



SCHOOL BOARD WORK SESSION

LOC. Comporium Conference Center @ Central Office

LEADER: Helena Miller

TEAM: Board of Trustees

START: 4:00 p.m.

SCRIBE: Chris Gammons

DATE: February 10, 2020

FINISH: 7:45 p.m. approximately

ITEM#	AGENDA TOPIC	DISCUSSION LEADER	TIME
1	<i>Board Professional Development</i>		<i>4:00-5:00 p.m.</i>
	<i>*BoardDocs Demonstration</i>		
	<i>Break for Dinner</i>		<i>5:00-5:30 p.m.</i>
2	<i>Call to Order - Mt. Gallant Elementary School</i>	<i>Carmen Rose Forte</i>	<i>10 minutes</i>
3	Recognitions:	Dr. Bill Cook	20 minutes
	A. Battle of the Books District Champions		
	B. MLK, Jr. Essay Contest Winners		
	C. Platinum Scoring Students on the WIN Assessment		
	D. District Science Fair Winners		
	E. Presentation to Board of Trustees by District Media Specialists		
	F. Introduction of Mr. James Brown, Jr. - <i>Director of Safety and Security</i>		
4	Applied Technology Center (ATC) Presentation	Mr. Ron Roveri	15 minutes
5	Section "L" Policies - Interorganizational Relations - 2nd read	Dr. Tanya Campbell	5 minutes
	<i>*LBA - Shared Services & Staff</i>		
	<i>*LDA - Student Teaching & Internships</i>		
	<i>*LH - Relations with Educational Accreditation Agencies</i>		
6	Section "E" Policy - Business Management - 2nd read	Mr. Tony Cox	5 minutes
	<i>*EEAE - Bus Safety Program</i>		
7	1st Set of Section "K" Policies - General Public Relations - 1st read	Dr. Luanne Kokolis	10 minutes
	<i>*KA - School-Parent/Community Relations Goals/Priority Objectives</i>		
	<i>*KB - Parent Involvement in Education</i>		
	<i>*KC - Community Involvement in Education</i>		
	<i>*KCA - School-Community Relations Goals/Priority Objectives</i>		
	<i>*KBB - Parent Rights and Responsibilities</i>	Dr. Keith Wilks	5 minutes

One Team One Mission One Rock Hill

	* KCD - <i>Public Gifts/Donations to Schools</i>	Mrs. Terri Smith	5 minutes
8	Section " G " Policies - Personnel - 1st read	Dr. Tanya Campbell	10 minutes
	* GCB - <i>Professional Staff Contracts and Compensation</i>		
	* GBA - <i>Open Hiring/Equal Employment Opportunity</i>		
	* GCE/GCF - <i>Professional Staff Recruitment and Hiring</i>		
	* CDF - <i>Support Staff Hiring</i>		
9	Section " C " Policy - General School Administration - 1st read	Dr. Luanne Kokolis	5 minutes
	* CBI - <i>Evaluation of Superintendent</i>		
	Break - if needed		
10	Federal Programs Report	Dr. Tonya Belton	20 minutes
11	April Work Session / July Combined Work Session	Mrs. Helena Miller	10 minutes
12	Other and Future Business	Mrs. Helena Miller	5 minutes
13	Executive Session(s):		
	> Contractual Matter: <i>Custodial Contract</i>		
14	Action as Required from Executive Session		
15	Adjournment		



Memo

TO: Dr. Bill Cook, Superintendent

FROM: John James

DATE: February 4, 2020

SUBJECT: BoardDocs Demonstration

At the February 10, 2020 work session, Marc Sitterud with BoardDocs will demonstrate their school board management software during the Board's Professional Development session.



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: February 3, 2020
SUBJECT: Call to Order at February 10th School Board Meeting

Carmen Rose Forte, a 2nd grader at Mt. Gallant Elementary School, will provide the “Call to Order” at the February 10th school board meeting.

Carmen:

- Is a member of the Be Kind Club and Unicorn Club
- Is a member of Showtime Theater Company

Parents/Guardians: Anthony and Magan Forte

Siblings in Rock Hill Schools: Natalie, a kindergartener at Mt. Gallant

Principal: Mr. Jacob Moree

Mailing Address:

4438 Windsong Lane
Rock Hill, SC 29732



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: February 5, 2020
SUBJECT: Recognitions for February 10th School Board Meeting

A. Recognition of Battle of the Books District Champions

On Tuesday, January 14th, Rock Hill Middle School Media Specialists hosted the first-ever County-Wide Middle School Battle of the Books Competition. Both Fort Mill and Clover schools joined Rock Hill for a total of 12 schools. Each school brought a team consisting of their top 5 competitors. Teams earned points for correctly identifying which book title answered the questions given to them. A winner was determined for each school district, as well as a county champion. All student participants read at least 6 of 10 selected titles from the SC Junior Book Awards nominees list and passed quizzes on them as part of their eligibility to compete.

At Dutchman Creek, 24 students are currently enrolled in a mixed-grade-level Battle of the Books enrichment course. Two school-level battle rounds were held in December to determine the top five Gators that represented DCMS at the county-level competition. All of the students answered a total of 100 questions and the difference between 5th place and 12th place was only 4 correct answers! The competition was fierce at the Creek and the entire group should be proud of their accomplishments.

At the County-Wide Middle School Battle of the Books Competition, Dutchman Creek was awarded a trophy and the title of Rock Hill District Champions! They missed making it to the final battle to compete for the title of county champions by one question, but DCMS had the highest overall number of points out of all 12 schools.

The DCMS Final Five Battle of the Books Team:

Oceana Cook Erick Sanchez Jude Carroll Bill Franklin Sophie Brewer

Coach: Amy McMichael, DCMS Media Specialist

B. Recognition of MLK, Jr. Essay Contest Winners

This evening, we recognize two Rock Hill High School students who recently participated in the City of Rock Hill's Martin Luther King, Jr. Essay Contest. At the MLK, Jr. interfaith community breakfast, junior Ka'Sheana Lightner won the first place and sophomore Brianna Blackwell finished second. Congratulations to each of you, and we invite you to share your essay with us this evening.

C. Recognition of Platinum Scoring Students on the WIN Assessment

Last spring, high school juniors across our district were administered the WIN Ready to Work Career Readiness Assessment. This assessment measures student achievement in three key subjects: applied

mathematics, reading for information, and location information. Additionally, the assessment provides information about a student's skills in the following areas that play a vital role in workplace success: cooperation with others, resolving conflict and negotiation, solving problems and making decisions, observing critically, and taking responsibility for learning. Certificates are offered in four levels: Bronze, Silver, Gold, and Platinum. To earn a Bronze certificate, the student must score a minimum of 3 on all assessments (Applied Mathematics, Reading for Information, and Locating Information). For Silver a minimum of 4 is required, for Gold a minimum of 5 is required, and for Platinum a minimum of 6 is required. Today, we are recognizing and congratulating students from South Pointe High School who earned a Platinum certificate:

Andrew Gilliland
Dennis Cox
Jacob Gilleland

Jackson Albowicz
Jenna George
Samuel Buckley

Sydney Westphal
Zyasia Graham

D. Recognition of District Science Fair Winners

(Note: this is a three minute slideshow of the event to share as part of the recognition)

On Friday, January 24, middle and high school students from our district came together at Northwestern High School for the district's first annual science fair. I would like to offer thanks and appreciation to our science instructional specialist Mrs. Kimberly Massey for organizing this event that highlighted the opportunities available to students who pursue science-related careers. Winners now advance to the state competition to represent their school and district. Tonight, we recognize first, second, third and honorable mention winners in four categories.

MS Biology:

1st – "You Need Some Milk" - Annsley Howle, Hailey Ackerman, STMS
2nd - "Is Fresh Fruit Really Fresh?" - Madison Chavis, RRMS
3rd - "Icky Bacteria" - Zylín Hall-Robinson, Jada Stewart, DCMS
HR - "Tooth Decay" - Brandon Martin, John Howe, DCMS

MS General:

1st - "Roof Design & Wind Resistance" - Irene Grubbs, SLMS
2nd - "Landing Surface & Height Affect a Ball's Bounce" - Maggie Grace King, Sara Beth Westmoreland, STMS
3rd - "The Electromagnetic Slide" - Kristauna Harrison, DCMS
HR - "Relationship Between Wood Density & Ash" - Emmanuel Fernando, CHMS

HS Biology and Behavior:

1st - "What is the Effect of Countries Health Spending per Capita on Diabetes?" - Sarah Poindexter, RHHS
2nd - "Air Quality and its Effect on Lung Disease" - Adiya Williams, RHHS
3rd - "Do bacteria have the Ability to Intake Outside DNA?" - Ahmad Miles, NWHS
HR - "The Effect of Vitamin B-2 on Germination of Garden Criss" - NKya McClurkin, Kenyate Sanders, A'Ja Whtie - SPHS

HS General:

1st - "Can Electromagnetic Energy be used for Power an Engine?" - Chandler Herron, NWHS

2nd - "Does Solar Energy Have the Capability to Propel a Car? " - Nolan Robbins, Jonathan Behr, NWHS

3rd - "Do Different Cleat Stud Patterns Affect a Players's Performance? " - Riley Saverance, Will Simpson, Nic Parker, NWHS

HR - "Which makeup Remover Wipes are Most Effective? " - Alyssa Brazzell, Lainey Chitwood, Parker Sexton, NWHS

E. Recognition of School Board by Media Specialists

In honor of School Board recognition month, media specialists would like to make a special presentation to School Board Members. Ms. Melisa Smith, the media specialist at Mt. Gallant Elementary, is here this evening representing her colleagues and will make the presentation.

