



SCHOOL BOARD WORK SESSION

LOC. District Office

LEADER: Jim Vining

TEAM: Board of Trustees

START: 4:00 p.m.

SCRIBE: Chris Gammons

DATE: October 10, 2016

FINISH: 9:00 p.m. approximately

ITEM#	AGENDA TOPIC	DISCUSSION LEADER	TIME
1	Data Session (Policy ADA, BA)	<i>Administration</i>	4:00-5:00 p.m.
	<i>Break for Dinner</i>		5:00-5:30 p.m.
2	<i>Call to Order - South Pointe High School</i>	<i>Scarlett Black</i>	<i>5 minutes</i>
3	Safety and Security Hot Topics (Ref. Policy ECA)	Kevin Wren	30 minutes
4	Staffing / Class Size	T.Campbell/B.Partlow	15 minutes
5	Policy JKD, JKD-R - Suspension of Students (2nd read) (Ref. Policy BG/BGD)	Luanne Kokolis	15 minutes
6	Policy JKE, JKE-R - Expulsion of Students (2nd read) (Ref. Policy BG/BGD)	Luanne Kokolis	15 minutes
7	Policy JJE, JJE-R, JJE-E(1), JJE-E(2) - Student Fundraising Activities (2nd read) (Ref. Policy BC/BGD)	Luanne Kokolis	5 minutes
8	Policy JJF - Student Activities Funds (2nd read) (Ref. Policy BG/BGD)	Luanne Kokolis	5 minutes
9	Policy DFAC - Fund Balance (2nd read) (Ref. Policy BG/BGD)	Jim Vining	5 minutes
	<i>Break</i>		
10	Policy JHCB, JHCB-R - Released Time for Religious Instruction (2nd read) (Ref. Policy BG/BGD)	Kelly Pew	30 minutes
11	Policy & New Administrative Rule FF, FF-R - Naming Facilities (1st read) (Ref. Policy BG/BGD)	Tony Cox	30 minutes
12	Use of Facility Request for Saluda Trail Middle School	Brian Vaughan	5 minutes
13	Structured Debt Settlement of Catawba Indians	Kelly Pew	30 minutes
14	Deployment of 6th Grade Laptops	Kelly Pew	5 minutes
15	Other Business	Jim Vining	5 minutes
16	Adjournment		

2016-2017

Schedule for School Board Data Review

October 10, 2016

Fall 2016 MAP Grades K-8 Performance Levels based on 2015 Norms
Historical Trends in Fall MAP Performance Levels (Lo, Av, High) for Grades 3-8
(Note: Due to the fact that not all grades were assessed across all years presented, we can only show historical trend data for grades 3-8 in order to have a consistent population to compare)

November 14, 2016

Spring 2016 SCPASS- Science, Social Studies
Spring 2016 SC Ready – ELA, Math

January 9, 2017

EOCEP data from 2015-2016 school year
Graduation Rate 2015-2016

February 13, 2017

SAT – 2016 Graduating Seniors
ACT – 2016 Graduating Seniors
ACT 11th Grade Census Testing (Spring 2016)
ACT Work Keys (Spring 2016)

March 8, 2017

2015-2016 AP/IB (% taking exams, % Passing Scores)
AP versus Grades

April 10, 2017

Immersion Data

May 8, 2017

Discovery Education Usage versus Achievement Updates
Winthrop Partnership Data (if available)

June 12, 2017

Spring MAP Grades 3-9 Performance Levels
MAP Growth, Fall to Spring & Spring to Spring by Grade Level

August 2017 (Date TBD)

Spring 2017 Fountas and Pinnell Grade Level Expectations
DRA2
PALS

NWEA MAP Notes

Percentile Distribution by Performance Level Mathematics and Reading- Line Charts

- Presents the percentage of students falling into the three performance categories combined for grades 3-8. Note: We only show grades 3-8 in this view because we did not always assess our lower grades and would not have a consistent representation of historical data cross all years presented if those grades were included.
- The District's goal is to be at least as good as or better than the normal distribution. At a minimum we hope to see no more than 33% of students in the Low Performance Level and at least 33% of students in the High Performance level. Ideally we would like to see more than 33% of students in the High Performance Level and less than 33% of students in the Low Performance Level.
- The grey reference line in the middle of the chart is the 33% mark. We hope to see the green line (High Performance Level) above the 33% mark and the blue line below the 33% mark. This would mean that we are outperforming the normal distribution.

Fall 2016 NWEA MAP Mathematics and Reading Performance Levels- Table with Goals

- This view is similar to the Percentile Distribution by Performance Level charts, but broken out by grade level and only showing Fall 2016 data. Presents the percentage of students falling into the three performance categories by grade level. The dashboard representation shows yellow highlighting in areas where we do not meet the national norm expectation and green highlighting where the district exceeded national norms.
- The District's goal for 2017 is to perform at least as well as or better than the normal distribution. For Reading, we have extended our goals for Spring 2017 to have no more than 29% of students in the low category and at least 71% performing at the Average and High categories. This would exceed National Norms and demonstrate Rock Hill Schools performing Above Average.
- For Mathematics, we have not met our goals to have our district perform at least as well as the national norm, therefore, we have set the goal for 2017 to have no more than 33% in the low category and at least 66% of students in the Average and High categories.
- We can reasonably predict that student in the Low Performance Level would perform below grade level on State Summative Assessments and would not be college or career ready.

Fall 2016 MAP Reading Distribution Performance Levels (-Low -Average -High) by Grade

Performance Level				
Grade Level	Low	Average	High	% Average & High
Kindergarten	34.32%	35.17%	30.5%	65.68%
1st Grade	44.7%	22.15%	33.14%	55.3%
2nd Grade	32.8%	30.23%	36.97%	67.2%
3rd Grade	32.16%	32.08%	35.76%	67.84%
4th Grade	31.48%	34.18%	34.34%	68.52%
5th Grade	30.17%	35.64%	34.19%	69.83%
6th Grade	30.57%	32.66%	36.77%	69.43%
7th Grade	26.59%	30.57%	42.85%	73.41%
8th Grade	29.66%	35.21%	35.13%	70.34%

Subject Area	2017 Goal	
Reading	≤ 29% in Low (At or Below the 33rd National Percentile)	≥ 71% in Average and High (Between the 34th-99th National Percentile)

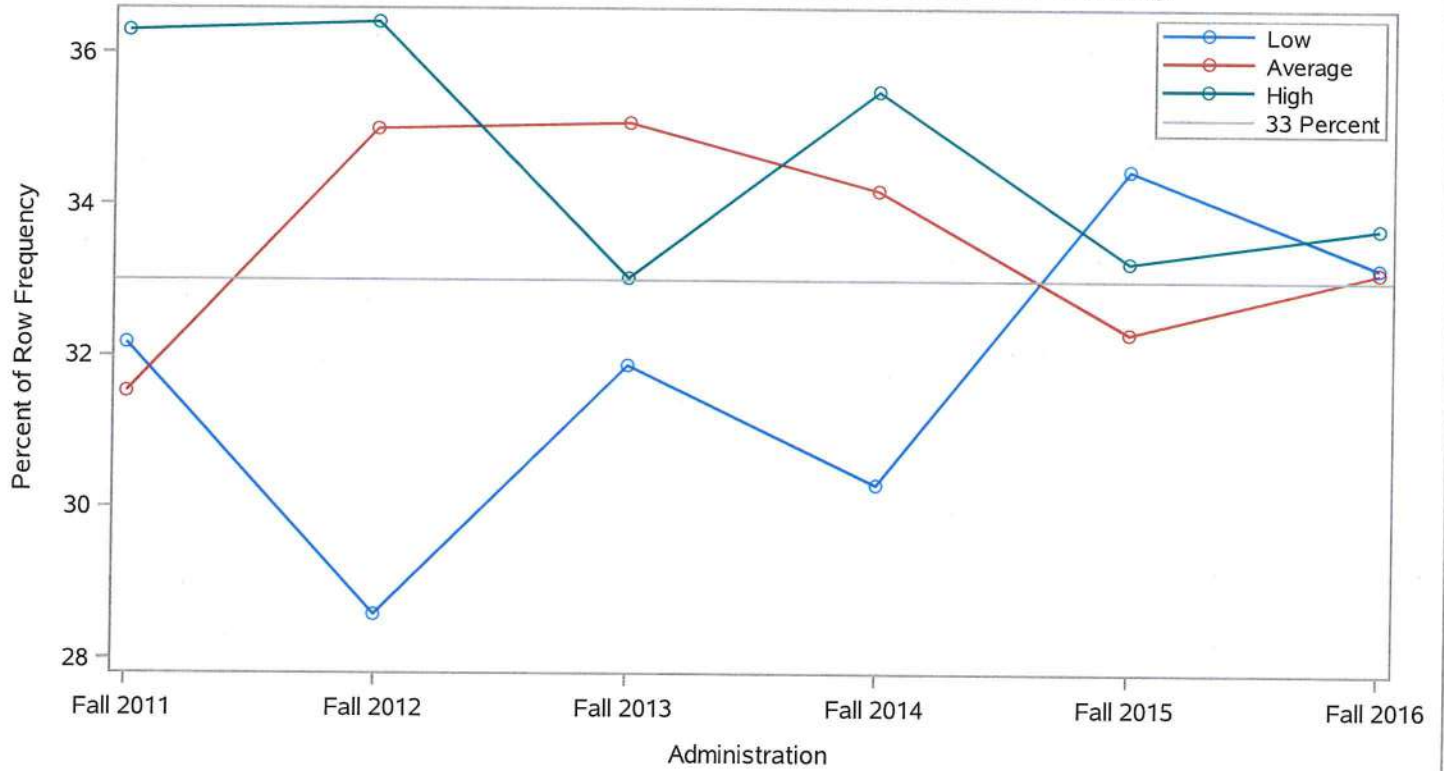
Fall 2016 MAP Mathematics Distribution Performance Levels (-Low -Average -High) by Grade

Performance Level				
Grade Level	Low	Average	High	% Average & High
Kindergarten	30.76%	32.71%	36.53%	69.24%
1st Grade	39.61%	31.93%	28.46%	60.39%
2nd Grade	36.14%	36.71%	27.15%	63.86%
3rd Grade	41.94%	33.72%	24.33%	58.06%
4th Grade	35.36%	36.12%	28.52%	64.64%
5th Grade	41.04%	38.31%	20.65%	58.96%
6th Grade	38.86%	36.04%	25.1%	61.14%
7th Grade	32.3%	34.26%	33.44%	67.7%
8th Grade	34.13%	35.71%	30.16%	65.87%

