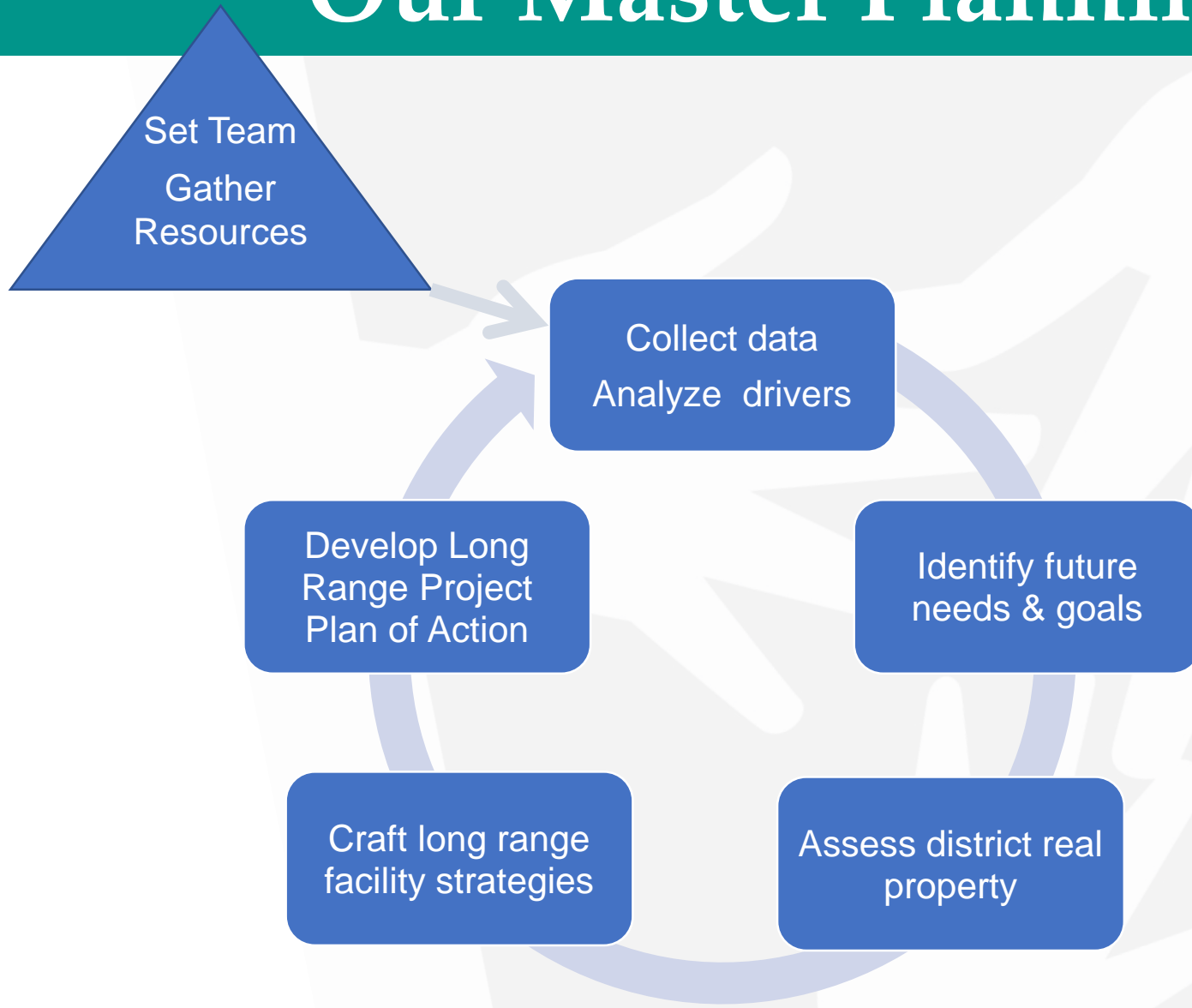
Why are We Here? Our Purpose:



*“The Facility Master Plan for 2016-2020 is a comprehensive overview and long-term plan for Rock Hill Schools’ buildings and grounds. Laying the foundation for an ongoing master planning system, a permanent district-level team of stakeholders, the “Pathfinders” was established. **The Pathfinders** is comprised of key school district administrators, teachers, parents, community stakeholders, local government planning professionals, and partners in facilities planning and demographics analysis.”*

RHS 2016-2020 Master Plan, Executive Summary

Our Master Planning Process



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Master Plan Structure

1 EXECUTIVE SUMMARY

2 BACKGROUND & PROCESS

- A Mission of Rock Hill Schools**
- B School District Profile**
- C The Master Planning Process**
- D Living Document**

3 LONG RANGE PLANNING CONSIDERATIONS

- A Emerging Trends**
- B Impact of Choice & Charter Schools**
- C Technology Needs**
- D Optimal School Size**
- E Projected Enrollment and Capacity**

4 ASSESSMENT OF CURRENT RESOURCES & FACILITIES

- A Summary Assessment of Facility**
- B Inventory/Condition**
- C Technology Equipment Inventory**
- D Capital Resources & Bonding**

5 ANALYSIS & STRATEGY TO SUPPORT MODERN LEARNING

- A Cultivating Collaboration: Creating Flexible Spaces**
- B Adopting Sustainability for Learning Improvement**
- C Professional Space Management for Efficiency & Stewardship**
- D The Elementary Core Conversion Strategy**

6 PROJECT OPTIONS & SCHEDULES

- A Five Year Capital Plan**
- B Five Year Technology Plan**

Where We've Been

Where We're Going



The Build On The Rock Program



"BUILD ON THE ROCK" WEBSITE

WWW.ROCK-HILL.K12.SC.US/BUILDONTHEROCK

The screenshot displays the 'Build On The Rock' website. At the top is a dark blue navigation bar with links: HOME, DISTRICT INFO (highlighted), ACADEMICS, DEPARTMENTS, FAMILIES, COMMUNITY, STAFF, and CALENDAR. Below this is a breadcrumb trail: Home > District Info > Build on the Rock > Overview. The main content area is divided into three columns. The left column, titled 'BUILD ON THE ROCK', contains a list of project categories with expandable/collapsible icons: Overview, Athletic Upgrades, Language Immersion School, Media Center Upgrades, New District Office, New Makerspaces, New Montessori School, Restroom Upgrades, and Renovations & Additions - ATC. The middle column, titled 'CAPITAL PROJECTS OVERVIEW', features a photograph of a 'Thank You For Your Support Rock Hill' sign. The sign lists the 'BUILD ON THE ROCK' program and mentions 'Rock Hill Schools', 'JM Cope Program Management', 'ksqdesign', and 'Moseley Architects'. To the right of the photo, a paragraph explains that on May 5, 2015, citizens approved a \$110 million bond referendum for projected capital needs between 2016-2020, allowing the district to transform schools into collaborative, sustainable, efficient places. The right column displays a vertical stack of partner logos: JM Cope Program Management, ksqdesign, LS3P ARCHITECTURE, MOSELEY ARCHITECTS, QUACKENBUSH ARCHITECTS & PLANNERS, BEAM CONSTRUCTION COMPANY, INC., and Heartland. The bottom of the page features a dark blue banner with the text 'One Team. One Mission. One Rock Hill.'

One Team. One Mission. One Rock Hill.