F. Introduction of Director of Safety and Security

James Brown, Jr. began his new position with Rock Hill Schools on February 4. He is our new Director of Safety and Security. In this role, he will build upon the district's foundation of robust safety, security, and emergency management plans, and work to continue to develop and oversee training and preparedness programs. Brown joins Rock Hill Schools after a decorated career serving in emergency management and safety operations positions in the Atlanta area. Most recently, he worked in the emergency operations center at the busiest airport in the world, Hartfield-Jackson International Airport. There, he provided strategic direction for the emergency operations center and oversaw daily operations. He also comes with a wealth of experience after working in the Dekalb County School District, which is Georgia's third largest district with more than 102,000 students and 140 schools, for 17 years. His responsibilities included providing emergency management, security and compliance for 83 elementary schools, 20 middle schools, 22 high schools, and 18 centers. In his work, he collaborated regularly with internal and external public safety agencies to plan and coordinate standard response protocols to critical incidents. Welcome, Mr. Brown.

Memo

TO: Dr. Bill Cook, Superintendent

FROM: Ron Roveri
Director, Applied Technology Center

DATE: February 5, 2020

SUBJECT: ATC Presentation – Emergency Medical Services Pathway

Mr. Ron Roveri, Mr. Brian Smith, and several Emergency Medical Services (EMS) students will provide the Rock Hill Schools Board of Trustees with an overview of EMS pathway of study during the board work session scheduled for Monday, February 10, 2020. This pathway provides development of technical skills used during medical emergencies. Students will demonstrate safety and infection control, disaster preparedness, and prevention of injury. Students will also demonstrate CPR, taking vital signs, administering first aid, Automated External Defibrillation (AED), and first responder skills.



Memo

TO: Dr. William Cook

FROM: Dr. Tanya Campbell

DATE: February 5, 2020

SUBJECT: "L" Policy Revisions - 2nd Read

Attached are current and proposed policy changes for Policy LBA-Shared Services & Staff, Policy LDA-Student Teaching & Internships, and Policy LH-Relations and Educational Accreditation Agencies.

It is recommended that we adopt the model policies for LH and LBA as they only have minor changes from our current policies. There is no model policy for LDA. It is recommended that we made no changes to the current policy.

DRAFT Policy

RELATIONS WITH EDUCATIONAL ACCREDITATION AGENCIES

Code **LH** Issued **MODEL/19**

The board authorizes the administration to seek and maintain accreditation of the schools of the district with agencies such as the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI).

Adopted ^

DRAFT

Policy LH Relations with Educational Accreditation Agencies

Current

Issued 6/02

Purpose: To establish the board's vision for relations with educational accreditation agencies.

The board authorizes the administration to seek and maintain accreditation of the high school and elementary schools with agencies such as the Southern Association of Colleges and Schools.

Adopted 7/23/79; Revised 11/27/89, 6/24/02

York 3/Rock Hill School District

SHARED SERVICES AND STAFF

Code **LBA** Issued **MODEL/19**

When it is necessary to provide special educational programs that require the use of highly specialized **staff** and/or equipment or because the incidence of need in any given school population is low, the board may enter into a cooperative agreement with neighboring districts to provide such services. The superintendent will act as the board's agent in making such agreements.

Adopted ^

Legal References:

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

1. Section 59-17-90 - Purposes for which school districts may combine.
2. Section 59-21-740 - Eligibility for state aid.
3. Section 59-33-50 - Establishment and operation of programs by school districts; contracts between districts; special arrangements for multiple-handicapped children.

Current

Policy LBA Shared Services and Staff

Issued 6/02

Purpose: To establish the board's vision for sharing services and staff with other schools and school districts.

When it is necessary to provide special educational programs that require the use of highly specialized personnel and/or equipment or because the incidence of need in any given school population is low, the board may enter into a cooperative agreement with neighboring districts to provide such services. The superintendent will act as the board's agent in making such agreements.

Adopted 6/24/02

Legal references:

S. C. Code, 1976, as amended:

Section 59-17-90 - Purposes for which school districts may combine.

Section 59-21-740 - Eligibility for state aid.

Section 59-33-50 - Establishment and operation of programs by school districts; contracts between districts; special arrangements for multiple-handicapped children.

York 3/Rock Hill School District

Recommendation to adopt current policy

Policy LDA Student Teaching and Internships

Issued 6/02

Purpose: To establish the basic structure for student teaching and internships in the district.

The district will accept student teachers from accredited universities and colleges.

The directors of student teaching of the universities and colleges will make the contact with the superintendent's designee before assignments are made. The teachers of the universities and colleges will not contact public school teachers before assignments are made.

The district will determine the number of student teachers and the fields of teaching that will be accepted.

Any experienced teacher in the district may request a student teacher.

If at any time the supervising teacher, principal or other administrator thinks that a student teacher is detrimental to the school system, the university or college will be asked to remove the student teacher.

Adopted 7/23/79; Revised 11/27/89, 6/24/02

York 3/Rock Hill School District

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Adopted 7/23/79; Revised 11/27/89, 6/24/02

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Anthony Cox, P.E.
DATE: February 5, 2020
SUBJECT: Second Read: EEAE – Bus Safety Program
CC: Brian Vaughan / Bernard Gill

The current EEAE Bus Safety Program policy was reviewed by the board during our E-Policy Review – Batch 2 and subsequently approved on December 2018. Based on changes recommended to the state model policy from the September 2019 SCSBA legislative update, we have again revised this policy.

Our updates include a few grammar corrections and rephrasing, but the same content remains. The model policy also changes some group references. For example: ‘drivers’ to ‘transportation staff’ and ‘all employees’ to ‘all school bus drivers and driver supervisory staff’.

Two sections were added - Driving record & DUI offenses – based on changes to state regulations on transporting public students.

The administrative rule EEAE-R Bus Safety Program has also been revised to be consistent with these changes in policy. Our proposed rule is attached for reference.

Questions raised by board members at the January 13th work session were answered in the Hotline memo this week: same subject. There have been no changes to the policies after the first read approval.

We are presenting the EEAE – Bus Safety Program policy for the Board’s consideration at its Work Session on February 10th in advance of second reading at its Business meeting on February 24th.

BUS SAFETY PROGRAM

Code **EEAE** Issued **MODEL/19-2020**

The safety and welfare of students is the first consideration in all matters pertaining to transportation. To that end, district transportation staff will comply with district policies as well as with federal and state law. **Staff** ~~All Employees~~ will immediately report to supervisors any violation of safety policies that threatens the safety of a student **or staff member**.

All vehicles used to transport students will be maintained in such condition as to provide safe and efficient transportation service with minimal delays and disruption of such service due to mechanical or equipment failure.

In addition to the regular state inspections, each school bus will be inspected by the driver regularly to ascertain that it is in safe, **clean, and sanitary** condition and that all equipment is in good working order.

School Bus Drivers

In order to obtain any one of the South Carolina Department of Education (SCDE)'s school bus driver's certificates, a driver candidate must successfully complete all requirements established by law and the related tests of SCDE and the South Carolina Department of Motor Vehicles (SCDMV).

Physical Exam

Before operating a school bus, a driver candidate will have a physical examination, certified by a medical examiner (i.e. medical physician, osteopathic physician, physician assistant, advanced practice nurse, or chiropractor). The certification will be made on forms provided by the SCDE or the United States Department of Transportation. The bus driver candidate will provide the testing administrator with the certified physical examination before taking the school bus driver physical performance test and the commercial driver's license skills test. The bus driver candidate will provide a copy of the certification to the district.

Bus drivers are expected to have a physical examination every two **(2)** years as required by state law. The district may require additional physical examinations as necessary.