Subject Area	2017 Goal	
Mathematics	≤ 33% in Low (At or Below the 33rd National Percentile)	≥ 66% in Average and High (Between the 34th-99th National Percentile)

District

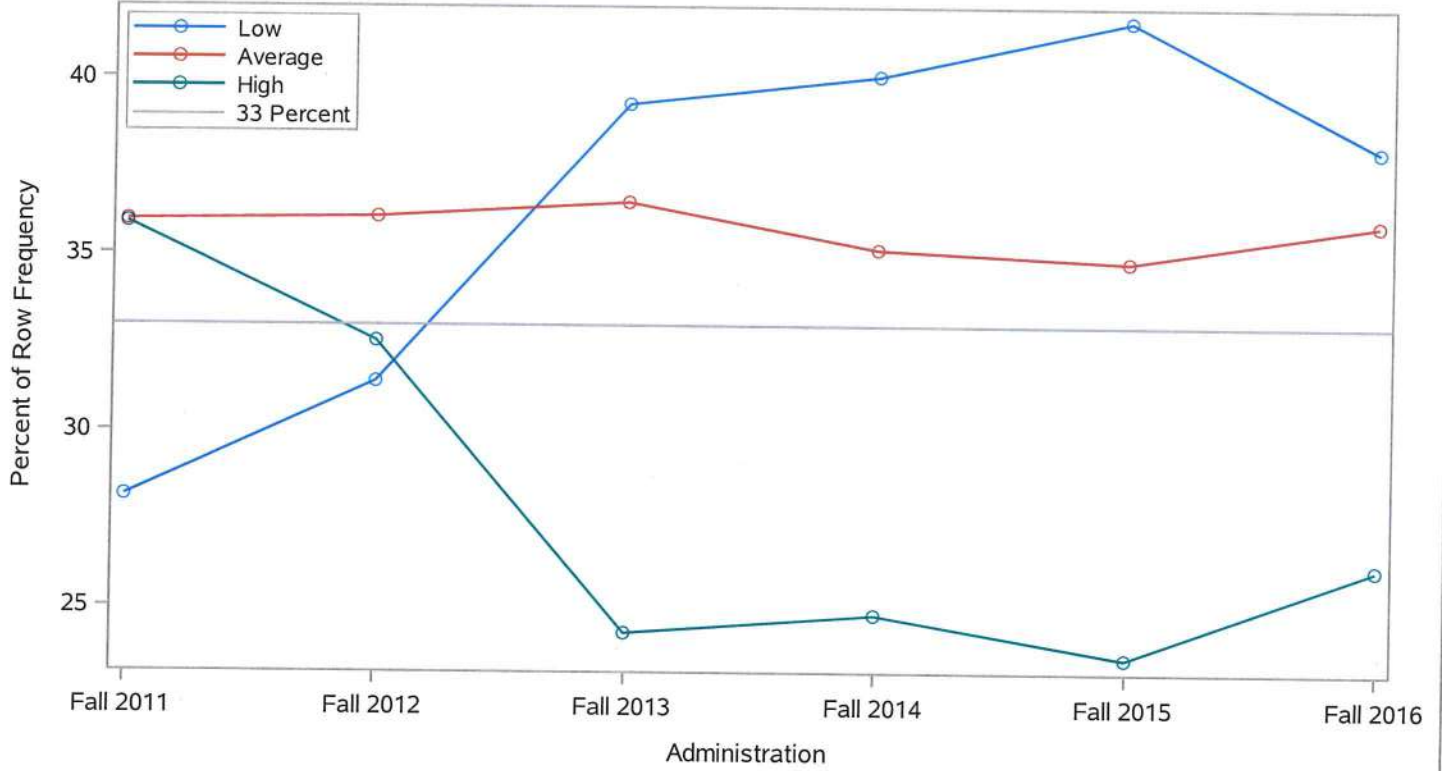
Percentile Distribution by Performance Level MAP Reading



	Reading Performance Level		
	Low	Average	High
Administration	Percentage	Percentage	Percentage
Fall 2011	32.17	31.53	36.30
Fall 2012	28.59	35.00	36.41
Fall 2013	31.88	35.08	33.04
Fall 2014	30.31	34.18	35.50
Fall 2015	34.47	32.30	33.24
Fall 2016	33.18	33.12	33.70

District

Percentile Distribution by Performance Level MAP Mathematics



	Mathematics Performance Level		
	Low	Average	High
Administration	Percentage	Percentage	Percentage
Fall 2011	28.14	35.96	35.90
Fall 2012	31.39	36.08	32.54
Fall 2013	39.26	36.49	24.25
Fall 2014	40.08	35.15	24.77
Fall 2015	41.65	34.80	23.56
Fall 2016	37.98	35.90	26.12

Memorandum

TO: Dr. Kelly Pew
FROM: Mychal Frost
DATE: October 5, 2016
SUBJECT: Call to Order at October 10th School Board Meeting

Scarlett Black, a senior at South Pointe High School, will provide the “Call to Order” at the October 10th school board meeting.

Scarlette:

- is an active member of the National Honor Society, Beta Club, & Junior Civitans
- is in her second year as president of the Fellowship of Christian Athletes
- is a member of the South Pointe Orchestra and has earned superior ratings on the double-bass
- is a student representative on the district’s equity committee

Parents: Her parents are Christopher and Margaret Black.

Siblings: Her sister Ariella is a South Pointe graduate.

Principal: Dr. Al Leonard

Safety and Security Hot Topics

Rock Hill School District

2016

- 
- Emergency Management Drills and Training
 - The Automated External Defibrillator Program
 - Temperature Protocols
 - Lightning Prediction System & Procedure
 - National Center For Spectator Sports Safety and Security
 - Access Control Improvements – School Vestibules

Emergency Management

- Safety, Security Emergency Training
 - Have conducted over 13, 500 Safeschools
 - [Training Video](#)
 - Held 30 different in-person Training
 - Custodian, Transportation, Teachers, Administration, SRO, Administrative Assistants
- Drills and Exercises
 - [Tabletop Exercise](#)



AED

- 52 AEDs
 - Defibtech Reviver
- 26 schools, Flex, ATC, Facilities, Transportation, DO, MS/HS Athletic Dept., District 3 Stadium
- First Responders
- Dramatically increase the chances of survival



Temperature Protocols

NOAA's National Weather Service

Heat Index

Temperature (°F)

Relative Humidity (%)	80	82	84	86	88	90	92	94	96	98	100	102	104	106	108	110
40	80	81	83	85	88	91	94	97	101	105	109	114	119	124	130	136
45	80	82	84	87	89	93	96	100	104	109	114	119	124	130	137	
50	81	83	85	88	91	95	99	103	108	113	118	124	131	137		
55	81	84	86	89	93	97	101	106	112	117	124	130	137			
60	82	84	88	91	95	100	105	110	116	123	129	137				
65	82	85	89	93	98	103	108	114	121	128	136					
70	83	86	90	95	100	105	112	119	126	134						
75	84	88	92	97	103	109	116	124	132							
80	84	89	94	100	106	113	121	129								
85	85	90	96	102	110	117	126	135								
90	86	91	98	105	113	122	131									
95	86	93	100	108	117	127										
100	87	95	103	112	121	132										

Likelihood of Heat Disorders with Prolonged Exposure or Strenuous Activity

Caution

Extreme Caution

Danger

Extreme Danger

Heat Protocols for Athletics

- Athletics follow protocols set by the SC High School League

Sample of protocols:

- *All coaches must take heat illness prevention course
- *Weigh athletes before and after practice
- *Hydrate with water – gradual hydration
- *Early practices
- *Limit equipment use – light weight clothing
- *Refer to Heat Index to assess heat and humidity
- *Water continually available and encouraged to hydrate

*For 17-18 – Purchase of Wet Bulb Indicators for middle and high schools – Measures air temperature, relative humidity, radiant heat and air movement.

Marching Band



Band Camps

- Inside during afternoon
- When outside during mornings and evenings, frequent water breaks, snack breaks to include fresh fruit and protein
- Trained medical person on site
- Athletic physical required
- Light weight and light colored clothing
- Iced towels as needed
- Shade areas set up

All protocols shared with parents and students prior to band camp through meetings, social media, emails, and mailings.

Lightning

- Thorguard
- Accuweather



NCS⁴

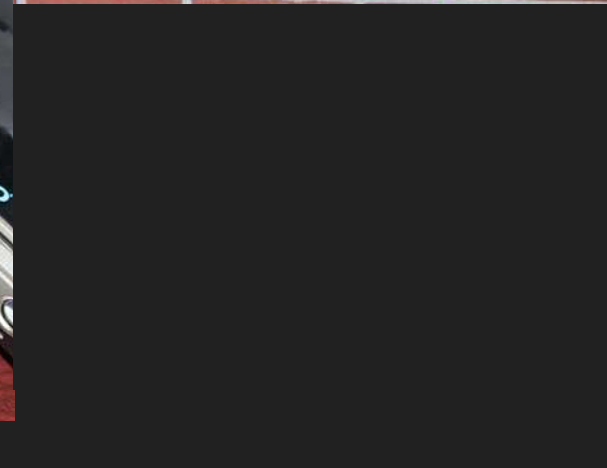
NATIONAL CENTER FOR
SPECTATOR SPORTS
SAFETY AND SECURITY
SOUTHERN MISS



Limited Access to Playing Surface
Lightning Protocols
Re-entry Process
Security Job Descriptions
Weekly Stadium Planning Meetings



Access Control Improvements- Vestibule





School Vestibules

Kevin Wren, Director Risk, Security, Emergency Management

2016

Background

- 2013-14 Initial access control vestibules constructed at 14 elementary and middle schools with direct hallway/classroom access.
- Additional access control systems also installed at these and other locations: video camera, visitor management and electronic door access systems.
- Training for all school leadership and staff
 - Specialized training for front office staff on access control and crisis management techniques
- Report, "Analysis of Front Entrance Access Control" completed February 2016.
 - Concepts recommended in report endorsed by school stakeholder "Safety Focus Group"

Crime Prevention Through Environmental Design (CPTED)

- Natural Surveillance
- Territory Reinforcement
- Access Control



Vestibule Design

- “Security over-design makes for a forbidding atmosphere, subtly communicating a sense of persistent threat to students, fundamentally detracting from the building’s core purpose: fostering education (Architecture and Design, 2016).”