Our Master Planning Timeline



	Dates	Meeting Objectives	Group
2018	18-19 Sept	Orientation, Forming and Norming Team <ul style="list-style-type: none"> Ground Rules / By-Laws review Planning Process Training Master Planning 2018 Timeline Build On The Rock Review 	Pathfinders
	3 Oct	Data Collection/Drivers ID <ul style="list-style-type: none"> Technology Drivers Choice and Charter School Drivers "Drivers & Constraints" Exercise 	Pathfinders
	24 Oct	Data Collection/Analyze Drivers <ul style="list-style-type: none"> Projected Enrollment & Capacity Demographics Study Review Code Compliance Concerns 	Pathfinders Guest Speaker
	7 Nov	Future Goals meeting #1 <ul style="list-style-type: none"> Confirming Trends and Drivers Review of 4 Strategies Brainstorming new Goals / Strategies 	Pathfinders
	29 Nov	Future Goals meeting #2 <ul style="list-style-type: none"> Confirming Trends and Drivers Review of 4 Strategies Brainstorming new Goals / Strategies 	Pathfinders
2019	8-9 Jan	Future Goals meeting #3 <ul style="list-style-type: none"> Confirming new Goals / Strategies 	Pathfinders <u>Heery</u> International
	Jan - Jun	Assessment, Analysis and Project Crafting <ul style="list-style-type: none"> Develop Projects List Coordinate with Demographics Study, Facilities Condition Assessment (FCA), ADA Audit, etc. 	Pathfinders Core Team (offline)

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Our Master Planning Timeline

2019	Dates	Meeting Objectives	Group
	01 Mar	Initiate Demographics Study Phase II	Cropper-McKibben
	11 Mar	Initiate FCA Update – to 2019 condition on renovated facilities	<u>Heery</u> International
	27 Mar	Options Review and Plans Validation Draft Sections review	Pathfinders
	01 Apr	Demographics: Population/Enrollment Forecasting Complete • For 2020-2030 timeframe.	Cropper-McKibben
	08 Apr	Master Planning Process – Interim Update to Board: • Pathfinders introduced to Board; • Master Planning Process briefed; • <u>Heery</u> Presents Facilities Condition Assessment; • Dr. McKibben presents Demographics Forecast;	HEERY Cropper-McKibben Pathfinders (attend as schedule allows) Board provides input, guidance.
	April	Develop Projects List	Pathfinders Core Team (offline)
	01 May	Demographics: Utilization Needs Assessment Complete	Cropper-McKibben
	06 Jun	Five Year Projects List Review • Final Draft Sections Review final	Pathfinders
	20 Jun	Final Plan Draft Routed for review	Pathfinders (offline)
	28 Jun	Demographics: Options Development Complete	Cropper-McKibben
	08 Jul	Submit Final Draft of presentation / online Plan to Board	Pathfinders
	15 Jul	Present Final Demographics Study to Board Present Master Plan to Board	Pathfinders (attend as schedule allows)
	15 Jul	Board Endorsement of Master Plan.	

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How It All Fits...

RHS Strategic Plan

Demographics
Study

Facilities Condition
Assessment (FCA)

Community Input
(Team, Forums, Summits,
Councils, Committees)

