



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: March 9, 2020

FINISH: 8:10 p.m. approximately

ITEM#	AGENDA TOPIC	DISCUSSION LEADER	TIME
1	Board Professional Development	Mr. John James	4:00-5:00 p.m.
	<i>*E-Board Solutions - Simbli Demonstration</i>		
	<i>Break for Dinner</i>		5:00-5:30 p.m.
2	Call to Order - Cherry Park Elementary School of Language Immersion	Will McCorkle	10 minutes
3	Recognitions:	Dr. Bill Cook	20 minutes
	A. Mr. Robert Hamm, Palmetto Reading Council Finalist		
	B. All-State Chorus Members		
	C. South Pointe High School State Champion Wrestlers		
	D. Rock Hill High School State Champion Wrestlers		
	E. South Pointe High School Varsity Girls Basketball Team		
4	1st Set of Section "K" Policies - General Public Relations - 2nd read	Dr. Keith Wilks	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
	<i>*KCD - Public Gifts/Donations to Schools</i>	Mrs. Terri Smith	5 minutes
5	Section "G" Policies - Personnel - 2nd read	Dr. Tanya Campbell	10 minutes
	<i>*GCB - Professional Staff Contracts and Compensation</i>		
	<i>*GBA - Open Hiring/Equal Employment Opportunity</i>		
	<i>*GCE/GCF - Professional Staff Recruitment and Hiring</i>		
	<i>*GDF - Support Staff Hiring</i>		
6	Section "C" Policy - General School Administration - 2nd read	Dr. Keith Wilks	5 minutes
	<i>*CBI - Evaluation of Superintendent</i>		

7	2nd Set of Section "K" Policies - General Public Relations - 1st read	Mr. Mychal Frost	20 minutes
	<i>*KD - Public Information</i>		
	<i>*KDB - Right to Know - FOIA</i>		
	<i>*KDC - School Sponsored Information</i>		
	<i>*KDD - Media Relations</i>		
	<i>*KDDA - Press Release</i>		
	<i>*KDDB - Sports & Sport Events</i>		
	<i>*KE - Public Concerns</i>		
	<i>Break - if needed</i>		
8	Food Services Update	Mr. Brian Stradling / Mr. Gary Black	30 minutes
9	Modern Learning Environment	Dr. John Jones	10 minutes
10	2020-2021 GF Budget Update	Mrs. Terri Smith	20 minutes
11	2020-2021 Calendar Amendment & 2021-2022 Calendar	Dr. Bill Cook	5 minutes
12	Other and Future Business	Chairman Miller	5 minutes
13	Executive Session(s):		
	>Contractual Matters:		
	<i>A. Succession Planning</i>		
	<i>B. Custodial Contract</i>		
14	Action as Required from Executive Session		
15	Adjournment		



Memo

TO: Dr. Bill Cook, Superintendent

FROM: John James

DATE: March 2, 2020

SUBJECT: BoardDocs Demonstration at Work Session

At the March 9, 2020 work session, Charlie Rigby with Simbli 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: March 4, 2020
SUBJECT: Call to Order at March 9th School Board Meeting

Will McCorkle, a 5th grade French immersion student at Cherry Park Elementary School of Language Immersion, will provide the “Call to Order” at the March 9th school board meeting.

Will:

- Is in the GT Program
- Serves as a Cherry Park Ambassador
- Is a member of Safety Patrol

Parents/Guardians: Richard and Amy McCorkle

Siblings in Rock Hill Schools: Lauren, 8th grade, at Sullivan

Principal: Mr. Pat Maness

Mailing Address:

116 Front Porch Drive
Rock Hill, SC 29732



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: March 4, 2020
SUBJECT: Recognitions for March 9th School Board Meeting

A. Recognition of Mr. Robert Hamm, Palmetto Reading Council Finalist

Mr. Robert Hamm, who serves the students and community of Independence Elementary as an assistant principal, was recently named as one of four finalists by the Palmetto Reading Council for its Distinguished Literacy Administrator award. His principal Kimberly Odom says:

“For the past two years, he has placed literacy as one of his professional goals. He has worked hard to learn more about what happens daily in our classrooms during the literacy block. He enjoys spring time in classrooms watching Readers and Writers Workshop, as well as guided reading. He is quick to jump in a lesson when teachers ask, and sometimes when they don’t. He sits in on almost all of our Read to Succeed conferences with parents and teachers, and he can speak about the law. He will often offer parents suggestion they can try at home and strategies teachers can use in the classroom.”

Congratulations Mr. Hamm for your commitment and focus on literacy and for your recognition as one of the top administrators recognized by the Palmetto Reading Council.

B. Recognition of All-State Chorus Members

The All-State Chorus program was organized to provide an opportunity for superior choral students in South Carolina to sing together and to represent the state in statewide events. Over 2,000 students from across the state audition. The South Carolina All-State Chorus program provides an intensive and demanding vocal experience which fosters self-discipline and personal growth as well as musicianship. We would like to recognize the following students who made the 2019-2020 All-State Chorus:

Allison Covington – Northwestern
Adam Husted – Northwestern
Evalie Janes – Northwestern
Corey Johnson – Northwestern
Kyla Johnson – Northwestern
Lillian Knecht – Northwestern

Margaret Leonard – Northwestern
Sarai Cornejo Ordonez – Northwestern
Tobias Parrish – Northwestern
Marquette Phillips– Northwestern
Kylie Smith – Rock Hill High
Navaya McFadden – Sullivan Middle

We would also like to recognize 2019-20 chorus honorees:
Melvin Ahmad Hall – South Pointe

Alexia Rodriguez – South Pointe

Let’s give all of these students and their directors a round of applause!

C. Recognition of South Pointe High School State Champion Wrestlers

South Pointe High School sent seven wrestlers to the individual state tournament, and three made it the finals in their respective weight class. Tonight, we recognize each wrestler who finished on the podium as a top four finisher in the Class AAAA SCHSL individual state wrestling tournament.

For the second consecutive year, senior Isaac Ekanem won the 195-pound title with a 14-5 score over Eastside's Miles Scott. Sophomore Spencer Cox finished second at 120-pounds and Matthew Belk claimed second at 138-pounds.

Senior Shy'Quan Ferguson at 152 and senior Kemoni Reaves at 113 each finished in third place, while junior AJ Powell took fourth at 126.

South Pointe is coached by Eddie Cook.