Vestibule Design

- Deter
- Detect
- Deny
- Delay
- Defend



Vestibule Improvements



Our Way Ahead

- Recommendations include new electronic access control, existing partition hardening, additional partitions in select locations
- All recommendations within scope of existing Capital project #351, Safety Enhancements (Board approved)
- Concept design is underway for 2016-17 and future years implementation (priority basis)

Memo

TO: Dr. Kelly Pew
FROM: Dr. Tanya Campbell
Rebecca B. Partlow
DATE: October 6, 2016
SUBJECT: Response to Board Questions re: Enrollment v. Staffing Ratios

Throughout the summer and prior to the beginning of school, we monitor enrollment in all schools to determine any changes in staffing needs that may have been set from initial projections in the spring. For the past two years, we have used the following staffing ratios as our guide.

2016 – 17 District Ratios

K5 = 1:24
Grades 1-3 = 1:24
Grades 4-5 = 1:25
Grades 6-8 = 1:27
Grades 9-12 = 1:27

As of October 3, the district student/teacher ratios in the lower elementary grades were:

	<i>Enrollment</i>		
<i>Grade</i>	<i>As of 10/3/2016</i>	<i># Teachers</i>	<i>RATIO</i>
K	1294	62	20.87
1	1263	61	20.70
2	1316	63	20.89
3	1334	64	20.84

To achieve the above ratios, the student/teacher ratios by grade in elementary schools range from 16.6 to 25.3 in Kindergarten; 17.3 to 25.6 in 1st grade, 17.0 to 25.0 in 2nd grade, and 16.0 to 25.7 in 3rd grade. It is important to note that students enroll and leave the district throughout the year, so these numbers are very fluid. Also, in all kindergartens, there is an assistant in addition to the teacher, so the ratio of 1:24 is actually reduced since there are two adults in each classroom.

Memo

TO: Dr. Kelly Pew
FROM: Luanne Kokolis
CC: Board Members
DATE: October 3, 2016
SUBJECT: "J" Policies – Student Policies

Attached are "J" policies that have been prepared for 2nd read.

JKD – Suspension of Students
JKD-R Suspension of Students Rule

JKE – Expulsion of Students
JKE-R Expulsion of Students Rule

JJE – Student Fundraising
JJE-R Student Fundraising Rule
JJE (1) Fundraising Activity Request Form
JJE (2) Fundraising Activity Results Form

JJF – Student Activity Funds

SUSPENSION OF STUDENTS

Code **JKD** Issued **DRAFT/16**

Purpose: To establish the board's requirements for the suspension of students.

It is the policy of this board to provide due process of law to students, parents/legal guardians and school personnel through procedures for the suspension of students which are consistent with federal law, state law and regulation and local policy.

According to state law, the board may authorize the suspension of a student from school for commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations established by the district board of trustees (~~Student Code of Conduct JICDA~~), (see policy JICDA, Student Behavior Code) or the state board of education. The board may also authorize the suspension of a student when the presence of the student is detrimental to the best interest of the school. ~~Suspension means a student cannot attend school or be on the school grounds, cannot attend any program at the school in the daytime or at night and cannot ride a school bus.~~

During suspension, a student is not allowed on the grounds of any of the district's schools; not allowed to attend school activities, functions or events on or off school grounds; and not allowed to board school buses without prior written approval from the principal or his/her designee. A student found on school grounds; at school activities, functions or events; or on a school bus while suspended will be subject to further discipline.

Suspension is the exclusion of a student from school and school activities for a period of time, ~~not to exceed 10 school days for any one offense or 30 days in any one school year.~~ **The board uses the word suspension in this policy to mean either out of school suspension.** ~~from school or in-school suspension as determined by the principal. The board recognizes that under the framework of the high school block schedule, suspension days double the academic penalty for each day missed (and therefore, consideration should be given to minimize time away from the academic environment).~~

Suspension not to exceed:

Block Schedule – Not to exceed 5 days for any one offense per semester; 15 days for school year (Exception for students being recommended for expulsion)

Other variations of schedule (Non block) – Not to exceed 10 days for any one offense or 30 days in any one school year

The board delegates the power of suspension to district administrators.

Requests for review of suspensions may be made to the principal and the superintendent's designee. However, the board must review suspensions that occur within the last 10 days of each semester if such a suspension would make student ineligible to receive credit for the semester.

Suspensions of students who are classified as disabled will be handled consistent with federal and state law and with procedures established by the board.

PAGE 2 - JKD - SUSPENSION OF STUDENTS

Adopted 4/24/89; Revised 5/28/90, 6/04, 9/22/08, ^

Legal references:

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

1. Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.
2. Section 59-63-210, et seq. - Grounds for suspension, expulsion or transfer.
3. Section 59-63-240 - Expulsion hearings - times, procedures, legal rights appeals.

SUSPENSION OF STUDENTS

Code **JKD-R** Issued **DRAFT/16**

Investigation of misbehavior

When it appears that a student has engaged in misbehavior that may warrant suspension, an administrator will investigate the matter. The student will be advised, verbally or in writing, of the accusations against him/her. The administrator also will advise the student of the evidence against him/her and provide him/her the opportunity to tell his/her side of the story. If the student asks the administrator to talk to other witnesses, the administrator will do so, if possible. The administration will conduct its own investigation of student discipline matters and not rely solely on the investigation of law enforcement when law enforcement is involved.

After completing the investigation, the administrator will determine if suspension is in order and the number of school days, from one to 10, which the suspension will run.

Summary suspension

If the administrator sees or is advised of any student misbehavior and concludes that the student should be removed from school immediately in order to restore order or to protect others at the school, he/she may summarily suspend the student for up to two school days. In these cases, the administrator does not have to complete the investigation of the matter prior to suspension. By the end of the next school day following the summary suspension, however, the administrator should investigate the matter as outlined above and determine what, if any, additional suspension days, not to exceed a total of 10, are appropriate. In consideration of the block schedule, high schools may not suspend more than five days for any one incident unless the presence of the student on campus poses a threat to him/herself or to safety of others. A suspension of more than five school days for any one incident may also be considered for a serious infraction leading to the expulsion of the student. A suspension of more than five days from a high school must be reported to the Executive Director of Student Services, **and complete a significant incident report.**

If the administrator determines that the student should not have been suspended, arrangements will be made for the student to make up any work he/she missed while on summary suspension. The administrator also will remove any reference to suspension from the student's record.

Sending a suspended student home during the school day

When a student is suspended, the administrator will attempt to contact the parent/**legal** guardian to request he/she pick up the student from school. ~~If a parent/guardian cannot come for the student, he school may take the student home as long as a parent/guardian is at home to take charge of the student.~~ If the administrator cannot reach the parent/**legal** guardian or an emergency contact person designated by the parent/**legal** guardian, the student must stay at school until the end of the school day.

If the student is summarily suspended, he/she may be removed from the school grounds immediately **after parent/legal guardian is contacted**, ~~Depending upon his/her age, however, it may be necessary to keep him/her at school until his/her parent/legal guardian can be reached.~~ **contacted.**

PAGE 2 - JKD-R - SUSPENSION OF STUDENTS

Notification to parent/legal guardian

On the day of the suspension, the administrator will notify the parent/legal guardian in writing and document an attempt to call the parent/legal guardian with the following.

- act(s) committed by the student
- rule(s) violated
- length of the suspension
- time and place when he/she will be available to meet with the parent/legal guardian for a conference

The conference should be held not more than three school days after the date of the suspension and, if possible, before the date that the student is scheduled to return to school.

Suspension not to exceed:

Block Schedule – Not to exceed 5 days for any one offense per semester; 15 days for school year (Exception for students being recommended for expulsion)

Other variations of schedule (Non block) – Not to exceed 10 days for any one offense or 30 days in any one school year

Suspension appeals

If, after the conference with the administrator, the parent/legal guardian believes the student's suspension was unjustified, an appeal of the suspension may be taken to the principal if the decision to suspend was initially made by a school level administrator other than the principal. Such an appeal must be made within three school days of the suspension decision. If after receiving the principal's decision (which must be made within three school days), the parent/legal guardian continues to believe the student's suspension was unjustified, an appeal of the suspension may be taken to the Superintendent's designee/Executive Director of Student Services (EDSS). To request an appeal, the parent/legal guardian must write a letter to the district's EDSS within three school days of the principal's decision stating why it is believed the suspension was unfair.

The appeal will be conducted as an informal hearing. The administrator, parent/legal guardian and student may be present. The parent/legal guardian, student and administrator will be allowed to address the Superintendent's designee/EDSS.

Within five school days of the hearing, the Superintendent's designee/EDSS will render a decision as to whether the suspension was proper. The Superintendent's designee will report his/her decision in writing to the parent/legal guardian and the school. If it is determined that the suspension was not proper, all absences resulting from the suspension will be excused and the record cleared. The student will be permitted to make up all missed work. The decision of the Superintendent's designee/EDSS ends the appeals process for suspensions.

Limits on suspension

A student may not be suspended for more than a total of 30 school days in one school year, unless the student has been recommended for expulsion. An administrator may not suspend a student from school during the last 10 school days of the school year if the suspension would result in the loss of the course credit unless the school board approves, the student is an actual threat to the class or the school or a hearing is granted by the end of the next school day following the suspension.

PAGE 2 - JKD-R - SUSPENSION OF STUDENTS

Missed school work

Students who have been suspended will be allowed to make up school work missed. In such cases, it will be the responsibility of the student to make up the missed work within five days of the conclusion of the suspension.

Issued 8/26/08; Revised ^

EXPULSION OF STUDENTS

Code **JKE** Issued **DRAFT/16**

Purpose: To establish the board's vision for the expulsion of students.

A student may be expelled for any reason listed in the Student Code of Conduct (policy JICDA) or for the commission of any crime, gross immorality, gross misbehavior or the violation of any other written policies, rules or regulations established by the board or the state board of education or when the presence of the student is deemed to be detrimental to the best interest of the school. ~~Expulsion means he student cannot attend school or be on district or school property, cannot attend any school-related events or activities on or off campus, and cannot ride a school bus.~~

~~Unless accepted into an alternative educational program (middle school or high school program),~~
A student who has been expelled is not permitted on the grounds of any of the district's schools; not permitted to attend school activities, functions or events on or off school grounds; and not permitted to board school buses. A student found on school grounds; at school activities, functions or events; or on a school bus while expelled will be subject to further discipline.