Other Studies, Audits,
Reports

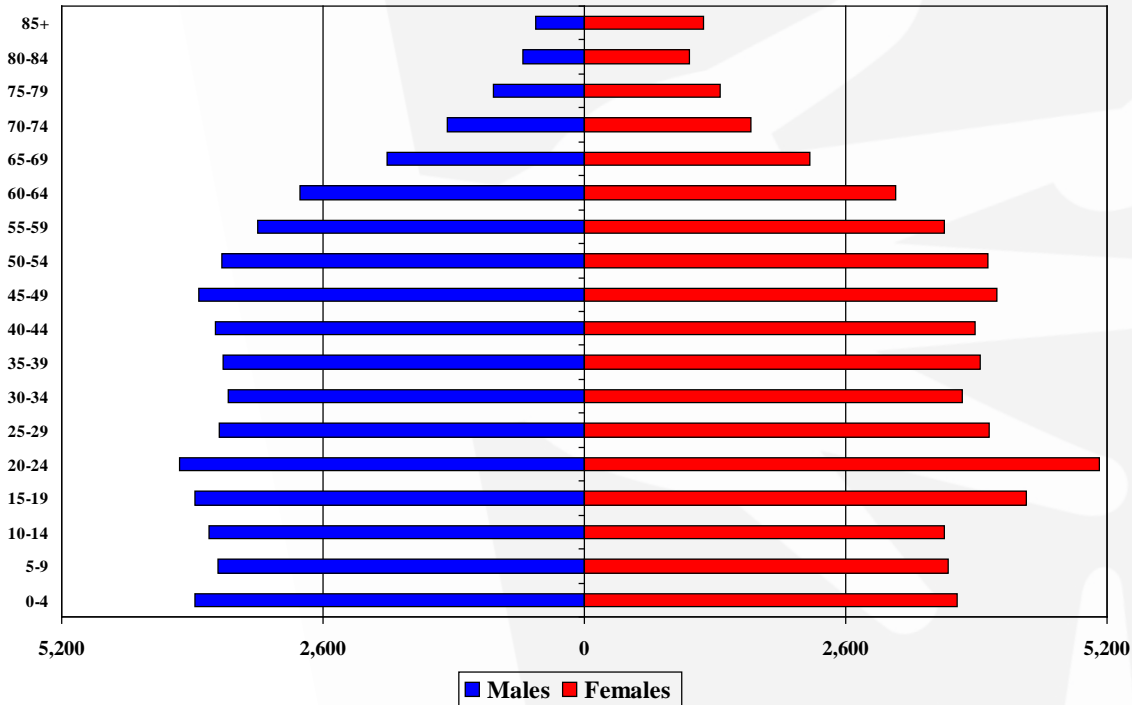


Facilities
Capital Outlay Program
- Bond Referendum
Authority
- 8% Authority
Technology
Other

Special Programs
- Other Fund Sources

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Demographics Study



Latest Study by Cropper McKibben 2016

- Housing Impact Analysis &
- Population / Enrollment Forecasting
- From 2017-2017

		Where K-5th Students Live																		
		Bellevue ES	Ebenezer ES	Ebinport ES	Finley Road ES	Independence ES	India Hook ES	Leslie ES	Mt Gallant ES	Mt Holly ES	Northside ES	Oakdale ES	Old Pointe ES	Richmond Drive ES	Rosewood ES	Sunset Park ES	York Road ES	Out of District	Unmatched	Live Out, Attend In (K-5)
Where K-5th Students Attend	Bellevue ES	500	419	3	2	5	12	6	8	2	7	7	6	3	1	9	3	3	4	81
	Ebenezer Ave. ES	367	35	263	7	9	4	3	5	2	3	1	7	1	8	8	2	6	2	103
	Ebinport ES	615	6	4	474	16	7	12	3	10	2	5	3	12	12	26	4	12	1	135
	Finley Road ES	328	9	4	5	249	3	2	4	13		8	2	5	5	6	4	8	1	78
	Independence ES	492	4	1	1	1	465		3		3	2	1	2		3	1		1	23
	India Hook ES	603				3	3	576		10				1	2	5	1	2		27
	Leslie ES	326				7		304	1	8		2					1	2	1	21
	Mount Gallant ES	510	3		2	6		5		479		1	1	3	1		1		4	27
	Mount Holly ES	492		4	1	2	1	1	6	2	460	2	5	1		1	1	3	2	30
	Northside ES	592	32	15	8	12	40	11	18	9	13	350	8	11	19	24	12	3	4	239
	Oakdale ES	475	8	2	7	12	15	5		2	16	3	354	4	4	11	16	10	4	119
	Old Pointe ES	542		1	5	8	4	2		8		1	3	475	4	2	17	8	3	66
	Richmond Drive ES	652	15	27	8	31	14	10	12	10	2	20	8	7	438	13	9	23	2	211
	Rosewood ES	538	5	2	4	7	7	15	1	8		1	5	6	9	457	3	3	2	78
	Sunset Park ES	451	22	8	12	50	11	9	2	13	20	4	21	14	9	7	221	21	3	226
	York Road ES	358	4	1	11	6		5		6	2	2	4	2	6	4	3	297	4	60
	Sylvia Circle	122	51	7	5	7	7	1	2	4	11	4	4	3	7	5		3	1	
Live In, Attend Out (K-5)		194	79	78	175	135	87	64	100	87	61	80	75	87	124	76	104	37		