D. Recognition of Rock Hill High School State Champion Wrestlers

Rock Hill High senior Baily Wilkins became the all-time winningest wrestler in South Carolina history with 262 career wins after an 11-4 decision in the semifinals of the 132-pound weight class. While he narrowly lost the final 5-2, Wilkins will graduate as one of the most decorated wrestlers in school history. Senior Michael Ramirez repeated as a Class AAAAA individual state champion in the 152-pound weight class after claiming a 7-3 win in the finals. Competing in his first individual state tournament, freshman Colton Smith finished third in the 106-pound weight class.

The Bearcats are coached by Cain Beard.

E. Recognition of South Pointe High School Varsity Girls Basketball Team

Under the direction of head coach Stephanie Butler-Graham, the South Pointe High School varsity girls basketball team is sustaining success, and for the second consecutive year reached the South Carolina High School League Class AAAA state championship. With their 65-56 win over Westwood to claim back-to-back Upper State Championship titles, the Stallions played Saturday night at University of South Carolina's Colonial Life Arena against perennial powerhouse and defending champion North Augusta.

Option A (if they win):

With a [REDACTED] win, South Pointe claimed the school and program's first-ever basketball state championship. Congratulations to each player, coach and manager for this outstanding accomplishment. We are incredibly proud of the achievements of this talented group who shines as much off the court as they do on it. Each of the players recognized tonight model what it means to be a student-athlete as each girl carries at least a 3.0 GPA and is involved in activities and service projects in the community. On the court, the team finishes 28-2 and will be forever part of South Pointe's storied athletic tradition.

Option B (if they lose):

South Pointe fell [REDACTED] to the Yellow Jackets. While Saturday's loss is still lingering in the minds of these incredible athletes, we are incredibly proud of the achievements of this talented group who shines as much off the court as they do on it. Each of the players recognized tonight model what it means to be a student-athlete as each girl carries at least a 3.0 GPA and is involved in activities and service projects in the community. On the court, the team finishes 27-3 and will be forever part of South Pointe's storied athletic tradition.

Tonight, we recognize members of this historic team and congratulate each of them for representing South Pointe High School and Rock Hill Schools well on and off the basketball court.

Trinity Adams
Randi Neal
Jamia Blake
Savannah Gilmore
Jaliyah Gaiton

Najah Lane
Zaciah Bell
N'Kya McClurklin
Ty'Jaiah McMullen
Shakiah Nichols

Shaude Williams
Joyiah White
Makayla Jamerson
Daven West

Head Coach: Stephanie Butler-Graham

Assistant Coaches: Wayne Hinton, Sheree Raymon, Richard Hill, Mayhana Dunovant, Ashley Jagers, Kiely Blake, Keaundra Hardy



TO: Dr. William E. Cook

FROM: Dr. Luanne Kokolis

DATE: March 4, 2020

PC: School Board Members

SUBJECT: K Policies for 2nd Read

The following K policies are attached for 2nd read:

KA – School-Parent Community Relations

KB – Parent Involvement in Education

KC – Community Involvement in Education

KCA – School Community Relations Goals/Priority Objectives

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

RECOMMENDED

Issued 1/05

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

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

The board believes the following.

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

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

Specifically, the district will strive to do the following.

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

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

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

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

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

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

Schools will establish volunteer programs.

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

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

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

Adopted 1/24/05

Legal references:

S. C. Code, 1976, as amended:

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

State Board of Education Regulations:

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

York 3/Rock Hill School District

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

CURRENT

Issued 1/05

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State Board of Education Regulations:

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

York 3/Rock Hill School District

AR KA-R Stakeholder Input

Issued 1/18

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

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

Consistent with the boards 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:

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York 3/Rock Hill School District

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

RECOMMENDED

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

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

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

Therefore, the board commits to the following:

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

Parent Involvement in Their Children's Education Act of 2000

Responsibilities of board

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

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

PAGE 2 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

Responsibilities of superintendent

The superintendent will do the following:

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

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

Every Student Succeeds Act of 2015 (ESSA)

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

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

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

PAGE 3 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

Title I parent and family engagement

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

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

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

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

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

Migrant Education Program (MEP) parent and family engagement

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

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

English learner (EL) parent and family engagement

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

PAGE 4 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

South Carolina Education and Economic Development Act (EEDA)

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

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

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

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

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

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

Adopted ^

Legal References:

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

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

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

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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.

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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:
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 - providing access to educational resources for parents/families to use together with their children
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- 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

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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 KB Parent Involvement in Education

CURRENT

Issued 1/05

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

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

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

Therefore, the board commits to the following.

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

Responsibilities of board

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

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

Responsibilities of superintendent

The superintendent will do the following.

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

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

Evaluation

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

Public awareness

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

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

(Cf. KBB)

Adopted 1/24/05

Legal references:

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

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

S. 11 - Teacher quality.

York 3/Rock Hill School District

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.*

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.*

Policy KC Community Involvement in Education

CURRENT

Issued 1/05

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

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

Vocational program planning

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

Participatory planning

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

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

Expedited appeal process

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

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

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

Legal references:

Federal statutes:

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

York 3/Rock Hill School District

SCHOOL/COMMUNITY RELATIONS GOALS

RECOMMENDED

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

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

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

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

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

Superintendent-Established Citizen Advisory Committees

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

Cf. BDF

Adopted ^

Legal References:

A. Federal Cases:

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

Policy KCA School-Community Relations Goals/Priority Objectives

CURRENT

Issued 1/09

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

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

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

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

Legal references:

Court cases:

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

York 3/Rock Hill School District



Office of Student Services
803-981-1041

Memo

TO: Dr. Bill Cook, Superintendent

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

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

DATE: March 4, 2020

SUBJECT: Policy Revision for KBB-Parent Rights and Responsibilities

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

Policy KBB Parent Rights and Responsibilities

Issued 1/05 **PROPOSED**

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

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

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

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

Every parent has the following rights.

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

Special education

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

Receiving information

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

Conferences

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

Records

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

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

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

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

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

Legal references:

United States Code, Annotated:

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

South Carolina Code of Laws, 1976, as amended:

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

Legal References:

A. United States Code of Laws, as amended:

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

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

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

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** Issued **02-2020 MODEL**

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

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

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

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

Receiving information

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

Conferences

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

Records

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

PAGE 2 - KBB - PARENT RIGHTS AND RESPONSIBILITIES

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

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

Cf. KB

Adopted ^

Legal References:

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

Policy KBB Parent Rights and Responsibilities

Issued 1/05--**CURRENT**

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

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

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

Every parent has the following rights.

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

Special education

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

Receiving information

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

Conferences

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

Records

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

Every parent has the following responsibilities.