~~If a student is accepted into an alternative school program, the student will be subject to the rules and contractual agreement set forth by the alternative school program.~~

If procedures for expulsion are initiated, the parent/legal guardian of the student shall will be notified in writing of the time and the place of a hearing before the district hearing officer. The hearing shall will take place within 10 school days of the written notification of a time and place designated by the school and a decision will be rendered within seven school days of the hearing. The student may be suspended from school and all activities during the time of the expulsion procedures. It is the district's intention to process hearings and appeals as quickly as possible.

At the hearing, the parents or legal guardian will have the right to legal counsel and to all other regular legal rights, including the right to question witnesses in a manner determined by the district hearing officer. The student and/or parent/legal guardian has the right to appeal the decision of the district hearing officer to the Rock Hill School District Three of York County Board of Trustees or a subcommittee of three board members.

Within seven school days of the hearing, the hearing officer will decide whether the student committed the alleged rule violation(s) or misconduct, based upon the evidence presented at the hearing, and the appropriate punishment consequence. If the hearing officer determines that grounds for expulsion exist, he/she may expel for the remainder of the current school year, permanently expel or give punishment consequence other than expulsion, including, but not limited to, assignment to the alternative school, suspension or, probation, or make application to alternative program. Students who have been provided an opportunity to apply to the alternative school environment will have a prescribed number of days to complete the application process. Failure to do so will terminate this opportunity and will result in an expulsion.

Probation means special restrictions have been placed on the student's right to attend school. Violations of these restrictions will result in immediate suspension and a recommendation for expulsion.

The hearing officer will report his decision in writing to the parent/legal guardian, the Superintendent and the school. If the hearing officer determines that grounds for expulsion do not exist, absences resulting from the suspension may be excused if appropriate, and the student's record will reflect the decision of the hearing officer. The student will be allowed to make up missed work as appropriate.

Adopted 10/23/89; Revised 5/28/90, 7/28/03, 9/22/08, ^

Legal references:

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

1. Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.
2. Section 59-63-210, *et seq.* - Grounds for suspension, expulsion or transfer.
3. Section 59-63-235 - District must expel student.
4. Section 59-63-240 - Expulsion hearings - times, procedures, legal rights appeals.

B. S.C. Cases:

1. *Davis v. School District of Greenville County*, 374 S.C. 39, 647 S.E.2d 219 (2007).

EXPULSION OF STUDENTS

Code **JKE-R** Issued **DRAFT/16**

Investigation and Action Taken by the Administrator

If a school principal, his/her designee or a district administrator investigates a report of student misbehavior and decides to recommend expulsion, the administrator will suspend the student and notify the student's parent/legal guardian of his/her right to meet with the administrator within three school days of the date of the suspension. If, after meeting with the parent/legal guardian (or if the parent/legal guardian has not come in for a meeting by the third school day), the administrator still intends to recommend expulsion, the matter will be referred directly to the district hearing officer or to other persons as designated by the Superintendent. This procedure will be followed in all cases, regardless of the offense charged.

Notice of expulsion recommendation

By the end of the third school day following receipt of an expulsion recommendation, the school administrator will notify the student and parents, in writing, of the following.

- the rule(s) or infraction alleged to have occurred
- the right of the student to review his/her record, including the investigative documents the administration intends to present at the expulsion hearing
- the right of the student to a hearing on the evidence
- the time and place of the hearing, which must be held within 10 school days of the date of notification, unless the parent/legal guardian of his/her representative agree otherwise
- the procedure to be followed at the hearing, including the right to be represented by legal counsel

Hearing procedure

The administrator, the administrator's representative, the student, the parent/legal guardian and/or the student's representative may be present at the hearing. If the hearing officer and the parent/legal guardian agree, the student may be dismissed during portions of the hearing. The administrator and the student, or their representatives, will be allowed to present witnesses or witnesses' statements and, within the discretion of the hearing officer, cross-examine the other party's witnesses. The hearing officer may ask the witness questions. The parent/legal guardian and/or the student's representative will be given an opportunity to argue their position or express their views on the case. A recording of the testimony or written minutes of the hearing will be kept on file by the hearing officer for at least one calendar year.

Action following the hearing

Within seven school days of the hearing, the hearing officer will decide whether the student committed the alleged rule violation(s) or misconduct, based upon the evidence presented at the hearing, and the appropriate ~~punishment~~ **consequence**. If the hearing officer determines that grounds for expulsion exist, he/she may expel for the remainder of the current school year, permanently expel or give ~~punishment~~ **consequence** other than expulsion, including, ~~but not limited to, assignment to the alternative school, suspension or, probation, or~~ **make application to alternative program. Students who have been provided an opportunity to apply to the alternative school environment will have a prescribed number of days to complete the**

PAGE 2 - JKE-R - EXPULSION OF STUDENTS

application process. Failure to do so will terminate this opportunity and will result in an expulsion.

Probation means special restrictions have been placed on the student's right to attend school. Violations of these restrictions will result in immediate suspension and a recommendation for expulsion.

The hearing officer will report his decision in writing to the parent/legal guardian, the Superintendent and the school. If the hearing officer determines that grounds for expulsion do not exist, absences resulting from the suspension may be excused if appropriate, and the student's record will reflect the decision of the hearing officer. The student will be allowed to make up missed work as appropriate.

~~Assignment to Expelled students may apply to an alternative educational program. If accepted into an alternative school or program, means loss of students lose the right to participate in extracurricular activities in the home base school during the assignment the assigned period of enrollment in the alternative program.~~

Expulsion appeals

The hearing officer's decision to either expel the student from all district schools or assign the student to an alternative school or program may be appealed. The first line of appeal is to the Executive Director of Student Services and must be made within five days of the hearing officer's decision. The student may appeal the decision of the Executive Director of Student Services, to the Rock Hill School District Three of York County Board of Trustees. ~~or may appeal~~ **The appeal may be heard by the full board or may be heard by** a subcommittee comprised of three members of the board of Trustees, provided written notice of appeal is made to the Superintendent or his/her designee within five school days of notification of the executive director's decision. The decision of the three member panel or the full board is final. An appeal will normally be limited to the established record, and no new testimony will be allowed unless the board desires to hear additional testimony. The board may uphold, reverse or alter the expulsion or reassignment decision of the hearing officer. If the recommendation for expulsion or reassignment is reversed on appeal, all absences resulting from the suspension will be excused and the student's record cleared. The student will be allowed to make up all missed work.

The board will conduct an expulsion or reassignment appeal within 10 school days of the written notification at a time and place designated by the board and will render a decision within seven school days of the hearing.

Petitions for readmission

Students who have been expelled for the remainder of the current school year or for the remainder of a semester, in some cases in high school, may make a written request to the Superintendent or his/her designee for readmission for the subsequent semester or school year. The request must be in the form of a reflection letter written by the student and signed by both the parent/legal guardian and the student. The letter will meet the guidelines described in the attached expulsion reentry course description. All students must complete the mandatory portion of the expulsion reentry course. Students in high school who are ~~expelled and~~ **enrolled and successfully matriculate** in one of the school district's alternative program opportunities, such as the Renaissance Academy or Alternative Educational Services, will not have to complete all parts of the expulsion reentry course. Middle school students will not have to complete all parts of the expulsion reentry course.

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If a student fails to complete the reentry requirements as specified in the expulsion reentry course or chooses not to attempt the expulsion reentry course, the student may return to school on a strict behavior contract. If a student fails to initiate the reentry process and is under the age of 17 years old, he/she will be referred to family court for truancy according the Compensatory Attendance Regulations for South Carolina.

If the Superintendent or ~~the superintendent's~~ **his/her** designee denies the student's request, or in all cases of permanent expulsion, the student may make a written request to the ~~Rock Hill School District Three of York County Board of Trustees~~ **school board** for readmission, and may include a request to appear before the board. If the request is denied by the board, the student may submit another request prior to the following school year.

Issued 5/14/12; Revised ^

STUDENT FUNDRAISING ACTIVITIES

Code **JJE** Issued **DRAFT/16**

Purpose: To establish the basic structure for the conduct of student fundraising activities.

Schools will keep fundraising campaigns to a minimum so as not to impair the efficiency and effectiveness of the education program. In addition, schools may undertake such campaigns only under the following circumstances.

- No one may solicit monetary contributions from students at any time ~~except with the permission of the superintendent.~~
- ~~Students in grades kindergarten through eight will not participate in fund-raising activities that involve selling items or soliciting contributions, pledges or orders. However, schools may use these students as couriers between school and home for information, order blanks and materials about fund-raising activities sponsored by the school and school-related organizations such as the PTO/A.~~
- Fundraising campaigns sponsored within the school must be in support of specific student activities or projects that will contribute to the improvement of the school's program.
- The principal will approve and supervise each campaign.
- Students may not participate in fundraising activities during school hours without the express approval of the principal.
- ~~Fund-raising activities involving the sale of food and/or beverage during the school day must meet the district guidelines for competitive foods. (Ref: EFE Competitive Food Sales/Vending Machines)~~
- Students will not solicit personal contributions to meet the basic needs of the school or to finance extracurricular activities.

No student or organization may sell, distribute or advertise services, written materials or items from private sources on school premises or in the school or school district without the permission of the principal of the school involved and the superintendent.

Organizations or students seeking to distribute materials to students unrelated to the individual school or school district must have the permission of the superintendent.

Fundraisers for the sale of food or beverages on the school campus during school hours must meet the competitive food standards (see administrative rule EFE-R). Food or beverages that do not meet the standards may only be sold in occasional fundraisers if they are not sold in competition with school meals in the food serving area during the meal service. The standards do not apply to items sold during non-school hours, weekends or off-campus fundraising events. The number of fundraisers exempt from the competitive food standards will be determined by the South Carolina State Board of Education.

Adopted 7/23/79; Revised 5/28/90, 8/26/91, 11/25/02, 7/24/06, ^

STUDENT FUNDRAISING ACTIVITIES

Code **JJE-R** Issued **DRAFT/16**

All fundraising activities that take place must be conducted by an organization, not an individual. ~~Any club or organization requesting permission to hold a fundraiser must have a valid charter and board approved bylaws and have been in existence for at least four months prior to making the request. The principal and superintendent must approve all~~ school sponsored and non-school sponsored support organization fundraising activities. ~~fundraising of both parent and student-governed organizations. The approval must be in writing and issued prior to the beginning of the fundraising activity. A copy of the approval and the results of the fundraiser must be given to the Finance Department monthly.~~

Organizations must make written requests for fundraising activities to include the following.