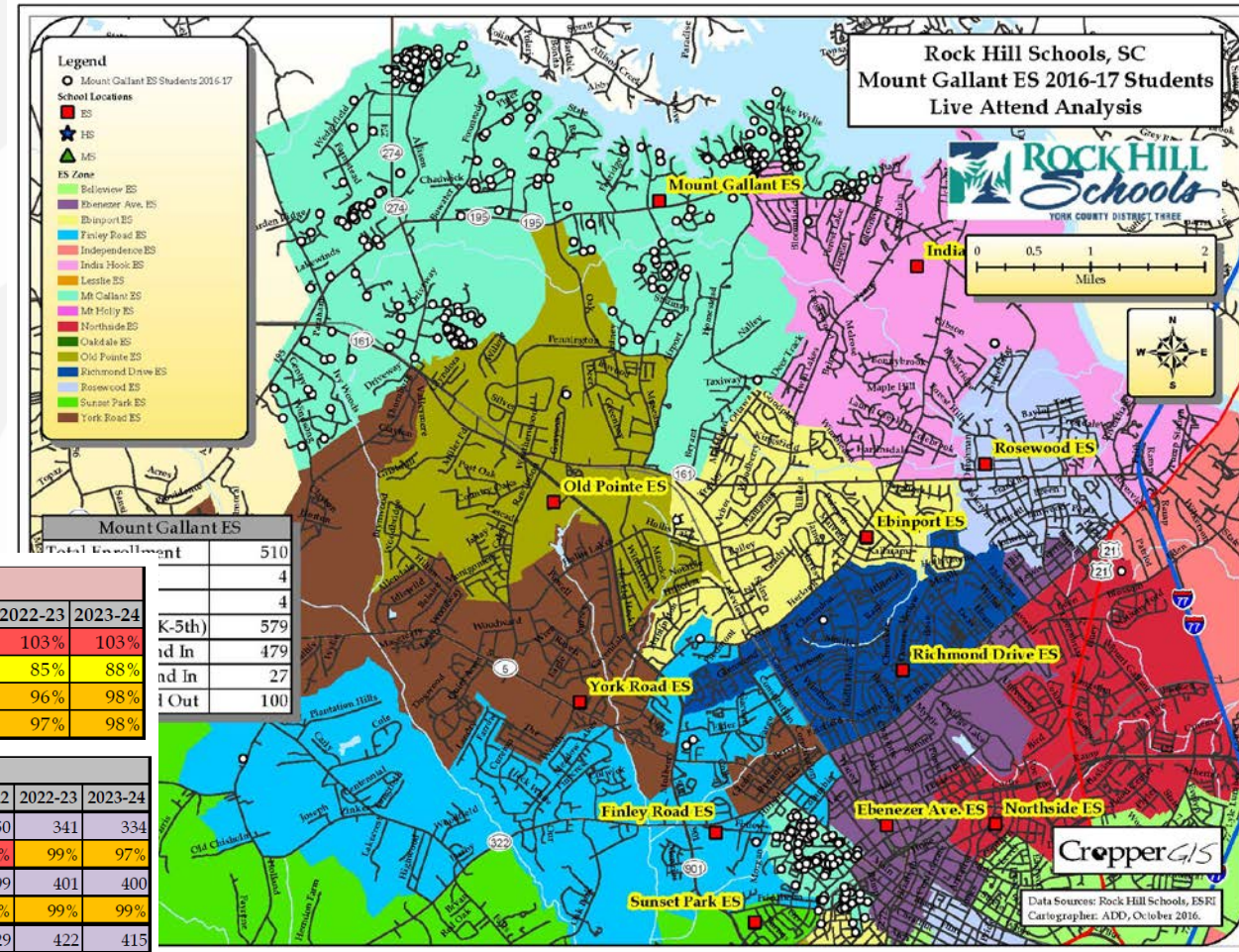
Demographics Study

Updating This Year (Complete 01 July)