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

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

Legal references:

United States Code, Annotated:

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

South Carolina Code of Laws, 1976, as amended:

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

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Terri Smith
DATE: March 4, 2020
SUBJECT: Revision of Board Policy KCD for 2nd Read

Board policy KCD was presented for 1st read at the February 10th board work session and approved for 1st read at the February 24th business meeting. There have been no changes since February 24th. A copy of the proposed, model and current version of this policy is attached.

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

Policy KCD Public Gifts/Donations to Schools

Issued 2/05- xx/2020

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

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

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

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

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

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

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

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

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

Legal references:

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

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

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

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

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: March 3, 2020

SUBJECT: "G" Policies Update- Personnel Policies

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

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

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

Attachments (4):

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

[DRAFT]

Policy

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code GCB Issued _____

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

Compensation

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

Administrators

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

Teachers

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

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

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

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

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

PAGE 2 – GCB – PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

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

Contract releases

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

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

Legal references:

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

Policy GCB Professional Staff Contracts and Compensation

Current

Issued 9/17

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

Compensation

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

Administrators

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

Teachers

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

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

Teacher and Employee Retention Incentive Program (TERI) Participants

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

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

Contract releases

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

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

Legal References:

S. C. Code, 1976, as amended:

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

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

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

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

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

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

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

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

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

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

S.C. Cases:

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

State Board of Education Regulations:

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

York 3/Rock Hill School District

[DRAFT]

Policy

OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY

Code **GBA** Issued _____

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

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

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

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

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

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

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

PAGE 2 – GBA – OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY

- training

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

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

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

Legal references:

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

Policy GBA Open Hiring/Equal Employment Opportunity

Issued 6/17

Current

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

The district is an equal opportunity employer.

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

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

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

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

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

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

Chief Personnel Officer

P.O. Drawer 10072

Rock Hill, SC 29730

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

Legal References:

Federal Law:

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

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

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

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

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

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

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

S.C. Code, 1976, as amended:

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

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

York 3/Rock Hill School District

[DRAFT]

Policy

PROFESSIONAL STAFF RECRUITMENT AND HIRING

Code GCE/GCF Issued _____

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

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

Recruitment

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

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

Hiring

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

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

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

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

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

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

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

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

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

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

Legal references:

A. United States Code:

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

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

Policy GCE/GCF Professional Staff Recruitment and Hiring

*Current**Issued 2/18*

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

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

Recruitment

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

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

Hiring

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

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

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

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

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

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

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

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

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

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

Legal References:

United States Code:

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

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

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

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

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

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

Code of Federal Regulations:

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

S.C. Code, 1976, as amended:

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

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

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

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

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

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

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

York 3/Rock Hill School District

[DRAFT]

Policy

SUPPORT STAFF HIRING

Code GDF Issued _____

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

The board of trustees employs all support staff.

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

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

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

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

Background Checks

PAGE 2 – GDF – SUPPORT STAFF HIRING

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

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

State Law Enforcement Division (SLED) Background Checks

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

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

National Sex Offender Registry Checks

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

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

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

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

PAGE 3 – GDF – SUPPORT STAFF HIRING

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

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

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

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

Legal references:

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

Policy GDF Support Staff Hiring

Issued 2/18

Current

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

The board of trustees employs all support staff.

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

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

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

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

Background Checks

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

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

State Law Enforcement Division (SLED) Background Checks

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

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

National Sex Offender Registry Checks

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

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

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

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

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

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

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

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

Legal References:

United States Code:

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

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

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

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

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

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

Code of Federal Regulations:

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

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

S.C. Code, 1976, as amended:

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

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

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

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

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

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

State Board of Education Regulations:

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

York 3/Rock Hill School District



TO: Dr. William E. Cook

FROM: Dr. Luanne Kokolis

DATE: March 4, 2020

PC: School Board Members

SUBJECT: CBI Evaluation of Superintendent

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

Policy

CBI Evaluation of Superintendent

CODE CBI **DRAFT 2/2020**

PROPOSED

Issued 9/19

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

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

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

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

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

Policy CBI Evaluation of Superintendent

CURRENT

Issued 9/19

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

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

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

York 3/Rock Hill School District



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: March 4, 2020
SUBJECT: K Policy Updates

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

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

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

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

PROPOSED

Note: provides additional clarity.

Policy

PUBLIC INFORMATION AND COMMUNICATION

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

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

The board will make every attempt to do the following:

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

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

Adopted ^

Legal References:

A. Federal Cases:

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

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

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Adopted ^

Legal References:

A. Federal Cases:

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

Policy KD Public Information and Communication

Issued 2/05

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

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

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

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

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

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

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

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

York 3/Rock Hill School District

PROPOSED

Policy

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

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

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

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

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

Information Requests

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

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

Adopted ^

Legal References:

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

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

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

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

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

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

Information Requests

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

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

Adopted ^

Legal References:

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

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

Issued 2/07

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

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

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

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

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

Legal references:

S. C. Code, 1976, as amended:

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

York 3/Rock Hill School District

PROPOSED

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

Policy

DISTRICT-SPONSORED INFORMATION MEDIA

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

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

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

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

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

Social Media Comments Policy

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

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

PAGE 2 - KDC - DISTRICT-SPONSORED INFORMATION MEDIA

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

Comment review process

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

Adopted ^

Legal References:

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

DISTRICT-SPONSORED INFORMATION MEDIA

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

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

Comment review process

When a comment that is regarded as violating the social media comments policy is reported, the superintendent or his/her designee will review the comment and authorize removal, as appropriate. If possible and appropriate, the commenter will be contacted regarding a violation of this policy

PAGE 2 - KDC - DISTRICT-SPONSORED INFORMATION MEDIA

and to request voluntary removal of the comment. Appeals regarding the district's decision to remove a comment may be submitted by contacting (*option: insert email or phone number*). Such appeals will be addressed within three (3) business days. The superintendent's determination as to violations of the social media comments policy, and removal of comments, are final.

Adopted ^

Legal References:

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

Policy KDC School Sponsored Information Media

Issued 2/05

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

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

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

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

York 3/Rock Hill School District

PROPOSED

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

Policy

MEDIA RELATIONS

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

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

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

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

Adopted ^

MEDIA RELATIONS

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

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

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

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

Adopted ^

Policy KDD Media Relations

Issued 2/05

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

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

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

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

York 3/Rock Hill School District

PROPOSED

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

Policy

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

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

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

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

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

Cf. BEDI

Adopted ^

Legal References:

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

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

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

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

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- The principal of the individual school has the responsibility for news releases that are of concern to only one school or to any organization of one school. However, the superintendent or his/her designee must clear all news releases issued by any individual school. All formal statements made to the press by other staff members of the particular school must first be cleared with the principal who will obtain further guidance from the superintendent or his/her designee as appropriate.