Driving Record

A driver candidate must not have more than four (4) points against his/her license or driving record, including no more than four (4) points against his/her license or driving record or a license suspension for a moving violation in the previous twelve (12) months.

A driver receiving a license suspension for a moving violation or accumulating more than four (4) points after employment will have his/her certificate suspended and will be placed on probation, suspended without pay, or terminated as deemed appropriate by the superintendent or his/her designee based on the nature and severity of the driving offense(s).

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DUI offenses

If a bus driver receives a ticket for DUI, he/she will be suspended without pay and, if convicted of DUI, his/her certificate will be revoked, and the driver will be terminated.

Alcohol and Drug Testing

~~All school bus drivers and driver supervisory staff will be~~ All employees required to have a commercial driver's license must be tested for alcohol and drug use. The superintendent or his/her designee will implement this program.

The term *drugs*, as used in this policy, refers to controlled substances including, **but not limited to**, marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP).

The district prohibits **transportation staff** ~~all employees subject to CDL requirements~~ from the following:

- the use of drugs, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement from said individual that the substance does not adversely affect the staff member's ability to safely operate a motor vehicle or perform other safety-sensitive functions
- reporting for or remaining on duty when the **transportation staff member driver** uses any **drugs controlled substances**
- the use of alcohol under these conditions:
 - reporting for or remaining on duty while having a blood-alcohol concentration of greater than .00.
 - possessing alcohol while driving
 - using alcohol while driving
 - driving within four (4) hours after using alcohol
 - using alcohol for eight (8) hours following an accident, if the **transportation staff member driver** is required to take a post-accident alcohol test

Under the testing program, the district will do the following:

- Test ~~drivers~~ **transportation staff** for **drugs controlled substances** and alcohol before employment. The district will also test ~~drivers~~ **transportation staff** for alcohol and **drugs controlled substances** after certain accidents; any time a supervisor has reasonable suspicion that a driver has violated federal rules; on a random, unannounced basis; and as part of a follow-up or return to duty program.

Procedures for this testing will include an evidential breath testing device for alcohol testing. Drug ~~Controlled Substance~~ testing will require urine specimen collection and testing by a laboratory certified by the U.S. United States Department of Health and Human Services.

- Notify the ~~driver~~ **transportation staff** orally or in writing ~~before performing an alcohol or drug test~~ that federal regulations require the test before performing an alcohol or drug test.

- Maintain records of district alcohol misuse and drug use prevention programs.

PAGE 3 - EEAE - BUS SAFETY PROGRAM

- Prohibit a ~~driver~~ **transportation staff member** from working if ~~the driver~~ **he/she** violates this policy.
- Provide ~~employees~~ **transportation staff** with ~~detailed~~ information about drug and alcohol misuse, information concerning testing requirements, and information on how and where staff can get help for substance abuse.
- Provide ~~employees~~ **transportation staff members** with a copy of this policy.
- Maintain testing results and records under strict confidentiality ~~and release them only in accordance with law.~~
- Furnish supervisors with at least one (1) hour of training on alcohol misuse and another hour of training on drug misuse **to assist them in making appropriate determinations for reasonable suspicion testing.**

The district will pay for all pre-employment drug and alcohol testing costs. The district will pay for all current ~~employee~~ **transportation staff** drug and alcohol testing, including reasonable suspicion, random, and post-accident testing.

The district will make all offers of employment or transfer to covered positions with the district contingent upon drug testing results. The district will not hire or transfer an individual who tests positive nor will the district consider individuals who refuse drug testing.

The district will regard current ~~employees refusing~~ **transportation staff members who refuse** to comply with testing requirements as testing positive. In accordance with board policy, the district will immediately discipline and may dismiss current ~~employees~~ **transportation staff** who fall into this category.

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
 1. Commercial Motor Vehicle Safety Act of 1986, Pub. L. No. 99-570, 100 Stat. 3207.
 2. Omnibus Employee Testing Act of 1991, 49 U.S.C.A. Section 31301, *et seq.*
- B. S.C. Code of Laws, 1976, as amended:
 1. Section 59-67-160 - Physical examination of school bus driver.
- C. Code of Federal Regulations, as amended:
 1. Federal Motor Carrier Safety Regulations, 49 C.F.R. § 300, *et seq.*
- D. S.C. State Board of Education Regulations:
 1. R43-80 - Operation of public student transportation services.

BUS SAFETY PROGRAM

Code **EEAE** Issued **MODEL/19**

The safety and welfare of students is the first consideration in all matters pertaining to transportation. To that end, district transportation staff will comply with district policies as well as with federal and state law. Staff will immediately report to supervisors any violation of safety policies that threatens the safety of a student or staff member.

All vehicles used to transport students will be maintained in such condition as to provide safe and efficient transportation service with minimal delays and disruption of such service due to mechanical or equipment failure.

In addition to the regular state inspections, each school bus will be inspected by the driver regularly to ascertain that it is in safe, clean, and sanitary condition and that all equipment is in good working order.

School Bus Drivers

In order to obtain any one of the South Carolina Department of Education (SCDE)'s school bus driver's certificates, a driver candidate must successfully complete all requirements established by law and the related tests of SCDE and the South Carolina Department of Motor Vehicles (SCDMV).

Physical Exam

Before operating a school bus, a driver candidate will have a physical examination, certified by a medical examiner (i.e. medical physician, osteopathic physician, physician assistant, advanced practice nurse, or chiropractor). The certification will be made on forms provided by the SCDE or the United States Department of Transportation. The bus driver candidate will provide the testing administrator with the certified physical examination before taking the school bus driver physical performance test and the commercial driver's license skills test. The bus driver candidate will provide a copy of the certification to the district.

Bus drivers are expected to have a physical examination every two (2) years as required by state law. The district may require additional physical examinations as necessary.

Driving Record

A driver candidate must not have more than four (4) points against his/her license or driving record, including no more than four (4) points against his/her license or driving record or a license suspension for a moving violation in the previous twelve (12) months.

A driver receiving a license suspension for a moving violation or accumulating more than four (4) points after employment will have his/her certificate suspended and will be placed on probation, suspended without pay, or terminated as deemed appropriate by the superintendent or his/her designee based on the nature and severity of the driving offense(s).

PAGE 2 - EEAE - BUS SAFETY PROGRAM

DUI offenses

If a bus driver receives a ticket for DUI, he/she will be suspended without pay and, if convicted of DUI, his/her certificate will be revoked, and the driver will be terminated.

Alcohol and Drug Testing

All school bus drivers and driver supervisory staff will be tested for alcohol and drug use. The superintendent or his/her designee will implement this program.

The term *drugs*, as used in this policy, refers to controlled substances including, but not limited to, marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP).

The district prohibits transportation staff from the following:

- the use of drugs, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement from said individual that the substance does not adversely affect the staff member's ability to safely operate a motor vehicle or perform other safety-sensitive functions
- reporting for or remaining on duty when the driver uses any drugs
- the use of alcohol under these conditions:
 - reporting for or remaining on duty while having a blood-alcohol concentration of .02 or greater
 - possessing alcohol while driving
 - using alcohol while driving
 - driving within four (4) hours after using alcohol
 - using alcohol for eight (8) hours following an accident, if the driver is required to take a post-accident alcohol test

Under the testing program, the district will do the following:

- Test transportation staff for drugs before employment. (*Option: The district will also require pre-employment alcohol testing.*) The district will also test transportation staff for alcohol and drugs after certain accidents; any time a supervisor has reasonable suspicion that a driver has violated federal rules; on a random, unannounced basis; and as part of a follow-up or return to duty program.

Procedures for this testing will include an evidential breath testing device for alcohol testing. Drug testing will require urine specimen collection and testing by a laboratory certified by the United States Department of Health and Human Services.

- Notify the transportation staff orally or in writing that federal regulations require the test before performing an alcohol or drug test.
- Maintain records of district alcohol misuse and drug use prevention programs.
- Prohibit a transportation staff member from working if he/she violates this policy.

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- Provide transportation staff with information about drug and alcohol misuse, information concerning testing requirements, and information on how and where staff can get help for substance abuse.
- Provide transportation staff members with a copy of this policy.
- Maintain testing results and records under strict confidentiality.
- Furnish supervisors with at least one (1) hour of training on alcohol misuse and another hour of training on drug misuse to assist them in making appropriate determinations for reasonable suspicion testing.

The (*option: district or applicant*) will pay for all pre-employment drug (*option: and alcohol*) testing costs. The (*option: district or staff member*) will pay for all current transportation staff drug and alcohol testing, including reasonable suspicion, random, and post-accident testing.

The district will make all offers of employment or transfer to covered positions with the district contingent upon drug testing results. The district will not hire or transfer an individual who tests positive nor will the district consider individuals who refuse drug testing.