- the inclusive dates of the activity or sales campaign
- the type of activity clearly explained
- name of supplier of sales items or activity
- intended use of the money raised
- how this use of funds can improve the school

~~The district will limit each club or organization to one fundraising project per school year.~~

All information, advertising, tickets and other materials used for promotion of the activity must carry the name of the sponsoring club or organization. Organizations may not use a board of trustees' endorsement on any materials, notices or advertising without the specific written consent of the board.

~~Students will be reminded of safety protocols when participating in fundraisers.~~ Students will be reminded of safety protocols when participating in fundraisers, based upon guidance obtained from PTA/PTO or similar organizations.

No teacher or employee of the district will be required to participate in any fundraising activity sponsored by a parent/legal guardian or student group such as, but not limited to, PTA, band boosters, etc.

Issued ^

Rock Hill School District Three of York County
Fundraising Activity Request

JJE-E(1)

School Name: _____
Club/Organization Name: _____
Sponsor Name, Address, Phone: _____

Date(s) of Activity: _____
Project Description: _____

Time and Place: _____
Vendor Name & Contact Info: _____

Will this fundraiser use a Smart Snacks Exemption? Yes ☐ No ☐

Was a Smart Snacks Individual Exempt Fundraiser Checklist completed? Yes ☐ No ☐

<u>Item Description</u>	<u>Selling Price</u>	<u>Purchase</u>	<u>Quantity</u>
	<u>Per Item</u>	<u>Cost Per Item</u>	
_____	\$ -	\$ -	
_____	\$ -	\$ -	
_____	\$ -	\$ -	
_____	\$ -	\$ -	

Estimated Profits: \$ _____ -

Profits to be used for: _____

It is understood that the fundraiser will be conducted in accordance with District Policies and Procedures and that the Principal's signature certifies approval of the event and how profits generated will be spent for the school.

Sponsor Signature _____
Name Date

Reviewed and Approved

Principal Signature _____
Name Date

Please submit copy of request to Finance prior to fundraising activity.

Rock Hill School District Three of York County
Fundraising Activity Results

JJE-E(2)

School Name: _____
Club/Organization Name: _____
Sponser Name, Address, Phone: _____
Date(s) of Activity: _____
Project Description: _____
Vendor Name & Contact Info: _____

<u>Item Description</u>	<u>Quantity Purchased</u>	<u>Cost Per Item</u>	<u>Total Purchase Cost</u>	<u>Qauntity Sold</u>	<u>Unit Price</u>	<u>Proceeds</u>
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -

Number of Unsold Items _____ What disposition is planned for these items?

Total Proceeds: \$ -
Total Cost: \$ -
Profit \$ -

I certify that this report is correct to the best of my knowledge and that District Policies and Procedures were followed in the conduct of this fundraiser.

Sponsor Signature _____
Name Date

Reviewed and Approved

Principal Signature _____
Name Date

Please submit copy to Finance at conclusion of fundraising activity.

STUDENT ACTIVITIES FUNDS

Code **JJF** Issued **DRAFT/16**

Purpose: To establish the basic structure for the ~~financial accountability~~ management of student activities funds. ~~defined as funds used to record transactions related to school sponsored pupil and inter-scholastic activities (i.e. National Honor Society, yearbook, school proms, field trips, athletic event gate receipts, etc.)~~

The principal has ~~spending authority~~ jurisdiction over all athletic, student organization and other activity funds. ~~which are generated from student collections and school sponsored events. This does not include activities which are held by school booster clubs, PTO/PTA organizations or other separately organized groups.~~ **The principal must approve all expenditures from any of the activity funds in advance. Organizations may use the funds only for authorized purposes. All financial activity and accounting activity must comply with the Student Activities and Accounting Procedures Manual. Business Procedures Manual. The principal and Finance Department will review student activity funds monthly.**

~~All activity funds are maintained in accordance with the District's accounting practices and records are kept of all deposits and expenditures consistent with other District funds.~~

~~All activity funds will be reviewed monthly by the District finance staff. In addition, these funds will be audited annually by the external Certified Public Accountants in conjunction with the District's audit and included in the annual financial report of the District.~~

~~All balances remaining in activity funds at the end of the fiscal year will carry over into the next fiscal year. Any deficits in individual activities will be the responsibility of the school to transfer funds to maintain a positive balance.~~

The certified public accountant selected by the district will audit the student activity funds at the close of each fiscal year, or at any other time when circumstances so demand. Schools will keep financial records of activity funds on file in compliance with state and federal law.

Liquidation of activities funds

Schools will carry over funds remaining in the account of a student, class or ~~alumni organization~~ other activity fund account at the end of each fiscal year. The school will carry over funds until the next year as long as that organization continues to function. If an organization does not meet at least once annually and elect officers, the school will consider that organization inactive and liquidate their funds. The school will place the funds in the general fund student activity account.

Adopted 5/28/90; Revised 9/27/04, ^

Legal references:

- A. S. C. Department of Archives and History Regulations:
1. Regulation 12-901 through 12-906.6 - Article 9 - General retention schedules for school districts.

Policy DFAC Fund Balance

Issued 8/13

Purpose: To establish the basic structure for the board's position on a positive fund balance.

The board recognizes and acknowledges the need and good fiscal management of maintaining a positive fund balance **with the general fund and the capital bond reserve fund**. A positive fund balance allows the district to do the following.

- Protect the educational program in the face of unexpected interruptions in the flow of revenue.
- Provide funding for a major unbudgeted expenditure need.
- Reduce the amount of funds required to borrow for cash flow needs.
- Maintain a high bond rating to reduce the cost of long term borrowing.

These and other benefits of a positive fund balance will guide the board to maintain a positive balance to afford sufficient reserves in order to realize the benefits as listed in this policy.

General Fund Balance Target

The annual general fund budget for the school district shall include an undesignated fund balance projected to be equal to at least 17% of the total expenditures included in that budget for the year ending June 30.

Debt Service Sinking Fund

The debt service sinking fund for the school district shall have an undesignated fund balance to be equal to or at least 20% or 18 months of debt service payments for the district.

Adopted 11/25/96; Revised 9/27/99, 2/25/08, 1/25/10, 8/26/13

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

DFAC

Christine Gammons

From: Norris Williams
Sent: Tuesday, September 27, 2016 6:18 PM
To: Christine Gammons
Subject: Feedback

Good evening,
I support the changes to the policy. Thank you for the opportunity to provide feedback. Have a great day.

Norris Williams
Dutchman Creek Middle School

Christine Gammons

DFAC

From: Shellie Nivens
Sent: Tuesday, September 27, 2016 11:20 PM
To: Christine Gammons
Subject: FW: School Board Seeks Your Input

Dear Mrs. Gammons,

I read the proposed changes of the policy and I approve of what is written.

Sincerely,
Shellie Nivens

From: Mychal Frost <MFrost@rhmail.org>
Date: Tuesday, September 27, 2016 3:31 PM
To: All Users <allusers@rhmail.org>
Subject: School Board Seeks Your Input

Good afternoon,

The following policy has been approved by the Board of Trustees for first reading. Before each policy is approved for second reading, the Board of Trustees requests your feedback. Please send correspondence by [Mrs. Chris Gammons](#) by **Wednesday, October 19**. Note: The text in red represents the potential change. Click the link below to view the policy.

<http://bit.ly/BoardFeedback>

Thank you!

Mychal Frost
Director of Communications
Rock Hill Schools

Learn + Grow + Connect + Thrive

O: 803-981-1008
M: 803-417-6770

President, SC/NSPRA

DFAC

Christine Gammons

From: Kim Brown
Sent: Wednesday, September 28, 2016 7:20 AM
To: Christine Gammons
Subject: Policy change

I approve of the policy change.

Kim Brown

Secretary

Ebinport Elementary School

Christine Gammons

DFAC

From: Walter Wolff (Phoenix Academy)
Sent: Wednesday, September 28, 2016 11:20 AM
To: Christine Gammons
Subject: Policy

No concerns

Walter J. Wolff Ed.D
Director of Alternative Programs

1234 Flint St. Ext.
Rock Hill, SC 29732
803-981-1975

Memo

TO: Dr. Kelly Pew

FROM: Luanne Kokolis

CC: Board Members

DATE: October 5, 2016

SUBJECT: SIC Feedback on Release Time for Religious Instruction

Enclosed are the SIC survey responses related to release time for religious instruction policy. There were 203 SIC members responding to the survey.

The attached charts indicate 77% of respondents were not in favor of off campus religious instruction during the school day, and 80% were not in favor of students being excused from an elective class to receive religious instruction.

Breakdown of school results:

- 12 elementary schools were not in favor
- 5 elementary schools were 50/50 (50% for – 50% not in favor)
- All 5 middle schools were not in favor
- 2 high schools not in favor
- 1 high school voted not to vote on policy – see attached notes
from the SIC meeting

Also attached are comments from the survey response along with emails from two principals.

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB** Issued **DRAFT/16**

Purpose: To establish the basic structure for released time for students for religious instruction.

The board will release students in grades **K** through **12** from school, at the written request of their parent/legal guardian, for the purpose of religious instruction for a portion of the day. The school will consider this a lawful absence.

The board will not allow the student to miss required instructional time for the purpose of religious instruction. Any absences for this purpose must be during non-instructional periods of the school day.

When approving the release of students for religious instruction, the board assumes no responsibility for the program or liability for the students involved. Its attitude will be one of cooperation with the various sponsoring groups of the school district.

The sponsoring group or the student's parent/legal guardian is completely responsible for transportation to and from the place of instruction. The district assumes no responsibility or liability for such transportation.

Religious instruction must take place away from school property and at a regularly designated location.

District officials will ensure that no public funds will be expended to support a released time program and that district staff and faculty will not promote or discourage participation by district students in a released time program. **District faculty and staff may not promote program attendance through encouragement, coercion or other means. Specifically, employees of the district may not be instructors for a released-time program.**

Adopted ^

Legal references:

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

1. Section 59-1-460 - South Carolina Released Time for Religious Education Act.
2. Section 59-39-112 - South Carolina Released Time Credit Act.

B. Court Decision: **Federal Cases:**

1. *Moss v. Spartanburg County School District Seven*, 683 F.3d 599 (4th Cir. 2012).

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB-R** Issued **DRAFT/16**

The following guidelines apply to released time for religious instruction for students.

Students may be granted released time for religious instruction. Released time will occur only during elective or non-instructional time and will not exceed **a class period up to 90 minutes per week depending on the grade level.**

The school will not release students without parental permission.

The sponsoring group will maintain attendance records and make them available to the student's school upon request. The sponsoring group is responsible for supervision, security and liability for students in the program and must assure this responsibility in writing. If classes must be cancelled due to emergencies or bad weather, the sponsoring group will contact the school in sufficient time to hold the student in school.