Cf. BEDI

Adopted ^

Legal References:

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

Policy KDDA Press Releases, Conferences and Interviews

Issued 2/05

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

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

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

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

Legal references:

S. C. Code, 1976, as amended:

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

York 3/Rock Hill School District

PROPOSED – No Changes to Current

Note: there is not a model policy KDBB

Policy

Sports and Special Events Media Coverage

Code KDBB

Issued February 2005

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

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

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

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

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

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

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

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

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

Policy KDDDB Sports and Special Events Media Coverage

Issued 2/05

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

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

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

York 3/Rock Hill School District

PROPOSED

Note: more thorough than current and addresses concerns and complaints made to others beyond board members.

Policy

PUBLIC CONCERNS AND COMPLAINTS

Code **KE** Issued
MODEL

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

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

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

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

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

Board Review of Concerns and Complaints

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

Adopted ^

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Adopted ^

Policy KE Public Concerns and Complaints

Issued 3/05

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

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

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

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

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

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Terri Smith
DATE: March 4, 2020
SUBJECT: Food Service Program Update

Gary Black, RHS's Food Service Contract Administrator, and Brian Stradling, SFE's General Manager, will present a Food Service Program update at the March 9, 2020 board work session.



Purpose Driven Results
Rock Hill Schools
in partnership with SFE

UPDATE

Presentation Overview

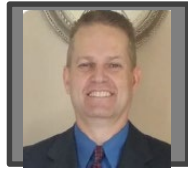
- Team Introduction
- Building Towards Opening Day
- Foodservice Program At a Glance
 - New Menu Items
 - Food Truck Operation
 - Thanksgiving Meal Services
 - Farmer's Market
 - Roving Chef Program
 - Mystery Box
 - Catering Events



In
partnership
with



Meet Your Foodservice Team



Brian Stradling, GM



Gary Black, Contract Administrator



Tilena Taylor,
Accountability Specialist



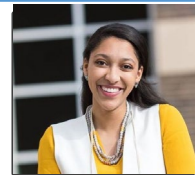
Ana Stradling, AGM



Robert Toguchi, AGM



Nicole Anthony, AGM



Karsyn Tall, AGM, RD



Andres Romero,
District Chef



Richard Clark, District
Chef



Nancy Turner, Catering
Manager



In
partnership
with



Building Towards Opening Day

- July Career Fair
 - Hired 20 new team members across all positions
- August Staff Trainings-District
 - Civil rights
 - Biological considerations
- August Staff Trainings-SFE
 - Recipe execution
 - Compliance support
 - Waste reduction
 - Customer service driven
 - Focus on engaging employees and setting the standard for the new school year



Food Sampling

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



In partnership with



New Menu Items

- New menu items that were added to the menu this year based on successful sampling include:
- Scratch Meatloaf
- Smoothies
- Premium Chicken Sandwiches
- Grilled Paninis
- Kettleman's Soups
- Bone in Chicken Wings



Food Truck Operation

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



Food Truck Participation

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



In
partnership
with



Thanksgiving Meal Services

- 33 traditional and delicious Thanksgiving lunches were served at 27 schools over a period of 10 weekdays



In
partnership
with



Fun, Fresh Farmer's Market

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



Roving Chef Program

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



In
partnership
with



Mystery Box

Schedule 30-45 min with preschool

- Have multiple interesting fruits and veggies
 - papaya
 - dragon fruit
 - coconut (keep in whole form so they can shake it and hear the coconut milk)
 - kiwi
 - green onions
 - basically any foods that are interesting to touch, smell and to the eye
- Take out the cut version and show them the inside of the fruit & veggie
 - We give them a sample of something fun 😊
- We read a book about nutrition such as “Sneaky Spinach” by Alexis Schultz



In
partnership
with



Catering Events

- Since July 1, we have hosted over 80 caterings
- Audience ranging from 10 to over 250 guests



Allergy Management

- Karsyn Tall, Registered Dietitian, works closely with school nurses to identify and track allergy concerns
- Meals Plus, computer system, also helps to track these issues
- All reported allergy concerns are accommodated



Nutrition Advisory Council

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



Survey Results

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



Looking Ahead- Partnership Goals

Local Policies

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



In
partnership
with



Testimonials

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

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

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

"In the checkout line, I overheard a conversation with an elementary age student talking with her dad. She was basically trying to talk him into buying her a lunch box (you know how kids are intrigued with doing something that seems so grown up). She was saying when she was in middle school maybe she could take her lunch to school and therefore would need a lunch box like the ones on display. Her dad said in a negative tone that it would probably be better than what you get with the school lunch. Then she said, Oh no, daddy. I like the school lunches. Sometimes I get in the line and I am like WOW I didn't know they have this kind of food" - Jeanie Farris

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

"First, let me say that was one, if not the best, grilled cheese that I had today". Outstanding!- Dr. Wolff

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



Appreciation

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



In
partnership
with





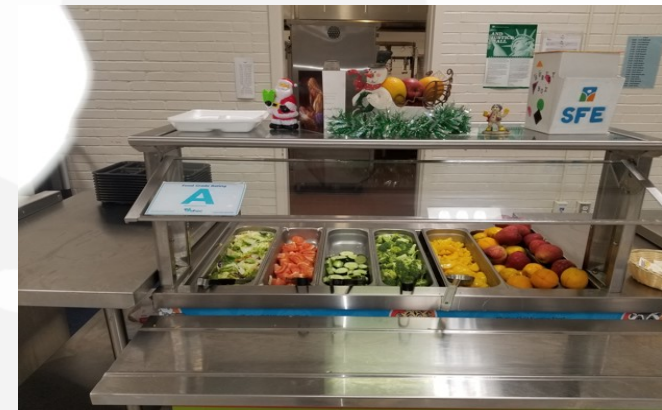
Food Service

Information and Updates for 2019-2020 School Year

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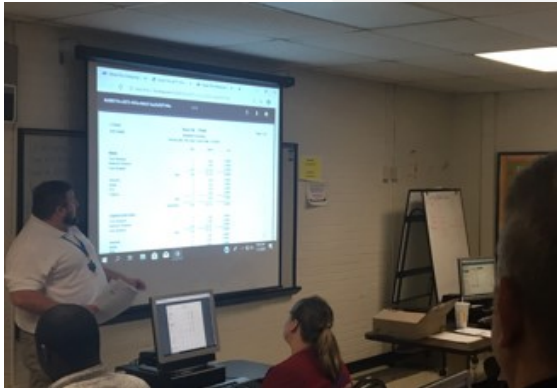
FY 2019-2020 Meal Participation

- Through January 2020, served over 1.3 million meals. Increase of 100,000 more meals than prior school year, a 9% increase.
- Factors for increased participation include menu modification, addition of value added programs, improved communication regarding free / reduced application process, and increased focus on breakfast.



