

# Hotline

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Rock Hill School District Three of York County ~ 660 North Anderson Road ~  
Rock Hill, SC 29730 ~ Telephone 803-981-1000 ~ Fax 803-981-1094

To: Members of the Board of Trustees

From: Kelly Pew

C: Cabinet

Date: May 25, 2017

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The following items have been included for your information:

Reminders: **Thursday, May 25, 2017 - FYI**

Budget Meeting – 4:00 p.m.  
Rock Hill High School

**Thursday, May 25, 2017**

2017 Retirement Celebration  
The Magnolia Room – 6:30 p.m.

**Monday, May 29, 2017**

Memorial Day Holiday

**Saturday, June 3, 2017**

**Graduation Ceremonies**

Winthrop Coliseum

**SPHS – 10:00 a.m.**

**RHHS – 2:00 p.m.**

**NHS – 6:00 p.m.**

**Monday, June 12, 2017**

**Work Session @ Rawlinson Road Middle School**

Data Session – 4:00 p.m.

Dinner – 5:00 p.m.

Work Session – 5:30 p.m.

1. **Information:** *Cell Phone Policy*
2. **Information:** *Teacher/Employee Feedback*
3. **Information:** *Superintendent's Event Calendar*



# Memo

TO: Board of Trustees

FROM: Kelly Pew

DATE: May 25, 2017

SUBJECT: Cell Phone Policy

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Policy **JICJ** – *Possession/Use of Personal Electronic Devices or District-Owned Devices* was discussed at the May work session. Attached is that policy and administrative rule which were revised in August and May of 2016, respectively.

All principals have received a copy this week with a reminder that all schools and employees should be following the policy.

**YORK 3 /ROCK HILL SCHOOL DISTRICT****J - Students****Policy JICJ Possession/Use of Personal Electronic Devices or District-Owned Devices****Policy JICJ Possession/Use of Personal Electronic Devices or District-Owned Devices**

Issued 8/16

Purpose: To establish the basic rules for the board's permission of personal electronic devices or district-owned devices on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

**Personal Electronic Device**

For purposes of this policy, "personal electronic device" includes, but is not limited to, cell phones, pagers, gaming devices, or other devices that emit an audible signal, vibrate, display a message, display or record an image, or otherwise summon or deliver a communication to the possessor. Students may possess a personal electronic device in school as long as it is used during authorized times and is not disruptive to the educational environment, which will be determined by the principal at each school. Personal electronic devices are not permitted to be on or visible in locker rooms and restrooms.

Unauthorized use of a personal electronic device may include, but is not limited to, taking pictures or recording without permission, cheating, harassment or bullying, use during any emergency drill, use during unauthorized times, or use for unlawful activities.

A student in possession of a personal electronic device in conflict with this policy will be subject to discipline as provided under administrative rule JICJ-R.

Violations of this policy will result in the confiscation of the device and all its components. Students are not allowed to erase the history or remove the battery, SIM card or any other part of the device before giving it to the school official. Students will receive the phones at the end of the class period or school day.

The district is not responsible for the loss or damage of any personal electronic device brought on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

**District-Owned Device**

The district may provide students with electronic devices including, but not limited to, tablets or laptop computers in an effort to enhance students' learning experience. The district will determine the device that best suits the needs of the students.

Students will have no expectation of privacy with respect to any information contained on these devices. District-owned devices may contain tracking software to recover lost or stolen devices. Students are not allowed to erase the history or remove the battery, SIM card, or any other part of the device. Students will abide by the district's acceptable use policy ([IJNDB](#)) established for the use of technology resources. Students who violate the acceptable use policy or do not follow instructions for the proper use of the device on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds, will be

subject to discipline according to administrative rule [JICJ-R](#).

Students are responsible for the care of the district-owned device. Parents/Legal guardians will cover the cost of damage to or loss of the device. Students will return the device at the end of the school year or when directed by an administrator.

Adopted 7/28/03; Revised 6/28/10, 6/25/12, 8/27/12, 5/23/16, 8/22/16

Legal references:

S.C. Code, 1976, as amended:

[Section 59-63](#)-280 - Possession of paging devices by public school students; mobile telephones included; adoption of policies.

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**ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY**

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**YORK 3 /ROCK HILL SCHOOL DISTRICT****J - Students****Policy JICJ Possession/Use of Personal Electronic Devices or District-Owned Devices****AR JICJ-R Possession/Use of Personal Electronic Devices in School****AR JICJ-R Possession/Use of Personal Electronic Devices in School**

Issued 5/16

The following procedures will apply when a personal electronic device or district-owned device is used inappropriately or accessed for use during unauthorized times.

Elementary School**First offense**

The student will receive a warning.

**Second offense**

The student will receive a detention.