The district will regard current transportation staff members who refuse to comply with testing requirements as testing positive. In accordance with board policy, the district will immediately discipline and may dismiss current transportation staff who fall into this category.

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Commercial Motor Vehicle Safety Act of 1986, Pub. L. No. 99-570, 100 Stat. 3207.
 - 2. Omnibus Employee Testing Act of 1991, 49 U.S.C.A. Section 31301, *et seq.*
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-67-160 - Physical examination of school bus driver.
- C. Code of Federal Regulations, as amended:
 - 1. Federal Motor Carrier Safety Regulations, 49 C.F.R. § 300, *et seq.*
- D. S.C. State Board of Education Regulations:
 - 1. R43-80 - Operation of public student transportation services.

Policy EEAE Bus Safety Program

Issued 12/18

The safety and welfare of students is the first consideration in all matters pertaining to transportation. To that end, all district transportation employees will comply with district policies as well as with federal and state law. All employees will immediately report to supervisors any violation that threatens the safety of a student.

All vehicles used to transport students will be maintained in such condition as to provide safe and efficient transportation service with a minimum of delays and disruption of such service due to mechanical or equipment failure.

In addition to the regular state inspections, each school bus will be inspected by the driver regularly to ascertain that it is in safe condition and that all equipment is in good working order.

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The district prohibits all employees subject to CDL requirements from the following:

- the use of drugs, unless a written prescription from a licensed doctor or osteopath is provided along with a written statement from said individual that the substance does not adversely affect the employee's ability to safely operate a motor vehicle or perform other safety-sensitive functions
- reporting for or remaining on duty when the driver uses any controlled substances
- the use of alcohol under these conditions:
 - reporting for or remaining on duty while having a blood-alcohol concentration of greater than .00.
 - possessing alcohol while driving
 - using alcohol while driving
 - driving within four hours after using alcohol
 - using alcohol for eight hours following an accident, if the driver is required to take a post-accident alcohol test

Under the testing program, the district will do the following:

- Test drivers for controlled substances and alcohol before employment. The district will also test drivers for alcohol and controlled substances after certain accidents; any time a supervisor has reasonable suspicion that a driver has violated federal rules; on a random, unannounced basis; and as part of a follow-up or return to duty program.

Procedures for this testing will include an evidential breath-testing device for alcohol testing. Controlled substance testing will require urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services.

- Notify the driver orally or in writing before performing an alcohol or drug test that federal regulations require the test.
- Maintain records of district alcohol misuse and drug use prevention programs.
- Prohibit a driver from working if the driver violates this policy.
- Provide employees with detailed information about drug and alcohol misuse, information concerning testing requirements, and information on how and where drivers can get help for substance abuse.

- Provide employees with a copy of this policy.
- Maintain testing results and records under strict confidentiality and release them only in accordance with law.
- Furnish supervisors with at least one hour of training on alcohol misuse and another hour of training on drug misuse.

The district will pay for all pre-employment drug and alcohol testing costs. The district will pay for all current employee drug and alcohol testing including reasonable suspicion, random, and post-accident testing.

The district will make all offers of employment or transfer to covered positions with the district contingent upon drug testing results. The district will not hire or transfer an individual who tests positive nor will the district consider individuals who refuse drug testing.

The district will regard current employees refusing to comply with testing requirements as testing positive. In accordance with board policy, the district will immediately discipline and may dismiss current employees who fall into this category.

Adopted 2/28/00; Revised 12/17/18

Legal References:

Federal Law:

Commercial Motor Vehicle Safety Act of 1986, [Pub. L. No. 99-570](#), 100 Stat. 3207.

Omnibus Employee Testing Act of 1991, [Pub. L. No. 102-143](#), 105 Stat. 952.

S.C. Code, 1976, as amended:

[Section 59-67](#)-160 - Physical examination of school bus driver.

Federal Regulations:

Federal Motor Carrier Safety Regulations (FMCSR), [49 C.F.R. Section 300](#), *et seq.*

State Board of Education Regulation:

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

York 3/Rock Hill School District

BUS SAFETY PROGRAM

Code **EEAE-R** Issued **12/18** **PROPOSED**

Transportation staff ~~School bus drivers~~ who operate a motor vehicle requiring a commercial driver's license (CDL) and other drivers who perform safety-sensitive functions are subject to a drug and alcohol testing program.

~~The superintendent or his/her designee will answer all questions regarding the board policy or regulation or the drug and alcohol testing program.~~

Definitions

Covered driver. Those individuals driving a vehicle weighing in excess of 26,001 pounds or a vehicle transporting 16 or more persons, including the driver, and requiring a CDL to hold the driver position. Covered drivers include coaches, teachers, administrators, and others who drive a school vehicle meeting these requirements.

Safety-sensitive function. The on-duty functions of 1) waiting to be dispatched; 2) inspecting, servicing, or conditioning vehicles or equipment; 3) driving; 4) duties other than driving performed in a vehicle; 5) unloading or supervising vehicles; 6) duties required after an accident; and 7) repairing, obtaining assistance, or supervising disabled vehicles.

Testing company. An independent private company selected by the district (~~option: South Carolina Department of Education~~) to provide assistance to individual school districts.

Medical ~~R~~review ~~O~~fficer (MRO). Physician employed by the testing company to perform certain services related to all covered employees.

Substance abuse professional. A licensed physician or a licensed or certified psychologist, social worker, employee assistance professional, or addiction counselor (certified by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission) with knowledge of and clinical experience in the diagnosis and treatment of alcohol and controlled substance-related disorders.

Required hours of compliance. **Covered d**~~Drivers covered by this policy~~ must not consume alcohol 1) while performing a safety-sensitive function, 2) four hours prior to performing a safety-sensitive function, and 3) up to eight hours following a motor vehicle accident or until the driver undergoes a post-accident test, whichever occurs first.

The law prohibits the use and ingestion of prohibited drugs at all times.

- *On-duty time.* All time spent providing a breath sample or urine specimen, including travel time to and from the collection site, in order to comply with the random, reasonable suspicion, post-accident, or follow-up testing as required by this law.
- *Stand down.* The practice of temporarily removing an employee from the performance of safety sensitive functions based on a report from a laboratory to the MRO of a confirmed positive test for a drug or a drug metabolite, an adulterated or a substituted test, before the MRO has completed verification of the test results.

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Required Tests

Pre-employment drug testing

- A driver ~~candidate applicant~~ must take a drug test before being hired for a safety-sensitive position. Before any existing worker in a department of transportation driver position will be assigned, transferred, or otherwise permitted to operate a commercial motor vehicle on behalf of the district for the first time, he/she must also submit to testing. Employment with the district is contingent upon the employee receiving negative drug test results.
- The ~~driver candidate applicant~~ will receive written notification of the drug tests prior to taking the tests. The ~~candidate applicant~~ will be asked to sign a general consent and release to be tested for drugs.
- ~~An employee may be exempt from the pre-employment drug test if he/she participated in a drug testing program within 30 days prior to the application for employment and while participating in that program was tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months, provided that the district has been able to make all verifications required by law.~~
- ~~If a district contracts with a private company to provide drivers more than once a year, the district will assure itself once every six months that the drivers participate in an alcohol and controlled substances testing program that meets the rules.~~

Pre-employment alcohol testing

The district will require pre-employment alcohol testing in accordance with the following.

All individuals considered for employment or transfer with the district and subject to federal regulations will be tested.

All tests will be conducted using the alcohol testing procedures of the federal regulation.

Such test must be conducted prior to the new or transferred employee's performance of safety sensitive functions.

Post-accident drug testing

- Prior to performing safety-sensitive duties, **covered** drivers will receive instruction on post-accident procedures.
- Districts will conduct alcohol and controlled substance tests as soon after a motor vehicle accident as is practical on any driver under these conditions:
 - who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life
 - who receives a citation under state or local law for a moving traffic violation arising from the accident
 - who was involved in any accident/situation and required to be tested as outlined in the Federal Motor Carrier Safety Administration Post-Accident Testing Criteria.
- No such driver will use alcohol for eight hours after the accident or until he/she undergoes a post-alcohol test, whichever comes first.

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- If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours, the district will prepare and maintain records explaining why the tests were not conducted. There is no need to test for alcohol if the test is not administered within eight hours after the accident or within 32 hours for drugs.
- Tests conducted by authorized federal, state, or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the district. Breath tests will validate only the alcohol test and cannot be used to fulfill drug testing obligations.
- **The** Districts will deem **covered** drivers who do not remain readily available for testing as refusing to submit to testing.