New Point of Sale System

- New Point of sale system, Meals Plus, activated on 1/6/2020.
- Full scale training provided to all staff.
- All new computers and keypads with scanning capability.
- New online meal pay system, k12paymentcenter.com.



New Equipment

- Currently replacing aging and obsolete equipment:
 - 22 ovens
 - 14 steamers
 - 12 milk boxes
 - 10 serving lines
 - 12 walk in coolers
 - warmers, ice machines, reach in coolers

Food Safety & Sanitation Inspections

- SC Department of Health & Environmental Control (DHEC) food safety and sanitation inspections ongoing.
- 15 inspections remaining for second semester.
- Current average 98.9%
 - High Schools: 98.6%
 - Middle Schools: 99.2%
 - Elementary Schools: 98.8%

Breakfast in the Classroom (BIC)

- Breakfast is served free to all students at identified schools.
- BIC added at York Road and Rosewood.
- Through January 2020:
 - 35,980 breakfast meals served at Rosewood.
 - 22,159 more meals than last year; 62% increase.
 - 32,059 breakfast meals served at York Road.
 - 15,148 more meals than last year; 47% increase.
- BIC continues to operate in Belleview and Finley Road.

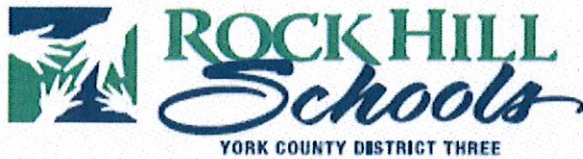
SC Department of Education Administrative Review

- Conducted December 10-13, 2019
- Visited Rock Hill High, Flexible Learning Center, Independence Elementary, Saluda Trail Middle.
- No findings at any school.
- Very impressed with the overall operation.
- Two clerical findings corrected on site.



Questions

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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
FROM: Dr. John Jones
DATE: March 5, 2020
SUBJECT: Modern Learning Environment Presentation

Thank you for allowing the opportunity for our department to present our planning and progress with the total school district in modern learning environments. I look forward to sharing evidence of our work with connected devices, audio visual tools, and purposeful furniture. Please refer to the presentation attached and let me know if you have any questions.

Thank you for your support.



Modern Learner Environment Update



Board of Trustees Meeting
Rock Hill Schools
Monday, March 9, 2020

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1



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2




3

What's the Purpose of School?

<ul style="list-style-type: none"> The Canon Academics Emphasis on content Grades 	<ul style="list-style-type: none"> Child-centered Problem-solvers Decision-makers Know how to function in the world
<ul style="list-style-type: none"> Vocational-Job Skills Produce productive citizens Can contribute to society Employable 	<ul style="list-style-type: none"> Social Justice Multiculturalism/all getting along Democracy Good citizens Aware of what's wrong



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4



Rock Hill Schools
YORK COUNTY DISTRICT THREE


Engaging Students for Successful Futures

Personalization and Digital Resources

If we are professionally trained in the design and integration of blended learning experiences and are provided with the digital resources to co-create and design authentic, individualized, blended learning experiences...

Then, our students will be fully engaged in the rigor of world class experiences using a variety of resources and technology to demonstrate student-centered, mastery-based learning.


www.rock-hill.k12.sc.us

5

Where Are We Going?

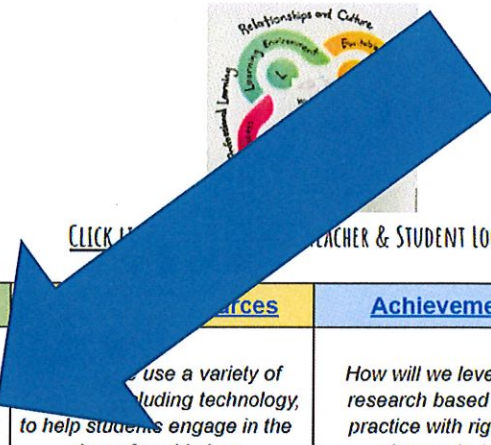








6



CLICK HERE FOR MORE INFORMATION
TEACHER & STUDENT LOOK FORS

Learning Environment	Resources	Achievement	Prepared for Success
How will we create, design, and collaborate in a safe, secure learning environment where all students and teachers reach their highest potential?	How will we use a variety of resources, including technology, to help students engage in the rigor of world class experiences?	How will we leverage research based best practice with rigor to demonstrate student-centered, mastery-based learning?	How will we ensure that our students will attain increased achievement in world class knowledge, world class skills, and life and career characteristics that are aligned with the profile of the SC graduate?

SCTS 4.0 = South Carolina Teaching Standards 4.0
 AdvancEd Student Survey = SS P&D