Students are responsible for any missed assignments as a result of released time.

Parents/Legal guardians must submit a written request to the principal or his/her designee at the beginning of the school year for released time for their child. The request must include the following.

- name of organization and/or religious denomination/affiliation
- type of instruction to be provided
- number of weeks, days of the week and times the student will be attending religious classes
- address and telephone number of off-campus facility where the instruction will be provided
- transportation arrangements

The principal or his/her designee will review the request and respond to the request in writing.

The religious organization must submit an application to the district annually at the beginning of the school year outlining the following.

- address and contact information of the organization
- number of hours of classroom instruction time
- review of the course syllabus which reflects the course requirements and materials used
- methods of assessment used in the course
- certifications of the instructors
- method of transportation
- statement that the organization is responsible for the supervision, security and liability for students in the program

Applications must be received by the superintendent or his/her designee at least **three weeks** prior to the requested starting date **(excluding the winter break).**

Once an application is approved by the district, parents/legal guardians must submit a written request to the principal or his/her designee. The principal or his/her designee will respond to the request in writing.

PAGE 2 - JHCB-R - RELEASED TIME FOR RELIGIOUS INSTRUCTION

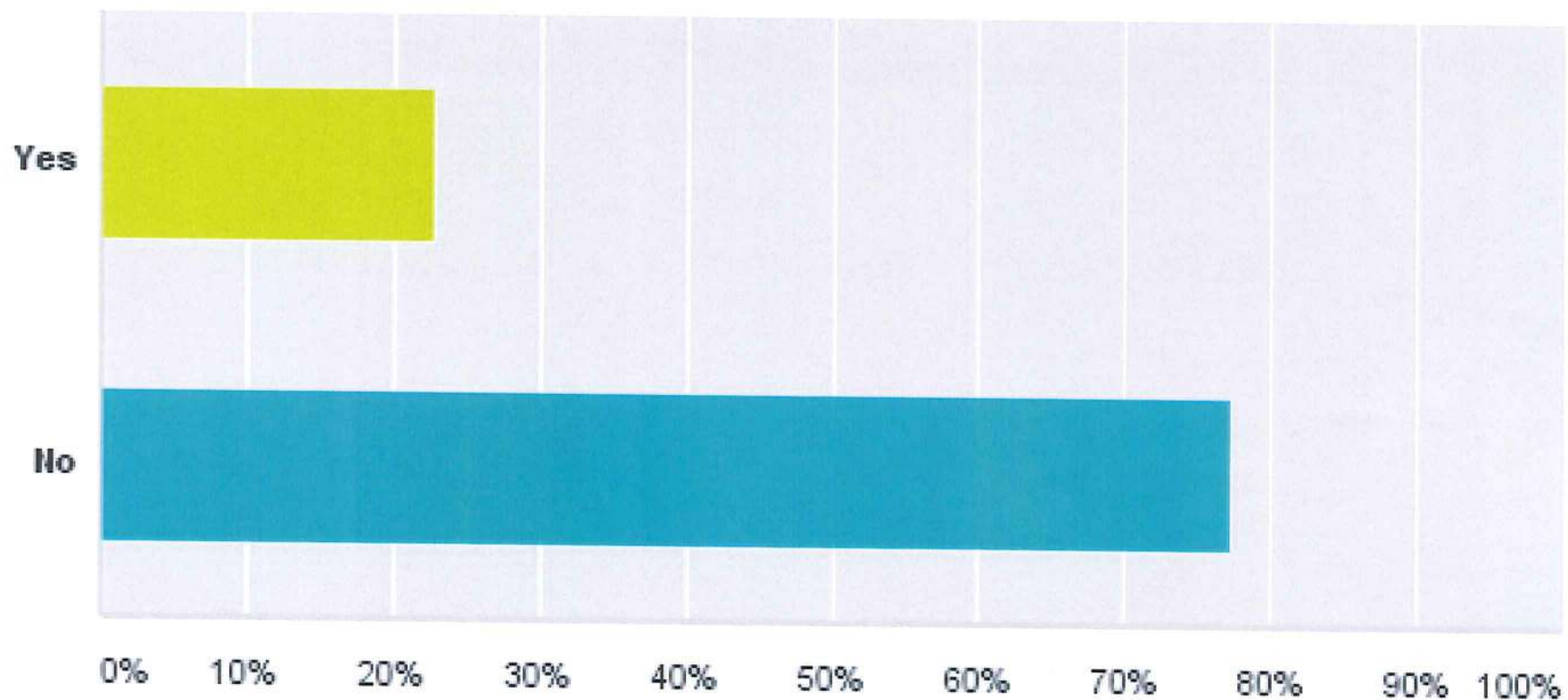
The district reserves the right to deny approval to any program which is not consistent with the requirements outlined in this policy and administrative rule. The district further reserves the right to withdraw approval for any program which fails to operate consistently with the requirements outlined in this policy and administrative rule.

Issued ^

PROPOSED

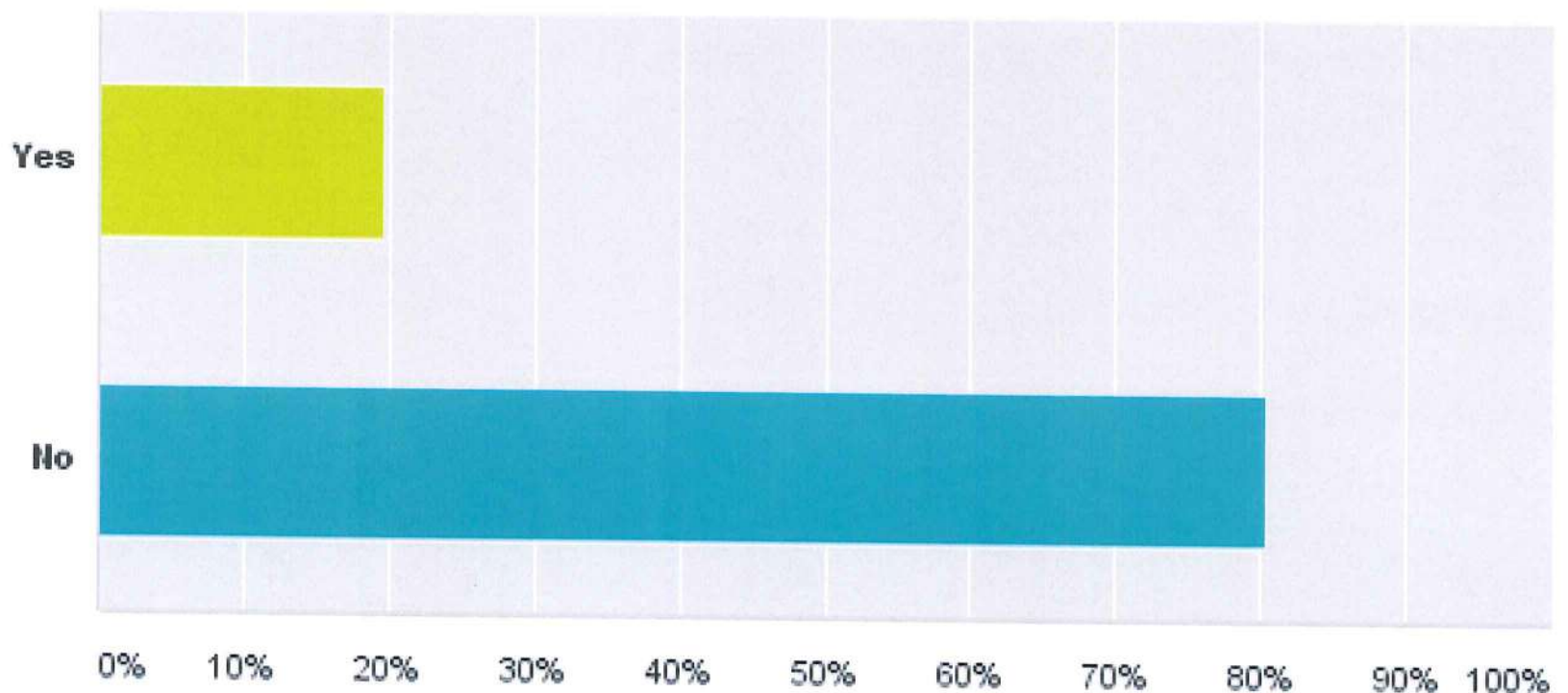
Q2 Would you support the proposed policy that would allow off campus religious instruction organized and taught by an outside religious group during the school day?

Answered: 203 Skipped: 0



Q3 Students who participate in an off campus religious instruction program would be excused from an elective class. Elective classes could include art, band, PE, etc.) Would you support your child missing an elective class for this purpose?(*High school electives are required for graduation)

Answered: 203 Skipped: 0



Luanne Kokolis

From: Al Leonard
Sent: Monday, September 26, 2016 11:25 AM
To: Luanne Kokolis
Subject: SPHS SIC Response

At our last SIC Meeting, our group was presented with a proposed policy for released time for religious instruction. We were asked to vote as a committee on whether we did or did not support this policy. After the presentation, there was much thoughtful discussion within our group. The result of which was our committee voted to take no position at this time. The committee did not feel that we were given enough information to make this decision. There was no understanding of how the policy would be implemented. Many questions and concerns were raised by members with no answers available.

What is the motivation behind including this in the school day if it is not part of our curriculum?

What does religious instruction mean?

How would this affect the other students in the class? Could it prevent a physical education volleyball scrimmage or band practice? What if it causes delays in starting the next scheduled class time; what happens then?

How would missed class work actually be made up? What are the defined approved absences with parent approval that allow make up work now?

How would this work on the high school level? The elementary level?

Would seat time still be considered? Or would kids potentially need to have attendance make up days?

Would the release time be the same day for all or would there be students missing from multiple days depending on the group? What if multiple groups apply, what is the limit?

One member brought up legislation that is already in place, Moss v. Spartanburg, and that we should be in favor of following the law.

With the list of unanswered questions, the lack of clarity and the first time introduction of this topic for many members, our committee did not feel comfortable that night taking a vote for or against the proposed policy for released time for religious instruction.