Random Tests

- Tests will be conducted on a random basis at unannounced times throughout the year.
- The selection of **transportation staff members** ~~drivers~~ will be by a scientifically valid random process and each **transportation staff member** ~~driver~~ will have an equal chance of being tested each time selections are made.
- The testing company will determine the number of **transportation staff members** ~~drivers~~ to be randomly tested. The minimum annual percentage rate for random alcohol testing will be 10 percent of the average number of driver positions. For controlled substance testing, the rate will be 25 percent.
- Tests for alcohol will be conducted just before, during, or just after the performance of safety-sensitive functions. "During" is to enable detection of **transportation staff members** ~~drivers~~ who use alcohol on the job. The purpose of testing "just before" and "just after" is to avoid the problem of interrupting some safety-sensitive functions for the performance of a test (e.g., driving a school bus).
- Random tests for drugs do not have to be conducted in immediate time proximity to performing safety-sensitive functions. Once notified of selection for drug testing, ~~an employee~~ **a transportation staff member** must proceed to a collection site.

Reasonable Suspicion Testing

- Reasonable suspicion observations will be based on specific, contemporaneous, and articulable observations concerning the appearance, behavior, speech, or body odor of a driver.
- All staff members should report concerns regarding workplace alcohol or drug use or misuse. However, reasonable suspicion observations used to justify alcohol or drug testing will be made by a transportation **staff** supervisor or district official who has received DOT mandated training consisting of at least 60 minutes of training on the physical, behavioral, speech, and performance indicators of alcohol misuse and an additional 60 minutes of training that covers these indicators of drug use.
- The person making the determination that reasonable suspicion exists will not conduct the test.
- Alcohol tests will be authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the workday when the employee must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a

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determination of reasonable suspicion, the district will prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests will cease after eight hours.

- A supervisor or district official who makes a finding of reasonable suspicion must also make a written record of the observations leading to a reasonable suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Return to Duty Tests

- A drug or alcohol test will be conducted when a **transportation staff member driver** who has violated the district's drug or alcohol prohibition returns to performing safety-sensitive duties.
- A **transportation staff member driver** whose conduct involved misuse of drugs may not return to duty in a safety-sensitive function until the return to duty drug test produces a verified negative result.
- A **transportation staff member driver** whose conduct involved alcohol may not return to duty in a safety-sensitive position until the return to duty alcohol test produces a verified result that meets federal and district standards.

Follow-Up Tests

- After returning to duty, a **covered driver** is subject to six unannounced follow-up tests within 12 months for alcohol, drugs, or both if the substance abuse professional determines both are necessary.
- The substance abuse professional can terminate the follow-up testing requirement after the first six tests have been completed or continue the follow-up testing for up to 60 months from the date of the driver's return to duty.
- Alcohol follow-up testing is done just before, during, or just after performing a safety-sensitive function.

Stand-Down

A covered **driver employee** will be subject to stand-down only with respect to the actual performance of safety-sensitive duties.

No adverse action affecting the **covered driver's employee's** pay and benefits will be taken pending the completion of the MRO verification process. This includes continuing to pay the **covered driver employee** during the period of the stand-down in the same way the district would have paid him/her had **such driver the employee** not been stood down.

The verification process will begin no later than the time a **covered driver an employee** is temporarily removed from the performance of safety-sensitive functions. The period of stand-down for any employee will not exceed five days, unless the district is informed in writing by the MRO that a longer period is needed to complete the verification process.

In the event the MRO verifies the test negative or cancels it, the following will occur:

- The district will return a **covered driver the employee** immediately to the performance of safety-sensitive functions.

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- The **covered driver** ~~employee~~ will suffer no adverse personnel or financial consequences as a result.
- No individually identifiable record that the **covered driver** ~~employee~~ had a confirmed laboratory positive, adulterated, or substituted test result is maintained. The district will maintain a record of the test only as a negative or cancelled test.

The district may, in its continuing efforts to enhance safety, request a waiver of federal prohibitions against standing down **a covered driver** ~~an employee~~ before the MRO has completed the verification process. The written waiver request will be directed to the appropriate federal administrator.

The district will not stand down **a covered driver** ~~an employee~~ in the absence of a waiver or inconsistent with the terms of the waiver.

Testing Procedures

Alcohol and split sample controlled substances testing will be conducted by the testing company.

Retention of Records

An employer must maintain certain records pertaining to its alcohol misuse and controlled substance use prevention program for a specified period in a secure location with controlled access. The MRO/testing company will maintain copies of test results as a back-up.

There is a five-year record-keeping requirement for positive test results, refusals to take tests, and other areas. The employer must maintain records related to the collection process for testing for two years. The employer will keep records of negative and canceled controlled substances test results and alcohol test results of less than 0.02 for a minimum of one year.

The employer will maintain driver drug and alcohol test results and records under strict confidentiality and release them only in accordance with law. Upon written request, a driver may receive copies of any records pertaining to his/her drug or alcohol tests. The employer will make records available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

The information an employer may release is limited to a positive controlled substances test result, alcohol test results of 0.04 or greater, and refusals to be tested for the two years preceding the date of inquiry. The employer will obtain and review driver drug and alcohol test results and records no later than 14 days after the first time a driver performs safety-sensitive functions if it is not feasible to obtain the information beforehand. An employer may not permit a driver to perform safety-sensitive functions without obtaining the information.

Reporting

Each employer must generate and retain, at a minimum, an annual calendar year summary of the results of its alcohol and controlled substance prevention program. The federal government will randomly select a sample of employers to report data. The government will notify this group in January of the year in which the data are due. The report is due by the following March 15th in the format prescribed and provided by the Federal Highway Administration.

Notifications

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Each ~~transportation staff member~~ driver will receive educational materials that explain the requirements, together with a copy of the district's policy and regulations for meeting these requirements. The information will identify the following:

- the person(s) designated by the district to answer ~~driver~~ questions about the materials
- the ~~categories of transportation staff members~~ drivers who are subject to drug and alcohol testing requirements
- sufficient information about the safety-sensitive functions performed by ~~transportation staff member~~ employees to make clear for what period of the work day ~~driver~~ compliance is required
- specific information concerning ~~transportation staff member~~ employee conduct that is prohibited
- circumstances under which a ~~transportation staff member~~ driver will be tested for drugs and/or alcohol
- procedures that will be used to test for the presence of drugs and alcohol, protect the ~~transportation staff member~~ driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct ~~covered driver~~ employee
- the requirement that a ~~transportation staff member~~ driver submit to drug and alcohol tests administered in accordance with federal regulations
- an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences
- consequences for ~~covered drivers~~ employees found to have violated the drug and alcohol prohibitions including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment
- consequences for ~~transportation staff members~~ drivers found to have an alcohol concentration greater than 0.00.
- information concerning the effects of drugs and alcohol on an individual's health, work, and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program, and/or referral to administrative officials

Each ~~transportation staff member~~ driver will sign a statement certifying that he/she has received a copy of the above materials.

The district will notify a ~~driver candidate~~ ~~an applicant~~ of the results of a pre-employment drug test and alcohol test if the ~~candidate~~ ~~applicant~~ requests such results within 60 calendar days of being notified of the disposition of the employment application.

The district will notify a ~~transportation staff member~~ driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The district will also tell the ~~transportation staff member~~ driver which controlled substances were verified as positive.

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No employer having actual knowledge that a driver has used a controlled substance or tested positive for controlled substances will permit the driver to perform or continue to perform a safety-sensitive function.

Drivers will inform the district if at any time they are using a controlled substance prescribed by their physician for therapeutic purposes. Such a substance may be used only if the physician has advised the employee that it will not adversely affect the ability to safely perform safety-sensitive functions.

Voluntary Self-Identification Program

The district will establish a voluntary self-identification program consistent with federal requirements. Accordingly, a **covered driver** ~~an employee~~ who admits to alcohol misuse or drug use will not be subject to certain referral, evaluation, and treatment requirements provided the following occurs:

- The admission is in accordance with the policy and administrative rule.
- The **covered** driver does not self-identify in order to avoid required testing.
- The **covered** driver makes the admission prior to performing a safety-sensitive function (i.e., prior to reporting to duty).

The **covered** driver does not perform a safety-sensitive function until the district is satisfied that the **covered driver** ~~employee~~ has been evaluated and has successfully completed education or treatment in accordance with the district's self-identification program guidelines.

Adverse action on the part of the district against any **covered driver** ~~employee~~ making a voluntary admission of alcohol misuse or drug use consistent with this policy and administrative rule is prohibited. The district is committed to providing sufficient opportunity for the employee to seek evaluation, education, or treatment to establish control over his/her drug or alcohol problem.