**Any subsequent offense**

The student will be assigned the appropriate disciplinary consequence based on his/her personal cumulative disciplinary history.

High/Middle School**First offense**

The student will receive a warning.

**Second offense**

The student will serve one day of in-school suspension.

**Third offense**

The student will serve two days of in-school suspension.

**Any subsequent offense**

Violation of this policy greater than three offenses is considered an act of defiance. The student will be assigned the appropriate disciplinary consequence based on his/her personal cumulative disciplinary history.

Any cell phone usage, picture taking, or text messaging that results in students cheating or which causes major disruptions will result in the electronic device being confiscated with additional discipline at the principal's discretion.

Adopted 7/28/03, Revised 11/14/05, 6/10, 2/11, 7/12, 5/23/16

**ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY**

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# Memo

TO: Board of Trustees

FROM: Kelly Pew

DATE: May 25, 2017

SUBJECT: Teacher/Employee Feedback

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A board member requested information on how we receive input and feedback from our stakeholders. Each cabinet member was asked to submit how their department solicits such feedback. Attached is that information.

## **Teacher/Employee Feedback**

### **Superintendent:**

Teacher of the Year Forums (2 per year)  
Budget Input Meetings (3 this year)  
SCEA Representative Meeting (2 per year, typically)  
Bus Driver Meetings (beginning of year – 1 to 2 times per year)  
Custodian Meeting (beginning of year)  
Food Service Managers (1 time per year)  
SDE Surveys – teachers, parents, students

### **Planning & Program Support (Dr. Kokolis):**

Input from teachers/students/parents via state survey and Survey Monkey launched from our district website; SIC surveys; State SIC surveys

### **Communications (Mychal Frost):**

Calendar feedback is solicited from teachers and community members.  
Comments on proposed board policies are solicited via email to all employees.  
General feedback is received through website inquiries and mobile app “suggestion box” feature.  
Comments received through these two outlets are from employees, students, parents, and the general public.  
Social media is one of our avenues to receive feedback and engage with parents and the general public.

### **Professional Learning & Choice Programs (Rich Melzer):**

***Schools of Choice*** – Choice data; Choice school fairs; parents and staff meetings for considering new choices (York Road, RMMS); program and building improvement meetings; visits to recognized Choice schools with principals and parents.

***Professional Development*** – participation data in My Learning Plan; input from schools and principals; participants’ feedback on sessions.



**BOARD MEMBER INQUIRY  
TEACHER/EMPLOYEE FEEDBACK  
2016/2017**

Description	Feedback From:	Caretaker (Operations) Department	Form of contact
School dude work management system	All Employees	Facilities Services	online and email
Energy shut down (green apple) system	All Schools / Employees	Energy Mgt Div.	direct and online
Custodial award Fee Survey		Facilities Support Services Div.	electronic survey rating system (part of contract)
Safety hotline	All Employees	Risk, Safety and Security Dept.	online entry / telephone
Charrette design process	Designated stakeholders: Admin, teachers, etc.	Facilities Services	Team Work / Collaboration.
Technology Support Services	All Employees	Technology Dept.	Direct Contact
Survey Monkey for SROs Performance	All Schools/ Staff / Teachers	Risk, Safety and Security Dept.	online survey
One on One Safety Sessions	Staff / Teachers per school (NSES, SMS this year)	Risk, Safety and Security Dept.	Direct Contact
Safe Schools Training - Feedback Module	All Employees	Risk, Safety and Security Dept.	online sessions feedback
Procurement Evaluation Committees (each major RFP)	Designated Administrators / Teachers / Employees	Nikki	online and in person
Budget Feedback	Principals / Directors / Department Heads	Finance Dept.	direct and email
Policy Revisions	All Stakeholders	All Caretakers Depts.	Policy Development Teams; Email; Board's feedback process before 2nd Reading.
Operational Improvement Studies (e.g., Technology Study, HS Athletics Study, Student Activity Study, etc.)	principals, APs, athletic directors, bookkeepers, Equity Committee, board members, and other administrators	All Caretakers Depts.	Consultant and Direct
Transportation Survey	All Schools/ Staff / Teachers	Transportation Dept.	direct and online
Custodial Services Customer Survey	Principals / Teachers / Staff	Budd Group / Facilities Support Services Div.	Direct Contact, Inspections and emails
Energy Social Media & Blog Posts	All Stakeholders	Energy Mgt Div.	Online
Sodexo My-Way	Students / Parents / Faculty	Sodexo (Food Service Dept.)	Email
So Happy App	Students / Parents / Faculty	Sodexo (Food Service Dept.)	APP Feedback / Email
School District Website	Students / Parents / Faculty	Sodexo (Food Service Dept.)	Email
Monthly Meetings	Employees	Sodexo (Food Service Dept.)	Direct Contact
Frontline Engagement Survey	Employees	Sodexo (Food Service Dept.)	online and presented to onsite team
Menu Committee	Managers / Employees	Sodexo (Food Service Dept.)	Direct Contact
Employee Appreciation - EOY, Back to School, Holiday	Employees	Sodexo (Food Service Dept.)	Direct Contact