7



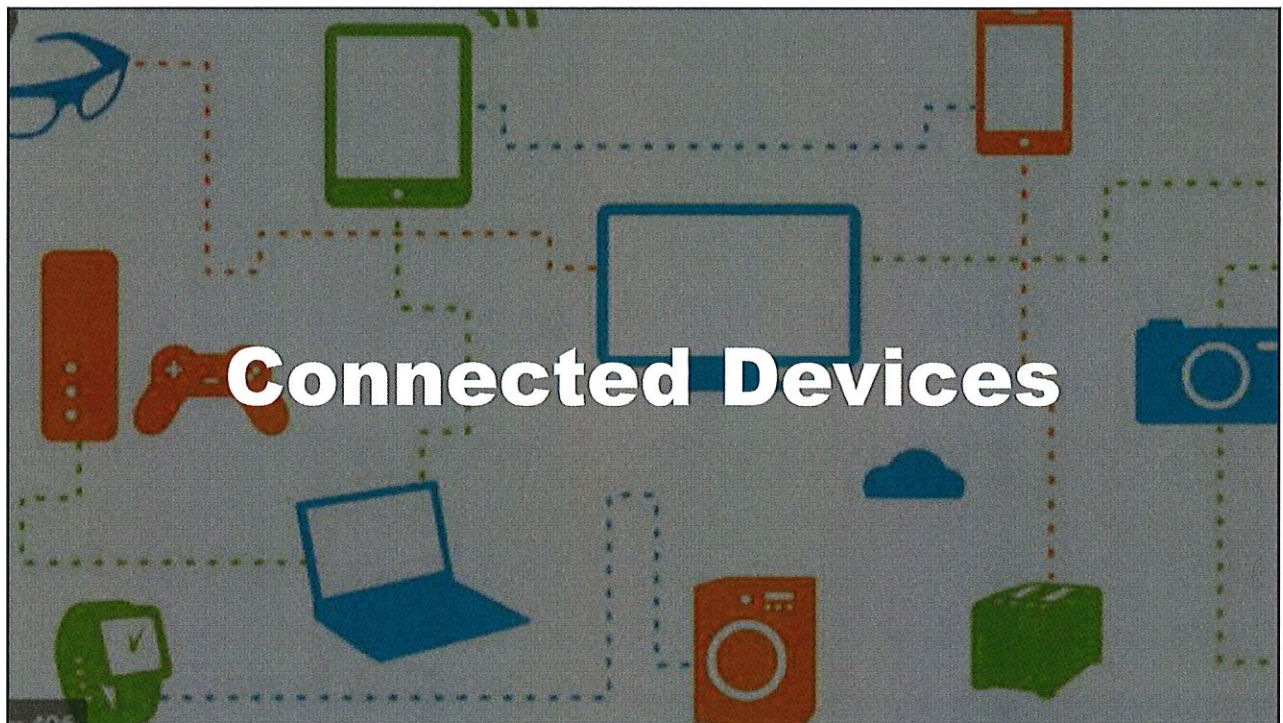
Opportunity:

The concept of the modern learning environment is beginning to change with **school districts attempting to align their physical spaces with contemporary pedagogical philosophy.**

8



9



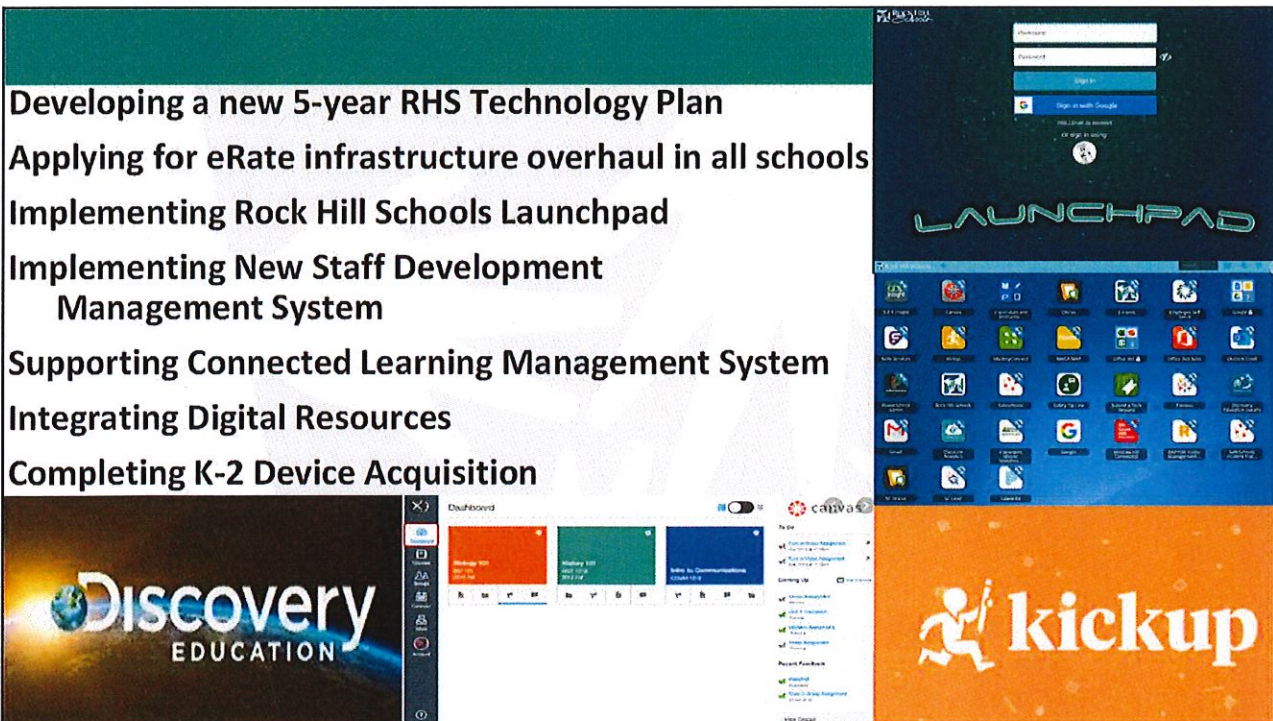
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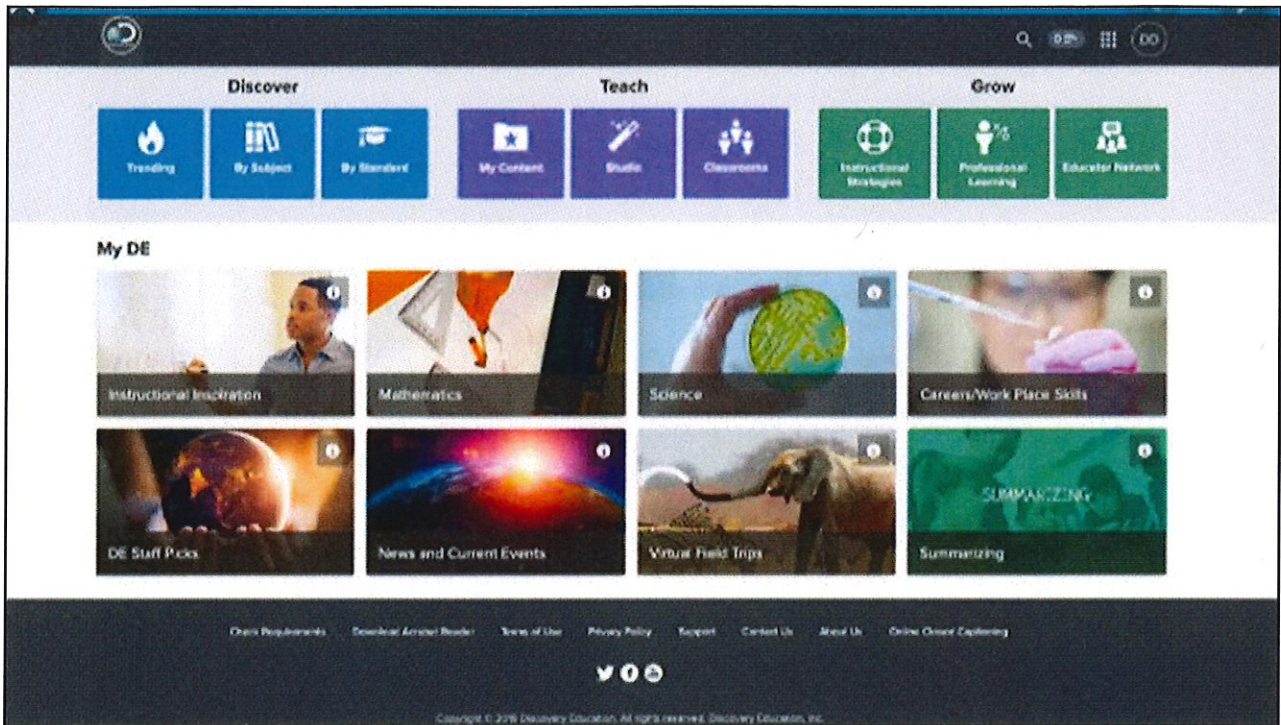
Modern learning environments are designed with the assumption that students will have constant access to connectivity — and are supported by the back-end technology and teacher training necessary to ensure that student devices play a central role in the classroom.