Following successful completion of an educational or treatment program, as determined by a drug and alcohol abuse evaluation expert (i.e., employee assistance professional, substance abuse professional, or qualified drug and alcohol counselor), the **covered driver** ~~employee~~ will be permitted to return to duty. The district will ensure that prior to the **covered driver** ~~employee~~ participating in a safety-sensitive function, the **covered driver** ~~employee~~ will be required to undergo a return to duty testing with a result indicating a breath alcohol content of less than 0.02 and/or a verified negative test result for drug use, as appropriate. The district may incorporate employee monitoring and include other follow-up testing as a part of its return to duty procedures under this program.

Enforcement

- If the district determines a **covered** driver has an alcohol concentration greater than 0.00, the **covered** driver will not perform safety-sensitive functions until the start of his/her regularly scheduled duty period, but not less than 24 hours after the administration of the test.
- Any **covered** driver who refuses to submit to a post-accident, random, reasonable suspicion, or follow-up test will not perform or continue to perform safety-sensitive functions.
- A **covered** driver who in any way violates district prohibitions related to drugs and alcohol will receive from the district the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The **covered driver** ~~employee~~ will be evaluated by a substance

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abuse professional who will determine what help, if any, ~~such~~ the driver needs in resolving such a problem.

Any substance abuse professional who determines that a **covered** driver needs assistance will not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law.

- The district may pay for or provide rehabilitation for **covered** drivers affected by this policy.
- The district may hold a job open for a **covered** driver affected by the requirements for drug and alcohol testing.

Termination Disclosure

Nothing in this policy, its supporting regulations, or the law relating to drug and alcohol testing limits or restricts the right of the superintendent to discipline a **transportation staff member driver**, up to and including termination, for conduct which violates the school district's policies and procedures.

Issued 2/28/00; Revised 12/17/18, ^



TO: Dr. William E. Cook
FROM: Dr. Luanne Kokolis
DATE: February 5, 2020
PC: School Board Members
SUBJECT: K Policies for 1st Read

The following K policies are attached for 1st read:

- KA – School-Parent Community Relations
- KB – Parent Involvement in Education
- KC – Community Involvement in Education
- KCA – School Community Relations Goals/Priority Objectives

Section K
General Public Relations

KA	School Parent Community Relations Last Revision 2005	Recommending SCSBA Model – Title change and minor word change Recommending KA-R 2018
KB	Parent Involvement in Education Last Revision 2005	Recommending SCSBA Model – Title change; add Children’s Education Act 2000; add ESSA Act 2015; add Title I Migrant Education and English learner; add EEDA
KC	KC Community Involvement in Education Last Revision 2005	Recommending SCSBA Model – Title change; Remove reference to Perkins Act within policy
KCA	School Community Relations Goals/Priority Objectives	Recommending SCSBA Model – Title change; added option for advisory committees; one word change; condensed bullets

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

Issued 1/05

current

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

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

The board believes the following.

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

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

Specifically, the district will strive to do the following.

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

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

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

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

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

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

Schools will establish volunteer programs.

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

onward

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

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

Adopted 1/24/05

Legal references:

S. C. Code, 1976, as amended:

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

State Board of Education Regulations:

R-43-280 - Creating more effective partnerships among the schools, parents, community and business.

York 3/Rock Hill School District

SCHOOL/PARENT/COMMUNITY RELATIONS

Code **KA** Issued **MODEL**

The board recognizes the importance of having an effective, collaborative relationship between the district, families, and the community. Informed support of the district's educational program is dependent upon full knowledge, understanding, and participation in its efforts, goals, problems, and programs.

To encourage effective partnerships, the district will do the following:

- Collaborate with stakeholders to harness all available community resources, including but not limited to organizations, businesses, individuals, and technology, to engage each student and assist them in achieving the necessary skills and knowledge to succeed
- Employ strategies for ensuring a continuous and free-flowing line of communication between all stakeholders
- Communicate with all stakeholders regarding school performance, student progress, learning strategies, and academic opportunities using both print and online formats

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 59-5-65 - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

SCHOOL/PARENT/COMMUNITY RELATIONS

RECOMMENDED

Code **KA** Issued **MODEL**

The board recognizes the importance of having an effective, collaborative relationship between the district, families, and the community. Informed support of the district's educational program is dependent upon full knowledge, understanding, and participation in its efforts, goals, problems, and programs.

To encourage effective partnerships, the district will do the following:

- Collaborate with stakeholders to harness all available community resources, including but not limited to organizations, businesses, individuals, and technology, to engage each student and assist them in achieving the necessary skills and knowledge to succeed
- Employ strategies for ensuring a continuous and free-flowing line of communication between all stakeholders
- Communicate with all stakeholders regarding school performance, student progress, learning strategies, and academic opportunities using both print and online formats

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 59-5-65 - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

AR KA-R Stakeholder Input

Issued 1/18

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

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

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

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

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

Adopted 1/22/18

Legal References:

S.C. Code, 1976, as amended:

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

State Board of Education Regulations:

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

York 3/Rock Hill School District

Policy KB Parent Involvement in Education

Current

Issued 1/05

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

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

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

Therefore, the board commits to the following.

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

Responsibilities of board

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

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

Responsibilities of superintendent

The superintendent will do the following.

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

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

Evaluation

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with all groups involved in the initiative.

Public awareness

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

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

(Cf. KBB)

Adopted 1/24/05

Legal references:

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

Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.

S. 11 - Teacher quality.

York 3/Rock Hill School District

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

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

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

Therefore, the board commits to the following:

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

Parent Involvement in Their Children's Education Act of 2000

Responsibilities of board

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

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

PAGE 2 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

Responsibilities of superintendent

The superintendent will do the following:

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

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

Every Student Succeeds Act of 2015 (ESSA)

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

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

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

PAGE 3 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

Title I parent and family engagement

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

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

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

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

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

Migrant Education Program (MEP) parent and family engagement

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

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

English learner (EL) parent and family engagement

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

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

PAGE 4 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

South Carolina Education and Economic Development Act (EEDA)

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

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

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

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

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

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

Adopted ^

Legal References:

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

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

RECOMMENDED

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

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

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

Therefore, the board commits to the following:

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

Parent Involvement in Their Children's Education Act of 2000

Responsibilities of board

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

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

PAGE 2 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

Responsibilities of superintendent

The superintendent will do the following:

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

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

Every Student Succeeds Act of 2015 (ESSA)

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

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

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

PAGE 3 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

Title I parent and family engagement

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

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

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

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

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

Migrant Education Program (MEP) parent and family engagement

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

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

English learner (EL) parent and family engagement

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

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

PAGE 4 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

South Carolina Education and Economic Development Act (EEDA)

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

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

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

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

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

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

Adopted ^

Legal References:

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

Policy KC Community Involvement in Education

Issued 1/05

current

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

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

Vocational program planning

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

Participatory planning

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

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

Expedited appeal process

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

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

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

Legal references:

Federal statutes:

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

York 3/Rock Hill School District

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CAREER AND TECHNICAL EDUCATION PLANNING AND APPEALS

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

Career and Technical Education Program Planning

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

Participatory Planning

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

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

Expedited Appeal Process

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

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

Adopted ^

Legal References:

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

CAREER AND TECHNICAL EDUCATION PLANNING AND APPEALS

RECOMMENDED

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

Career and Technical Education Program Planning

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

Participatory Planning

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

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

Expedited Appeal Process

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

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

Adopted ^

Legal References:

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

Policy KCA School-Community Relations Goals/Priority Objectives

Issued 1/09

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

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

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

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

Legal references:

Court cases:

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

York 3/Rock Hill School District

SCHOOL/COMMUNITY RELATIONS GOALS

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

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

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

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

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

Option:

Superintendent-Established Citizen Advisory Committees

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

Cf. BDF

Adopted ^

Legal References:

A. Federal Cases:

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

SCHOOL/COMMUNITY RELATIONS GOALS

RECOMMENDED

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

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

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

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

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

Superintendent-Established Citizen Advisory Committees

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

Cf. BDF

Adopted ^

Legal References:

A. Federal Cases:

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



Office of Student Services
803-981-1041

Memo

TO: Dr. Bill Cook, Superintendent

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

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

DATE: February 5, 2020

SUBJECT: Policy Revision for KBB-Parent Rights and Responsibilities

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

Policy KBB Parent Rights and Responsibilities

Issued 1/05 **PROPOSED**

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

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

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

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

Every parent has the following rights.