# Memo

TO: Dr. Kelly Pew

FROM: Jill Pappas

DATE: May 25, 2017

SUBJECT: Teacher/Employee Feedback

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Teacher feedback is obtained..... through google-doc surveys prior and after PD to ensure goals have been met and determine next steps; emails; face-to-face with principals/APs/coaches during PLCs, meetings and PD with responses/input recorded in Excel spreadsheet/google doc; padlet (collaborative website provides realtime feedback during PD, meetings, PLCs), and Canvas surveys.

Teacher and principal feedback regarding the time-frame and process for deployment of the new devices and collection of iPads was obtained and determined through a google doc survey. Below are examples of some of the feedback used to update the curriculum maps and support documents.



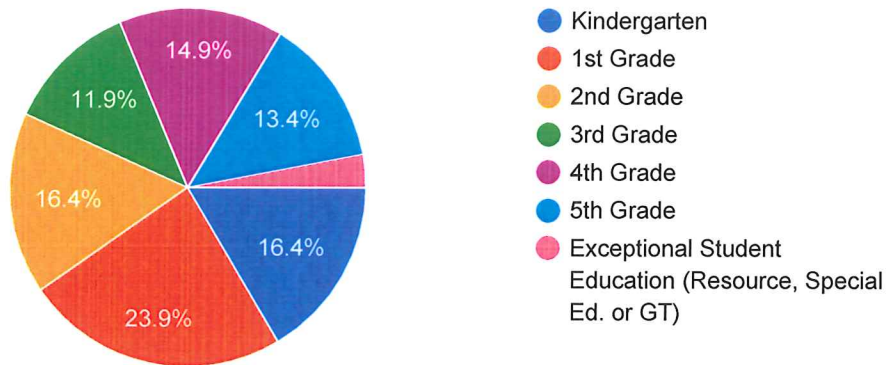
[Curriculum Map Feedback for 2017-2018 \(Responses\)](#)

<https://docs.google.com/forms/d/1edXkqGszLGCILL92hQDGQGF8IMjoVCOsWlwRkGoBf9E/edit#responses>

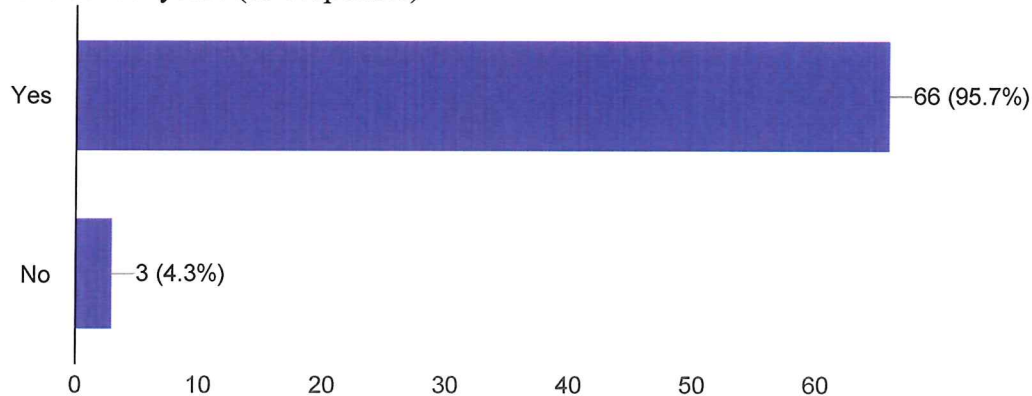
Rock Hill Math Support Document Feedback  
69 responses

[Publish analytics](#)

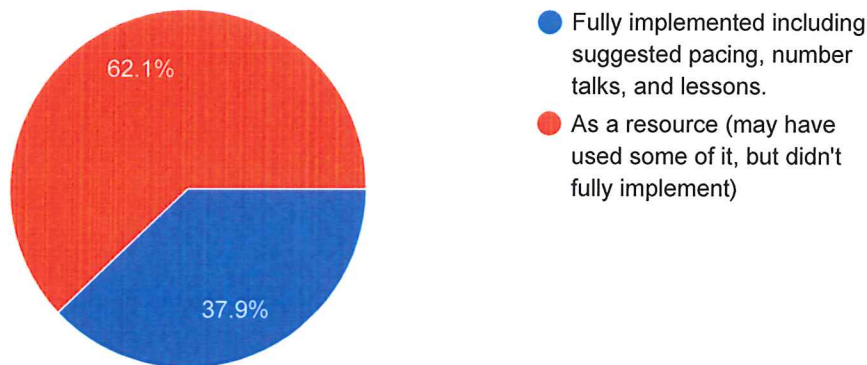
What Grade Level do you teach?(67 responses)