11

Developing a new 5-year RHS Technology Plan
Applying for eRate infrastructure overhaul in all schools
Implementing Rock Hill Schools Launchpad
Implementing New Staff Development Management System
Supporting Connected Learning Management System
Integrating Digital Resources
Completing K-2 Device Acquisition



12




13




14



15



- Allocating touch panel devices to all schools
- Supporting older panel displays
- Implementing interactive technology for instructional solutions
- Piloting audio visual equipment



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16



Purposeful Furniture

17

What it is....	What It Isn't...	
<ul style="list-style-type: none"> Removal of lockers Moveable tables/desks Moveable chairs/ Small group/ conferences Colorfully Painted Organized and Accessible Classroom Libraries Charging Stations Accessible Technology daily Technology Tools for Teachers (move around the classroom) Collaboration Choice – Ways to demonstrate learning Instructional Materials Technology options where applicable Devices/ Technology K-2 (2) Touch panel/screen Ease of use Possible class set Concerns about screen time Concerns whether teacher can add/ use current aps Board/panels that are moveable Good classroom libraries Classroom sets and opportunity for 1:1 Fluid vs. Forced Age-appropriate time allocation Usability- Chargers Document Cameras 	<ul style="list-style-type: none"> Chalkboards Bulky Desks that Can't Move Outdated Classroom Libraries Cluttered Tight Rows of 35 Students Rows Sage on the Stage Teachers talk/students listen Using the device just to use the device. Technology that just keeps students busy Jumping from one device to another Too much flex furniture in a small space Replacement Students are not Isolated Unstructured Unsafe Waste of Money Rows of Desks 	
		<ul style="list-style-type: none"> User-friendly, purposeful furniture Workstations/connected seating Adequate classroom libraries Consistent classroom devices for instruction Resources for students to reference Space for movement Room to use flexible furniture Based on student need and strength Limited screen time. Teacher training Whole child and nontraditional students Working technology Flexibility for seating collaborative learning

18

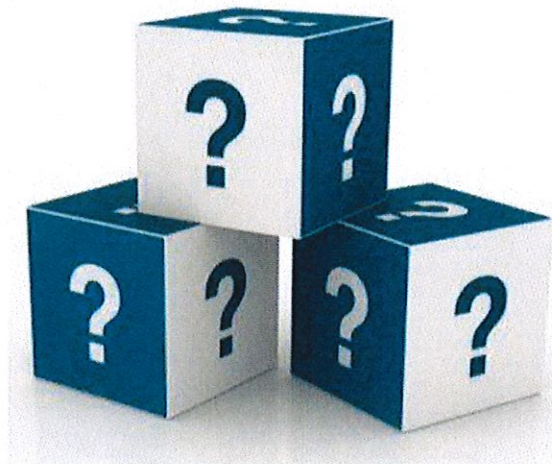
- Low technology solution...High impact
- Formal definition of what furniture is in the RHS Modern Learning Environment
- Voice and choice
- Provide furniture “options” for flexibility and connectedness
- Compliments instructional focus



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19

Questions



20

Memo

TO: Dr. Bill Cook
FROM: Terri Smith
DATE: March 4, 2020
SUBJECT: FY 2020-2021 General Fund Budget Update

An update on the FY 2020-2021 General Fund budget will be presented at the March 9, 2020 Board of Trustees work session.



FY 2020-2021 General Fund Budget Update

Board of Trustees Work Session

March 9, 2020

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2020 SC Legislative Session Update

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House Ways & Means Committee Budget

FY 2019-2020 Final State Budget

State Aid to Classrooms

- Base Student Cost (BSC)\$2,489
 - BSC capped \$2,487 at 45th day ADM
 - Estimated BSC should be \$3,095 per law
- 4% teacher salary increase for teachers paid on the teacher salary scale
- \$35,000 beginning teacher salary