Luanne Kokolis

From: Elissa Cox
Sent: Sunday, October 02, 2016 10:55 PM
To: Luanne Kokolis
Subject: Results of SIC --Release Time for Religious Release

Hi Dr. Kokolis,

The SIC was presented with the power point regarding the religious release time proposal. The SIC determined that they were NOT in support of such a policy citing the following concerns:

- 1) Disruptive to the school day- schedule at middle school is 45 minute Related Arts classes. Therefore, it is possible that travel time would only allot for 20 -25 minutes of religious instruction
- 2) Students can be offered such instruction after school or before school with programs during those times
- 3) Providing release time during elective times devalues the content and curriculum of those courses
- 4) Allows for ALL religious organizations

Thank you,
Elissa

Luanne Kokolis

From: Scott, Kelly H. <scottks@winthrop.edu>
Sent: Thursday, September 29, 2016 10:22 AM
To: Luanne Kokolis
Cc: Shane Goodwin
Subject: Sullivan SIC Meeting Notes
Attachments: SullivanSICMeetingMinutes9-20-16.docx

Dr. Kokolis, attached please find our meeting notes from September meeting that include our SIC's vote regarding religious release. I have posted the section from notes below. We did have a good and thorough conversation and then voted. I believe that some parents will also be submitting a survey as well, as they were provided the link.

District News: Religious Release Time-ACTION

The District Office and School Board sent all SIC's and their members a survey regarding a proposed policy for release time for students to attend religious classes. Mr. Goodwin referred attendees to view the proposed policies, JHCB-R and JHCB, if they had not already. Most had already reviewed. Discussion involved mainly the issues of concerns at Sullivan: I.B. requires a min amount of elective hours as part of curriculum, slighting elective teachers by students missing class and having to possibly make up work, extra burden on school staff to administer release for students. After further discussion, the SIC voted against the proposed policy as it is written.

Kelly Scott
2016-17 Chair of Sullivan SIC

Kelly Scott
Decision Support Coordinator

Winthrop University
Department of Accreditation, Accountability
and Academic Services
102 Tillman Hall
Rock Hill, SC 29733

Phone: 803/323-4857
scottks@winthrop.edu
www.winthrop.edu

SIC Proposed Policy Survey

Q5 Please enter any comments.

Answered: 74 Skipped: 95

#	Responses	Date
1	While I wouldn't pull my children out of school to attend off campus religion instruction, I would not be opposed to any parent who chose to do so as long as it does not interfere or disrupt my children's instructional time. I believe this would create a hardship on school administration and teachers to make this work. This may also create issues with students and parents who have difficulties with the compensatory school attendance law who may abuse this privilege by using this as an excuse not to attend school. Perhaps this may be a better policy if it were enforced at the end of the school day.	9/29/2016 2:05 PM
2	As an elementary teacher myself, I don't see how students would be able to be transported and given instruction during the 45 minute elective class period. I feel like this may be a proposal that could serve the high school setting best, but don't feel like it's appropriate for elementary (or possibly even middle, given the time constraints). I feel like it could get chaotic with which students are leaving campus and making sure that they are returned to the correct class on time and I also have concerns about the material that will be missed each week. Elective classes are more difficult to make up. If this ends up being something that the board decides to pursue, then I hope that they will do it on a trial basis and gather input from teachers and parents about the entire experience.	9/28/2016 8:16 PM
3	Students are already pulled from elective classes far too much as it is. We should not continue to allow these classes to be used as time fillers and be considered less important by adding an option to have even more time missed.	9/28/2016 2:01 PM
4	I believe in the idea of the local faith community providing faith based educational opportunities for families to choose to be a part of. I am not in favor of the proposed Released Time Religious Instruction School Board Policy and Administrative Rule for the following reasons: • The School Board and District Administration have to create and manage an ongoing process of receiving applications from sponsoring organizations, review of a course syllabus, requirements, materials, and obtain statements regarding supervision, security, liability, and transportation. • The School Board and District Administration will have to ensure monitor activity and ensure compliance of the sponsoring organization with the agreement release terms. There will have to be a check in and out process for school staff members so that they know which students are leaving campus and when they return. Compliance with weekly 90 minute time limits will have to be monitored and addressed if violated. • The policy and administrative rule does not indicate the cost for the amount of time and resources that schools will have to put forth in order to comply with the proposed policy. The policy states that no public funds will be used; however school and district personnel are paid with public funds. It is unclear how salaried personnel can be involved. • The district cannot discriminate or deny proposals from all religious organizations. Unfortunately, we are living in a different day and time from when the Released Time Religious Instruction was created in 1914 and in 1952 when the Supreme Court upheld these programs as legal. In recent years, our Country has faced horrific tragedies as a result of radicalized terrorism. This policy could possibly allow access to students who could be recruited for unthinkable purposes by certain religious organizations. I do not believe that our school system is equipped to thoroughly investigate the validity and intent of all potential sponsoring religious organizations. Please encourage the faith community to find ways to market their faith based educational programs to families in the community. Thank you for your consideration.	9/28/2016 12:58 PM
5	This seems disruptive to the Elementary schools where there isn't a big enough window to support this initiative. Normal classes are 45 minutes but you would need the full 90 minutes to transport, teach and transport back the student. I am also concerned about the various religions out there. Each religion has different practices which could conflict with the allotted time proposed.	9/28/2016 7:56 AM
6	I believe that this cause is best-served during before or after school hours. I am not comfortable with this idea at all. I believe it would open a Pandora's Box of issues.	9/28/2016 7:41 AM
7	I have concerns with student safety leaving school and missing class	9/27/2016 10:03 PM
8	While our family is very religious and encourages our children to participate in a large amount of religious instruction, I feel that the school day is better spent allowing them to explore a variety of areas during elective time. Students need to be exposed to the arts, too!	9/27/2016 7:33 PM
9	I think that this policy would open up an entire new set of worries/concerns with our students, especially at the elementary level. I think this is much more feasible for middle and high school students versus elementary.	9/27/2016 5:31 PM
10	I believe that there is a good reason for it, but I would not let my child go even though I'm a religious believer.	9/27/2016 5:31 PM
11	I think it puts too much reliability on the schools.	9/27/2016 5:30 PM
12	I respect all forms of religion, however I personally believe it should be left for after school or weekends.	9/27/2016 5:30 PM

SIC Proposed Policy Survey

13	I would be ok if there was a way to incorporate optional religious activities in the school day, but this has way to many variables and possibilities for mishaps.	9/27/2016 4:39 PM
14	Are we able to proposed that the program be held on campus or to High School students only? I don't see the significance in removing younger students from their schools for one program that may or may not be considered a true class or elective. The logistics behind getting the children to and from the desired location may create problems with them getting back to school to continue their normal schedule. Although the concept of the program is great there are many unanswered questions that needs to be address before I can fully support it.	9/27/2016 9:00 AM
15	Great Idea	9/26/2016 11:30 PM
16	Students should continue to be in school for all courses. Elective courses support the district's 21st Century Graduate goals. Absences are detrimental to the continuity of students' education and preclude them from participating in team building exercises.	9/26/2016 10:33 PM
17	I do not agree with religion being taught during the school day at a public school. The child can easily join religious programs on their own time.	9/26/2016 10:13 PM
18	My son among others attends Resource for academic support during Raider Time as part of their "elective time". I don't think it is appropriate or fair to take that needed time and consider it as Release Time. This makes it not feasible and therefore I cannot support adoption of this release time during electives policy	9/26/2016 9:57 PM
19	I think there are way too many negatives to outweigh the positives with this idea. Too many questions, liability issues and time constraints. I would not allow my children to participate in this program.	9/26/2016 9:14 PM
20	I fully support the idea, but not at the expense of missed school work. This would be an AMAZING opportunity if offered either before, or directly after school.	9/26/2016 8:34 PM
21	Students experience many transitions throughout the school day. Including another transition that requires students to leave school then become reaccumulated to the school day is too disruptive in the school process.	9/26/2016 7:57 PM
22	I think it's a great thing to do for middle and high school but we don't have the allotted time for elementary and with as many students as we have I think it would put more stress on teachers having to do one more thing.	9/24/2016 3:20 PM
23	Why are the pillars of the Mormon faith allowed to be posted on the walls of YPA public state charter school under the guise of "Character Counts?" It is wrong If religious organizations want to offer services to students they should offer them free transportation to church worship or rides to Sunday school on Sundays to their centralized locations or sanctuaries. Maybe they should be allowed to send home fliers with students about those types of services.	9/24/2016 12:37 AM
24	I feel that we should keep separation of church and state and that it is the responsibility of the parents to teach religious views out side of school time	9/23/2016 9:46 AM
25	Not in favor of missed instructional time and students missing school experiences. Religious studies and activities should continue to be received in the same manner that they are now without having a policy in place.	9/22/2016 8:54 PM
26	Transformation/Logistics would be the number one issue that would hinder this proposal.	9/22/2016 7:40 PM
27	I am concerned about logistics - only 90 min per week and off campus could be very disruptive and rushed for all parties. Perhaps an after school program would be more feasible.	9/22/2016 7:39 PM
28	I believe that this would be too disruptive to the students school day for just a short time spent in the religious class	9/22/2016 7:38 PM
29	A concern would be the amount of time spent with the orginazition, only if it could hinder a graduate from graduating. Who would determine if the religious organization is a true Organization. Would there be any type of discrimination against the students that chooses to participate?	9/22/2016 5:30 PM
30	Wondering how students will be responsible for the work that is missed in elective classes? Will there be some type of accountability piece for the school - like an excuse signed by the group involved? Many churches offer religious activities outside of the school hours that students can attend.	9/22/2016 5:29 PM
31	I am not sure how missing special areas would benefit all children since they exist to provide different outlets for students that may or may not excel in the academic areas. I think safety would also be a concern since we would be releasing students to people other than those that we know.	9/22/2016 5:28 PM
32	How will organizations be vetted? Does this policy apply to religious events that are one-time like conferences? Will students be counted absent from electives?	9/22/2016 5:27 PM
33	This is disruptive of the class time. This is the type of thing that can be handled outside of school time.	9/22/2016 5:26 PM
34	How will this affect student grades and attendance if this policy is passed?	9/22/2016 5:26 PM
35	A brief statement was given in regard to this policy. Students missing electives that could affect there grade is an issue. Along with absent markings on their attendance record.	9/22/2016 5:26 PM