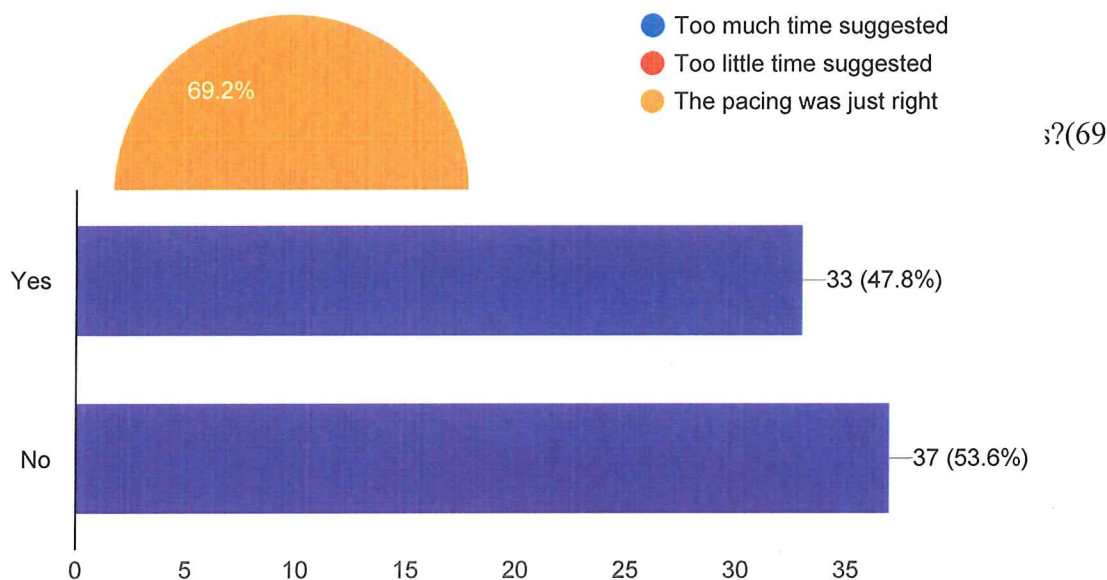
Did you use the Rock Hill Math Support Documents that were provided by the coaches during the 2016-2017 school year? (69 responses)



If you answered yes to Question 1, to what extent did you use the support document?(66 responses)



Which best describes the suggested pacing in your grade level document?(65 responses)



Is there any other feedback about the support documents and fluency interviews you'd like the math coaches to know?(15 responses)

no

no

The activities and suggestions were extremely helpful. This year, I have tried to implement more of the number routines from Investigations as well as using the resources from the support document and "by quarter" resources... I guess it was more of a blended approach than total full implementation. I loved ALLLLL of the resources! They were so helpful when planning with our PLC! There is a little bit of room for fine tuning, but for the most part - we loved it!

I would like task examples we could use to kick off each unit...grab their attention.

We'd like to see the fluency interview done again so we can use them better. WE love these PDs! They were so helpful!!

The support documents helped me to stay focused on the standards. It also provided ideas for methods-games to teach standards. I think that they are very useful.

Would like more info about them.

Math coaches should have materials for self-contained teachers, specifically multi cat teachers. We are interested in getting help.

I would love to have more examples of "sample tasks" for each standard.

Honestly it is tough when these little ones come to you to do the fluency interviews. While it may seem like it doesn't take but a few minutes, multiply that by 20 and it's quite consuming right off the bat. And the 19 students (that aren't with you) have a difficult time being engaged or carrying through with a task to allow you the time to do them. This isn't meant to be a complaint but it is a simply an honest reality, they aren't independent for a while.

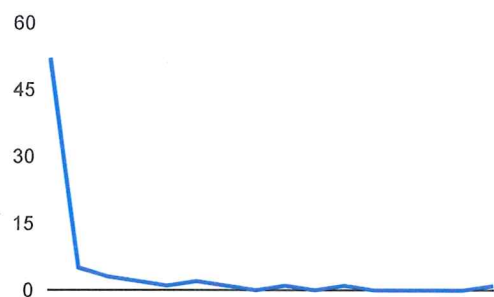
Some of the indicators were still a bit confusing to teach.

Fluency interviews helped us to know what to more specifically help individual students with.

Fluency interview was VERY helpful in letting me know exactly where my students were to help guide my instruction.

N/A

Number of daily responses



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[illegible]