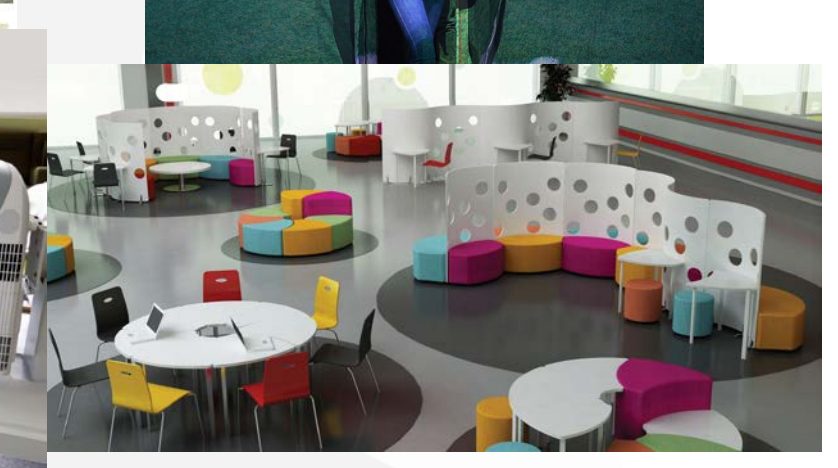
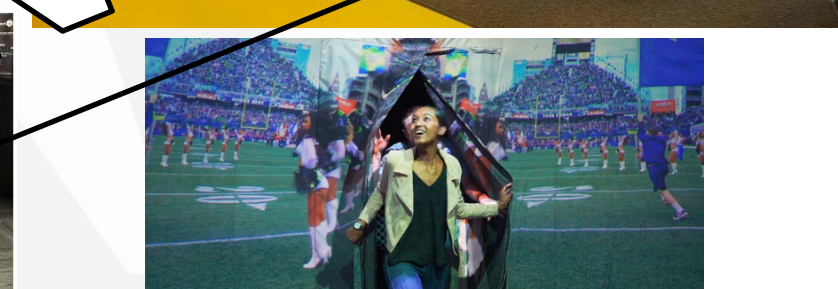
- New 2020 – 2030 Timeframe
- Population / Enrollment Forecast
- School Utilization Analysis
- Development of Future Options.

Morton District 709: Forecasted Utilization																
Config	Capacity	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total: K-6	1563	84%	86%	88%	92%	96%	98%	101%	102%	104%	104%	102%	103%	103%	103%	103%
Total: 7-8	618	68%	68%	66%	67%	69%	68%	65%	72%	77%	77%	88%	91%	84%	85%	88%
Total: 9-12	1132	89%	89%	87%	84%	82%	80%	81%	80%	79%	82%	82%	86%	95%	96%	98%
Total: K-12	3313	82%	84%	84%	85%	86%	86%	88%	89%	90%	92%	93%	95%	97%	97%	98%

Elementary School Utilization Forecast by School (K-6 Grade Cohort)																		
Name	Capacity	Config		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Brown	344	K-6	Enrollment	299	316	323	330	333	346	357	367	371	369	361	357	350	341	334
			Utilization	87%	92%	94%	96%	97%	101%	104%	107%	108%	107%	105%	104%	102%	99%	97%
Grundy	406	K-6	Enrollment	319	331	335	361	376	383	388	394	405	411	383	391	399	401	400
			Utilization	79%	82%	83%	89%	93%	94%	96%	97%	100%	101%	94%	96%	98%	99%	99%
Jefferson	354	K-6	Enrollment	307	307	311	319	337	340	362	381	399	413	420	423	429	422	415
			Utilization	87%	87%	88%	90%	95%	96%	102%	108%	113%	117%	119%	119%	121%	119%	117%
Lincoln	459	K-6	Enrollment	383	388	411	435	452	461	470	451	449	440	433	432	439	448	457
			Utilization	83%	85%	90%	95%	98%	100%	102%	98%	98%	96%	94%	94%	96%	98%	100%



QUESTIONS?



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*Other and Future Business

Helena Miller

*Executive Session

>Contractual Matters:

- 1. Sale of Property*
- 2. YMCA Agreement*
- 3. Intergovernmental Agreement*

Action as Required from Executive Session

Adjournment