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

Special education

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

Receiving information

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

Conferences

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

Records

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

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

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially to make the child receptive to learning and discipline
- **to hold high expectations for academic achievement**
- **to expect and communicate expectations for success**
- **to recognize that parental involvement in middle and high school is equally as critical as in elementary school**

- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

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

Legal references:

United States Code, Annotated:

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

South Carolina Code of Laws, 1976, as amended:

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

Legal References:

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

PARENT RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

Receiving information

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

Conferences

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

Records

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

PAGE 2 - KBB - PARENT RIGHTS AND RESPONSIBILITIES

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

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

Cf. KB

Adopted ^

Legal References:

A. United States Code of Laws, as amended:

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

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

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

Policy KBB Parent Rights and Responsibilities

Issued 1/05--**CURRENT**

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

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

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

Every parent has the following rights.

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

Special education

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

Receiving information

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

Conferences

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

Records

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

Every parent has the following responsibilities.

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

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

Legal references:

United States Code, Annotated:

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

South Carolina Code of Laws, 1976, as amended:

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

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Terri Smith
DATE: February 5, 2020
SUBJECT: Revision of Board Policy KCD for 1st Read

Board policy KCD will be presented at the February 10th board work session for 1st read. A copy of the proposed, model and current version of this policy is attached. Recommendations are shown in red text with deletions noted by strikethrough of text.

Policy	Recommendation
KCD, <i>Public Gifts/Donations to Schools</i>	Recommend removing purpose statement and adopting model policy.

Policy KCD Public Gifts/Donations to Schools

Issued 2/05- ~~xx~~/2020

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

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

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

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

In general, the superintendent or designee is authorized to accept gifts/donations to the district, but only the board may authorize acceptance of any contributions that require ongoing annual service, a maintenance fee, significant staff time, initial or continuing financial commitments from the district, or gifts of real property. Real property purchased by the district may be acquisitioned in fee simple title only.

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

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

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

Legal references:

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

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

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

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

York 3/Rock Hill School District

PUBLIC GIFTS/DONATIONS

Code **KCD** Issued **MODEL/19**

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

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

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

In general, the superintendent or designee is authorized to accept gifts/donations to the district, but only the board may authorize acceptance of any contributions that require ongoing annual service, a maintenance fee, significant staff time, initial or continuing financial commitments from the district, or gifts of real property. Real property purchased by the district may be acquisitioned in fee simple title only.

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

Adopted ^

Legal References:

- A. S.C. Code of Laws, as amended, 1976, as amended:
 - 1. Section 59-19-170 - Acceptance and holding of property by trustees.
 - 2. Section 59-19-180 - Purchase of land by trustees.
 - 3. Section 59-69-30 - Investment of such fund.
- B. S.C. Attorney General's Opinion:
 - 1. Op. S.C. Att'y Gen., 1969 WL 11445 (Mar. 20, 1969) A board of trustees that acquires by purchase land to be used for public school purposes must take fee simple absolute title.

Policy KCD Public Gifts/Donations to Schools

Issued 2/05

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

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

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

The superintendent will establish other criteria to be met in acceptance of gifts and the procedures to be followed in using such gifts.

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

Legal references:

S. C. Code 1976, as amended:

Section 59-19-170, Acceptance and holding of property by trustees.

Section 59-19-180 - Purchase of land by trustees.

Section 59-69-30 - Investment of such fund.

S. C. Attorney General's Opinion:

1968-69 Opinion No. 2655, p. 71.

York 3/Rock Hill School District



Memo

TO: Dr. Bill Cook

FROM: Dr. Tanya Campbell

DATE: February 6, 2020

SUBJECT: “G” Policies Update- Personnel Policies

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

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

Most additions and deletions within the policies below are updates for clarification, legal statutes, and/or wording. Additions are in red text and deletions are noted by strike through of text.

Attachments (4):

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

[DRAFT]

Policy

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code GCB Issued _____

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

Compensation

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

Administrators

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

Teachers

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

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

~~Teacher and Employee Retention Incentive Program (TERI) Participants~~

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

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

PAGE 2 – GCB – PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

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

Contract releases

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

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

Legal references:

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

- ~~1. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.~~
12. Section 59-19-80 - Requirements as to purchases and teacher employment (teacher contracts to be awarded in public).
23. Section 59-19-290 - Contracts in excess of apportioned funds void.
34. Section 59-20-50 - Minimum salary schedule.
45. Section 59-21-20 - Teacher contracts to be based on school term of 190 days.
56. Section 59-24-15 - Rights of certified education personnel employed as administrators.
67. Section 59-25-57 - Salaries negotiable below schedule for non-TERI retired teachers.
78. Section 59-25-410 - Notice to teacher of employment status.
89. Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.
940. Section 59-25-710 - Salary complaints.

B. ~~S.C. Cases~~

- ~~1. Henry Davenport v. Sch. Dist. of Fairfield Cnty., 391 S.C. 85, 705 S.E.2d 26 (2011).~~

BC. State Board of Education Regulations:

1. R-43-205.1 - Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

Policy GCB Professional Staff Contracts and Compensation

Current

Issued 9/17

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

Compensation

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

Administrators

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

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Teacher and Employee Retention Incentive Program (TERI) Participants

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

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

Contract releases

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

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

Legal References:

S. C. Code, 1976, as amended:

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

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

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

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

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

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

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

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

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

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

S.C. Cases:

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

State Board of Education Regulations:

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

York 3/Rock Hill School District

[DRAFT]

Policy

OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY

Code GBA Issued _____

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

The district is an equal opportunity employer.

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

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

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

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

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

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

Chief Personnel Officer
P.O. Drawer 10072

PAGE 2 – GBA – OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY

Rock Hill, SC 29730

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

Legal references:

A. Federal La

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

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

1. Section 1-13-10, et seq. - Prohibits discrimination on the basis of race, religion, color, sex, age, national origin, or disability.
2. Section 59-19-510, et seq. - Right of unsuccessful applicant to file grievance.

Policy GBA Open Hiring/Equal Employment Opportunity

Issued 6/17

Current

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

The district is an equal opportunity employer.

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

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

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

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

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

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

Chief Personnel Officer

P.O. Drawer 10072

Rock Hill, SC 29730

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

Legal References:

Federal Law:

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

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

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

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

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

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

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

S.C. Code, 1976, as amended:

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

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

York 3/Rock Hill School District

[DRAFT]

Policy

PROFESSIONAL STAFF RECRUITMENT AND HIRING

Code **GCE/GCF** Issued _____

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

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

Recruitment

The district will provide equal employment opportunities to all persons without regard to race, color, religion, sex, pregnancy (including childbirth or related medical conditions), age, disability, national origin, genetic information, or any other protected characteristic as may be required by state or federal law. ~~creed, sex, disability, age, religion, retaliation, or national origin.~~ The district will make reasonable accommodations to an individual who is otherwise qualified for a position unless the accommodation would impose an undue hardship on the district.

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

Hiring

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

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

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

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

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

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

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

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

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

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

Legal references:

- A. United States Code:
 - 1. 20 U.S.C. Sections 1681-86 - Prohibits discrimination on the basis of sex.
 - 2. 38 U.S.C. 2012 - The Rehabilitation Act of 1973 - Prohibits discrimination in hiring based on disability.
 - 3. 42 U.S.C. 2000(e), et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.
 - 4. Equal Pay Act of 1972 - Nondiscrimination as to wages on basis of sex.
 - 5. Age Discrimination in Employment Act - Nondiscrimination on the basis of age in employment.
 - 6. Americans with Disabilities Act - Prohibits discrimination in employment and access to programs and facilities on the basis of disability.
- B. Code of Federal Regulations:
 - 1. Title 45, Section 86.53 – Prohibits discrimination on the basis of sex.

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

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

1. Section 1-1-550 - School districts shall give preference to employment of honorably discharged veterans.
2. Section 1-13-80 - Unlawful employment practices; exceptions.
3. Section 59-1-510 - Guidelines and regulations for recruitment and hiring staff in professional areas.
4. Section 59-1-520 - Intervention by State Department of Education for non-compliance.
5. Section 59-19-80 - Teaching contracts to be issued in public meeting.
6. Section 59-25-410 - Teachers to be notified of employment status before May.
7. Section 59-26-40 – Requirement of criminal record history from SLED before initial employment.

Policy GCE/GCF Professional Staff Recruitment and Hiring

Current

Issued 2/18

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

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

Recruitment

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

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

Hiring

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

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

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

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

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

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

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

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

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

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

Legal References:

United States Code:

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

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

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

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

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

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

Code of Federal Regulations:

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

S.C. Code, 1976, as amended:

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

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

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

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

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

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

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

York 3/Rock Hill School District

[DRAFT]

Policy

SUPPORT STAFF HIRING

Code GDF Issued _____

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

The board of trustees employs all support staff.