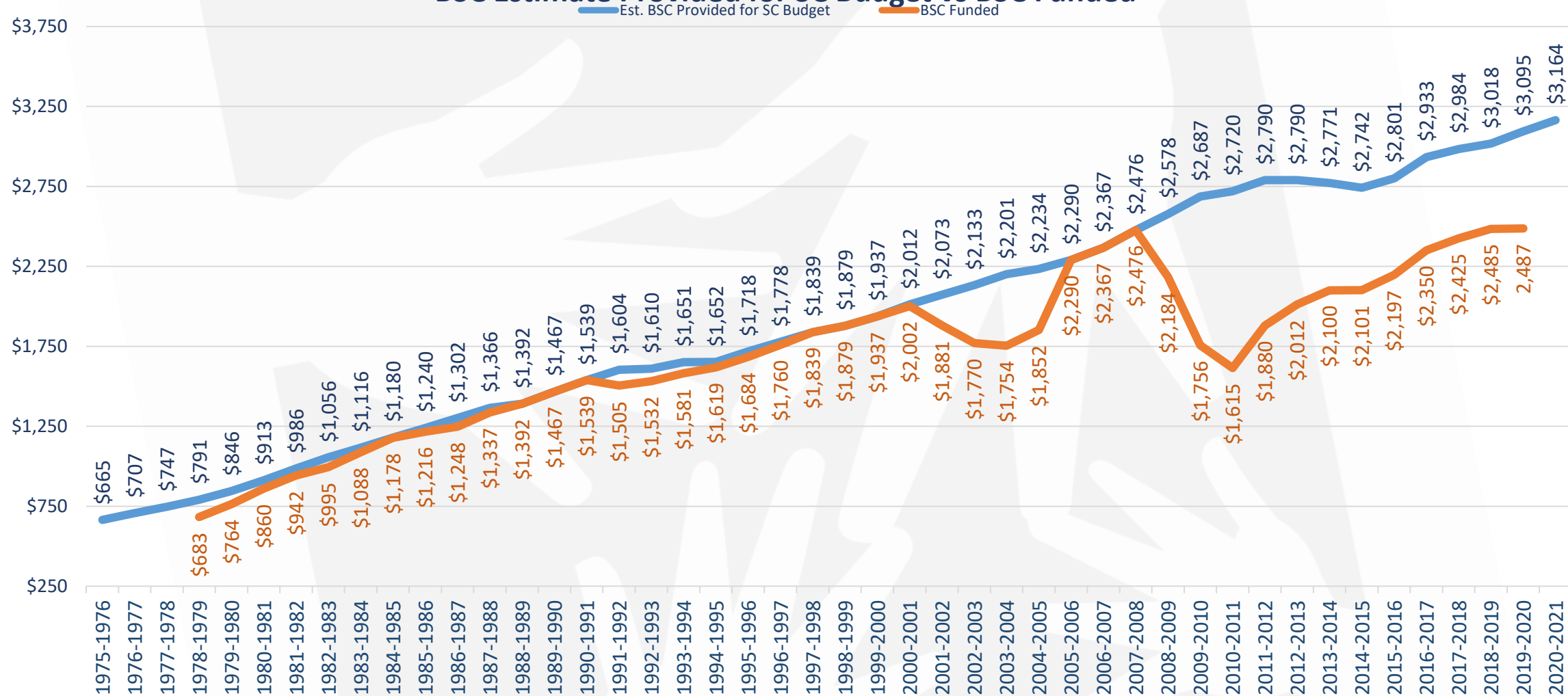
FY 2020-2021 House Ways & Means Committee

State Aid to Classrooms

- Base Student Cost (BSC) \$2,500
 - Estimated BSC should be \$3,164 per law
- Implement policy prohibiting use of personal electronic communication devices by students during direct instructional time
- \$3,000 per teacher salary increase for teachers paid on the teacher salary scale

History of Base Student Cost (BSC)

BSC Estimate Provided for SC Budget vs BSC Funded



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House Ways & Means Committee Budget

FY 2019-2020 Final State Budget

- No bus driver salary increase
- Employer retirement increase 1.0%
- Employer retirement surcharge increase 0.2%
- No increase in employer/employee health insurance premiums

FY 2020-2021 House Ways & Means Committee

- Bus driver salary increase 2.0%
- Employer retirement increase 1.0%
- Employer retirement surcharge increase estimated 0.5%
- Employer health insurance premiums increase 6.73%; no employee premium increase

SC Legislative Session Important Dates

Important dates:

- March 2-6 Appropriations bills placed on members desks
- March 9-13 House floor budget deliberations
- March 16-20 House furlough
- April 9 Crossover deadline
- April 13-17 House furlough
- May 14 Sine Die – last day of regular session



Budget Requests for FY 2020-2021

Goal 1 – Safety & Security Requests

Personnel:

- Athletic trainer to support middle schools – 1 FTE (full time equivalent)
- Behavior management assistants – 5 FTEs; middle schools
- Bus drivers – 3 FTEs
- Bus driver aides – 3 FTEs
- Continue safety associates (3 FTEs) and add 3 additional FTEs – high schools
- Day Treatment Facility – 12-17 FTEs
- Mental health providers – 2 FTEs
- School psychologist – 1 FTE
- Continue school resource officers and school security officers

Goal 1 – Safety & Security Requests

Non-Personnel:

- Implement Educator Handbook district-wide
- Increase budget for security at athletic events

Goal 2 – Recruitment & Retention Requests

Personnel:

- Athletic supplements – 2% increase
- Bus driver salary enhancements (transportation study) – 4% increase
- Multi-tiered systems of support coordinator – 1 FTE
- Recruitment and retention bonuses
- Salary study implementation
- Step and cost of living adjustments for non-teachers

Non-Personnel:

- Increase in marketing/advertising of district
- Increase in employee recognition events

Goal 3 – Student Achievement Requests

Personnel:

- Academic interventionists - 9 FTEs; elementary schools
- Athletic advisors – 3 FTEs; high schools
- Immersion teachers – 3 FTEs
- Math interventionists – 5 FTEs; middle schools
- PreK teachers – 2 FTEs
- PreK teacher assistants – 2 FTEs
- Reading interventionist – 1 FTE
- Resource teachers – 3 FTEs

Goal 3 – Student Achievement Requests

Personnel (continued):

- Speech pathologists – 2 FTEs
- Special education teachers – 3 FTEs
- Special education teacher assistants – 6 FTEs

Goal 3 – Student Achievement Requests

Non-Personnel:

- Academic programs expansion
- Project Lead the Way participation fees
- Jump Up Day

Other – Operational Requests

Personnel:

- Communications & Marketing – 2 FTEs
- Facility Services – 2 FTEs
- Finance – 2 FTEs
- Grounds – 13 FTEs
- Personnel – 2 FTEs
- Planning – 10 additional days for attendance coordinator
- Transportation – 4 FTEs (transportation study)
- Academics & Accountability – 1 FTE (Grant Writer)

Other – Operational Requests

Non-Personnel:

- Communications & Marketing – increase for contracted services
- Custodial – increase for custodial services
- Facility Services – increase for maintenance, recycling/solid waste fees
- Finance – increase for contracted services, online payment system, software services
- Nursing Services – increase for supplies
- Personnel – increase for software services, background checks, supplies
- Technology – increase for software services
- Transportation – increase for software services, professional development, and uniforms

Next Steps in Budget Process

- Continue monitoring activity of General Assembly
- Budget requests - estimating costs and prioritization
- Update on taxable assessed values
- Public Hearing notice advertisement - May 22
- Public Hearing presentation - June 8
- General Fund budget approval – June 22



Questions

One Team. One Mission. One Rock Hill.

2020-2021 Calendar Amendment
& 2021-2022 Calendar

Superintendent Cook

Other and Future Business

Chairman Miller

Executive Session

- Contractual Matters
 - *Succession Planning*
 - *Custodial Contract*

Action as Required from Executive Session

Adjournment