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

The superintendent or his/her designee will consider all candidates based on the needs of the district as well as on their merits and qualifications. The district will not discriminate or give preferential treatment with regard to race, ~~national origin, sex, disability, alienage, or religion~~ color, religion, sex, pregnancy (including childbirth or related medical conditions) age, disability, national origin, genetic information, or any other protected characteristic as may be required by state or federal law. The district will make reasonable accommodation to known physical or mental limitations of otherwise qualified persons with disabilities where such accommodation would not impose an undue hardship on the operation of district programs.

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

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

Background Checks

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

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

State Law Enforcement Division (SLED) Background Checks

PAGE 2 – GDF – SUPPORT STAFF HIRING

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

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

National Sex Offender Registry Checks

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

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

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

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

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

PAGE 3 – GDF – SUPPORT STAFF HIRING

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

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

Legal references:

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

Policy GDF Support Staff Hiring

Issued 2/18

Current

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

The board of trustees employs all support staff.

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

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

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

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

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

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

Legal References:

United States Code:

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

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

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

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

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

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

Code of Federal Regulations:

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

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

S.C. Code, 1976, as amended:

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

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

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

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

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

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

State Board of Education Regulations:

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

York 3/Rock Hill School District



TO: Dr. William E. Cook
FROM: Dr. Luanne Kokolis
DATE: February 3, 2020
PC: School Board Members
SUBJECT: CBI Evaluation of Superintendent

Attached is current policy CBI Evaluation of the Superintendent and the proposed draft policy for 1st read.

Policy CBI Evaluation of Superintendent

*current**Issued 9/19*

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

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

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

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

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

York 3/Rock Hill School District

[DRAFT]

Proposed Draft

Policy

EVALUATION OF SUPERINTENDENT

Code CBI Issued _____

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

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

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

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

Adopted 4/27/78; Revised 10/24/98, 9/23/19, __/__/20

Proposed Draft ^{Policy} *Chgs in Red and strike throughs*
CBI Evaluation of Superintendent CODE CBI **DRAFT 2/2020**

Issued 9/19

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

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

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

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

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



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

386 E. Black Street T: (803) 981-1000
Rock Hill, SC 29730 F: (803) 981-1094
www.rock-hill.k12.sc.us

Memo

TO: Dr. Bill Cook, Superintendent

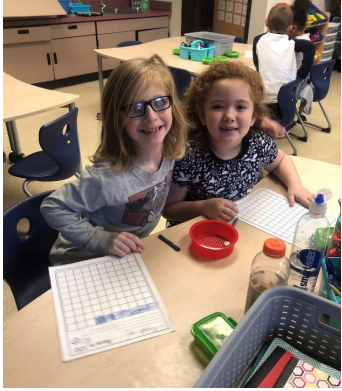
FROM: Dr. John Jones, Chief of Academics and Accountability

DATE: February 5, 2020

RE: Federal Programs Presentation

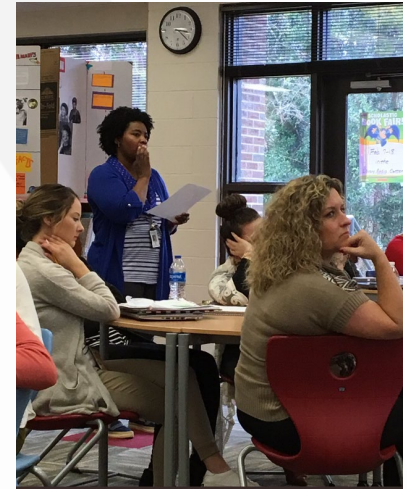
As directed by federal guidelines, Rock Hill Schools is required to present information on the title programs in which funding is provided to our school system each year. This information is to be shared with our governing authority in a public setting. The presentation will take place at the upcoming board meeting on February 10th. The slides offer information to be shared by Dr. Tonya Belton, Director of Federal Programs.

Please let me know if you have any questions.



Federal Programs Report

February 10, 2020



One Team. One Mission. One Rock Hill.

Title I 2019-2020

Allocation of \$4,697,500.23

Title I Schools

- Belleview
- Ebenezer
- Ebinport
- Finley Road
- Northside
- Oakdale
- Richmond Drive
- Rosewood
- York Road
- Palmetto School at Children's Attention Home
- St. Anne Catholic School

Title I 2019-2020 District Set-Asides

- Parent and Family Engagement
- Homeless
- Professional Development
- Director of Federal Programs
- Administrative Assistant
- Computer Assisted Instruction Programs



Title I 2019-2020 District Set Asides

- District Lead Reading Recovery Teacher
- Title I Literacy Coach
- Title I Math Coaches
- District Title I Core Content Integration Specialist
- Indirect Costs



Title I 2019-2020 School Expenditures

- Reading Recovery Teachers
- Math Coaches
- Interventionists
- Professional Development
- Instructional Materials and Supplies
- Instructional Assistants
- Extended Day Programs
- Parenting and Family Engagement
- 4K Programs
- PBIS Resources

Title I: Neglected and Delinquent 2019-2020

Children's Attention Home

Allocation of \$66,483.74

Expenditures

- Personnel
- Supplemental Curriculum
- Technology Equipment
- Indirect Costs

Title I: Neglected and Delinquent 2019-2020

New Hope of the Carolinas

Allocation of \$187,789.42

Expenditures

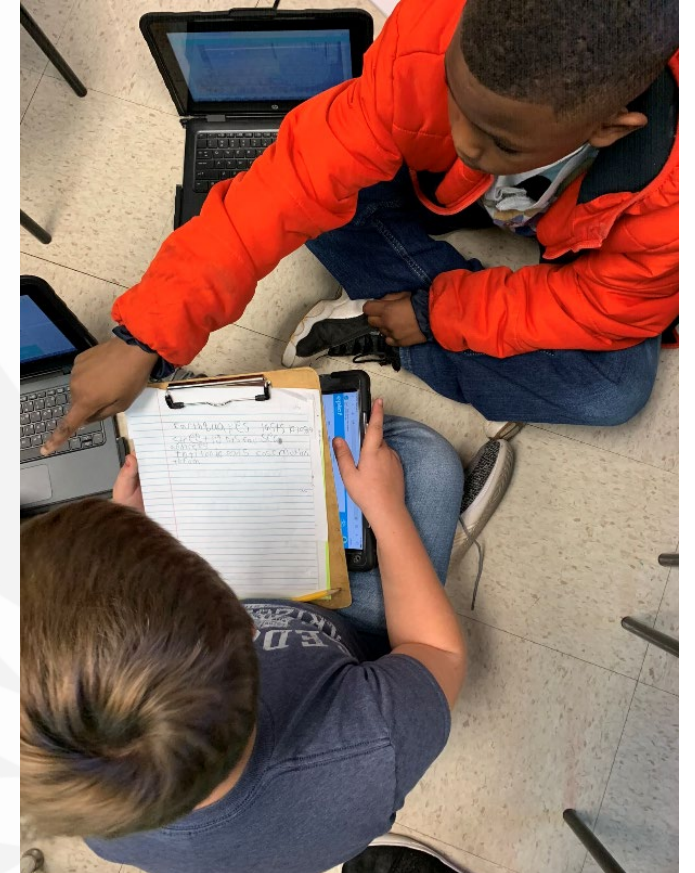
- Personnel
- Technology Software
- Instructional Materials and Supplies
- Professional Development
- Indirect Costs

Title III: ESOL 2019-2020

Allocation of \$76,432.16

Expenditures

- ESOL District Coach
- St. Anne Catholic School
- Indirect Costs



Title III: Immigrant 2019-2020

Allocation of \$6,662.60

Expenditures

- Parent Engagement
- Curriculum Resources
- Indirect Costs



Title IV: Student Support and Academic Enrichment 2019-2020

Allocation of \$327,357.08

Expenditures

- St. Anne Catholic School
- Personnel
- Professional Development
- Technology Resources



Title VI: Office of Indian Education 2019-2020

Allocation of \$14,562.00

Expenditures

- Tutoring Services for K-12 Students: Catawba Cultural Center, Catawba Indian Nation Longhouse, Lesslie Elementary, and Independence Elementary
- Curriculum Resources
- Indirect Costs

Total Federal Allocations

• Title I: Part A	\$4,697,560.23
• Title I: Neglected & Delinquent	\$254,273.16
• Title III: ESOL	\$76,432. 16
• Title III: Immigrant	\$6,662.60
• Title VI: Indian Education	\$14,562.00
• Title IV: Student Support and Academic Enrichment	\$327,357. 08
Total	\$5,376,847.23

April Work Session/July Combined Meeting

Chairman Miller

1. The April work session will be held on Tuesday, April 14, due to an e-Learning Day on Monday, April 13.
2. July Combined Meeting Date

Other and Future Business

Chairman Miller

Executive Session

- Contractual Matter
 - *Custodial Contract*