SIC Proposed Policy Survey

36	Clear criteria regarding sponsoring groups should be formulated prior to initiating religious, as well as other, off-campus "programs."	9/22/2016 5:26 PM
37	I do not want my children to miss their elective courses.	9/22/2016 5:25 PM
38	Instructional time is very important and should not be comprised. There is plenty of time for such instruction beyond the school day.	9/22/2016 11:55 AM
39	Religion has no place in public schools and that includes religion based events such as birthday and holiday celebration. Info on the history of such topics is welcome.	9/22/2016 8:24 AM
40	I like the idea of the policy, but based on our SIC discussion it seems like the logistics would be a nightmare to administer at the elementary school level when already there is so much movement during the day. On a personal level, as a parent I wouldn't disrupt the school day (at least during elementary school) so my children could attend an ongoing offsite religious enrichment program (especially when there are so many opportunities outside the school day to attend programs). Schools, teachers and administrators are taxed with enough already without needing to track kids coming in and out throughout the day. At the middle and high school level it sounds like it this policy can be instituted with less disruption.	9/21/2016 2:08 PM
41	I think the administration part of signing in and out, transportation time, and limited time frame are way too tough to figure out to make this work, especially at an Elementary level. God is #1 in our family and is VERY important to us, however, taking children out of things that they need to be well rounded in life during the school day isn't the time for religion. FCA does a great job with getting faith into the middle schools, churches could tag onto that before school, or another student led organization. Otherwise, religion is too much to be put on the school to be a part of it, this is for the families to do.	9/21/2016 1:03 PM
42	I certainly don't have any problem with religious instruction being taught but I don't understand why it needs to be taught during the school day, contributing additional administrative burdens to staff and potentially alienating secular children. If organizations have enough resources to provide this during the school day then surely they can just as well provide it as an Out of School Time experience. I don't buy that a child whose parents are too busy after school to provide these opportunities wouldn't rather have it offered as a free after school program if presented the choice. Additionally, I am aware that in many cases the curriculum of the "electives" (especially in ES & MS) have been closely coordinated with the curricular standards to add additional value and help the schools in achieving their achievement goals. Finally, I don't know why the administrative rule is asking for information about the denomination of the organization or asking for copies of the syllabus, about the instructors or assessments - this is only required for granting Carnegie Units which does not appear to be something we are considering. Further, opening up an application to include these items exposes the school district to the risk of a human passing value-based judgment on the curriculum. Furthermore I am not sure what criteria would be used to evaluate this information.	9/21/2016 10:20 AM
43	Religion is important as well as education. I feel they need to be separate. I don't feel like a student should be taken away from their learning time for this.	9/20/2016 6:50 PM
44	The school day already has several interruptions. I just do not see how a good schedule will be put in place that will allow students to get the needed academic time and leave campus for this activity.	9/20/2016 6:50 PM
45	I think it should be up to the parent if they would like their child to participate. I want a choice as a parent not for someone else to tell me what my child can do religiously.	9/20/2016 6:48 PM
46	Comments were emailed to the board	9/20/2016 1:34 PM
47	There is not enough information in the policy for me to make an informed decision. I do have concerns about this policy and would like further information.	9/18/2016 9:02 PM
48	I am really still undecided on how I feel about this. Mostly, I do not have a problem with it, just wonder what issues may arise, such as students leaving early or arriving late because of travel time...	9/16/2016 10:31 AM
49	I believe that schools should teach academics and it's the parents responsibility to teach their children about Jesus in home/church!	9/16/2016 10:17 AM
50	This should take place before or after school to avoid any burden on schools or staff. Residual impact will be felt due to attendance, supervision of dismissing students to the instruction, readmitting after the instruction, etc. This is not the purpose of public education.	9/16/2016 8:59 AM
51	I would support an after or before school program for this, but not missing school instruction for this.	9/15/2016 7:02 PM
52	I do not think this is a good idea. You are taking children away from their education. There is time before and after school to participate in any religious or non religious function.	9/15/2016 7:01 PM
53	You are opening a can of worms allowing one religious organization will allow others. Can you imagine the logistics alone of keeping up with this type of schedule? AND keeping our children safe. You would have to still be responsible for checking children out and in. If it starts out small I am sure it will grow. Are we ready to handle this?	9/15/2016 6:59 PM

SIC Proposed Policy Survey

54	I do not agree with this proposal. Student, especially younger students, need discipline and structure with less distractions from education during the school hours. As a concerned parent, it seems as if we have gotten away from certain personal things remaining to be handled at home. After school hours, should be more than enough time to handle other forms of education including religious education.	9/15/2016 6:58 PM
55	I believe the logistics of this are just too complex to make work and would put undo burden on the school district.	9/15/2016 6:49 PM
56	I do not have enough information at this time to make an informed decision.	9/15/2016 12:35 PM
57	Since parental permission is needed for participation, I believe it gives another choice. My only concern is being released from PE due to the state requirement in physical activity (maybe this is not in place anymore).	9/15/2016 11:12 AM
58	This would not be right. Religious education is a family thing. This school district should work on elevating education. Religions education is very personal and should be taught and guided with the family after school hours!! The schools need to stay away from scheduling religious education. Separation of Church and State. We are very very against this.	9/13/2016 3:22 PM
59	Some of the highlights have been explained to me. I am concerned, from what I understand, a curriculum has not been given for review and no one seems to know what will be taught.	9/13/2016 10:47 AM
60	Not enough information to make an informed decision. Please advise when more information is available or an open forum is scheduled to discuss it.	9/13/2016 9:48 AM
61	I have a number of concerns regarding this proposal and would like to receive more detailed information with regard to who is in support of and promoting this and how the District Administration and School Board stand with respect to it. Fine arts are a precious commodity and one that our family highly values, I would not ever be in support of an option which takes this away from our students. Not to mention the number of liabilities and unknowns with having students leave campus for this course.	9/13/2016 8:41 AM
62	Religious activities should not be allowed to take the place of class time, including electives. Religious activities could easily take place after school. There is no reason valuable class time should be wasted for this purpose.	9/12/2016 12:27 PM
63	My concern is that any organization who meets the requirements of being a "religious" organization would be allowed to participate. My fear is that in allowing this to happen, we may be putting our children in danger as not all "religious" organizations have a positive agenda.	9/12/2016 7:52 AM
64	The constitution is there for a reason; no mixture of church and state. There is plenty of time for children to have access to religious activity outside of school. There is little enough time allocated to school as it is. We are failing our children on a national and worldwide basis; we are not developing children to be able to fill necessary jobs of the future; we are not developing critical thinkers and we expect educators to do the work of raising children that parents should take responsibility for. This is a weak, caving response by the board probably to a few loud parents who should put their children in religious schools instead of insisting that their children be given an excused absence from public school paid by public taxes. As an atheist I do not insist that my child not participate in world history when they study the impact of christianity, buddhism, etc in a historical context. I encourage my child to see and experience a variety of religions to become informed and make their own decisions. Am I the odd one out? Probably so, but I will also be the parent of a critical thinker, self sufficient child that is ready to enter the world and make something other than frozen pizza and ramen, enter into real conversations with people about something more than pokeman go, and be knowledgeable about budgeting and goal setting.	9/11/2016 3:03 PM
65	I do not feel that missing electives is aimed at making a well rounded student. Also I am not comfortable with the school administration not being in control.	9/11/2016 2:14 PM
66	I oppose any policy that allows for students to be withdrawn during instructional time.	9/8/2016 5:44 PM
67	As much as I would love to see Christianity in our schools, my concern is that the logistics can open up issues on attendance, costs, security and education. I believe a child should follow the school's accredited curriculum programs during school hours to achieve their highest level of academia. Special interest in religion can be acquired at private institutions or family outside of school hours.	9/7/2016 2:43 PM
68	The teachers already do not have enough time to cover the curriculum and meet the instructional and social emotional needs of their students. Religious groups should never be during the school hours. Thank you	9/7/2016 1:38 PM
69	This is the public school system and the main purpose of this institution is to educate the children of our community. Permitting any portion of the enrolled population to come and go during the school day on a regular basis is disruptive to all students and teachers and will negatively affect the education process. For those parents and students who desire this type of religious education or activity, there are many options outside of school hours. Frankly, I think the time discussing and reviewing this is wasted in that I doubt there is any significant portion of the student population impacted by this policy one way or the other and we have many more serious and relevant issues to spend our time on. Please keep this process short and move on to more important things.	9/7/2016 9:43 AM
70	Not enough instructional time in the day to allow what could become weekly absences for regular religious classes. I respect the importance of religious instruction but would prefer this time to be outside of the school day.	9/6/2016 6:03 PM

SIC Proposed Policy Survey

71	Just do it on nights and weekends.	9/6/2016 5:51 PM
72	As a teacher and a parent, I believe any religious activities should be done after school or on weekends.	9/6/2016 5:50 PM
73	This needs to be done after school or on weekends. They have plenty of time then.	8/31/2016 9:08 AM
74	I think that religious instruction is best left for families and churches away from school time. Arts and electives are extremely important and already are first to be cut for time in the school day.	8/29/2016 5:49 PM

Memo

TO: Dr. Kelly Pew
FROM: Anthony Cox, P.E.
DATE: October 6, 2016
SUBJECT: POLICY FF – Naming Facilities
CC: Cabinet / Bill Klein

As part of the “Build On The Rock” Campaign to implement the 2015 bond referendum and the 2020 Master Plan, the subject policy has been reviewed and revised.

As required within the policy, an administrative rule FF-R has been developed. According to policy this rule must be approved by the Board of Trustees.

Please find attached the proposed policy revision and the new rule draft, for presentation to the Board of Trustees at its upcoming Work Session on October 10, 2016.

NAMING FACILITIES

Code **FF** Issued _____

Purpose: To establish the basic structure for the naming of district facilities.

The board is responsible for naming ~~school~~ **district** facilities.

The term 'district facilities' shall be defined as (a) a school building or group of school buildings sited within a campus, or (b) a district building and property which provides administrative, operational, academic or athletic support to schools.

Naming a ~~school~~ **district facility** is a matter of great importance. It is a matter which deserves thoughtful attention from the board and the administration. Personal prejudice or favoritism, political pressure or temporary popularity should not be an influence in choosing a ~~school~~ **facility** name. Generally, the board prefers to name **entire** school ~~facilities~~ **sites** for recognized geographical areas.

Many individuals serve the district long and faithfully and the ability to make choices in the naming of facilities would be extremely difficult. Therefore, no **entire district** facility will be named for an individual, living or deceased.

Under certain circumstances, the board will consider requests from school and community groups or supporting organizations to name a special area within a new or existing district facility or campus. Special areas may include a portion of a single building, single athletic field or structure, or a specific room or area within a district facility or campus. Naming one of these special areas after a person, or after a donor individual or supporting organization which gives substantial funds to construct or maintain a district facility may be considered. The board will consider the request only after recommendation of the administration.

The superintendent will prepare and the board will approve a procedure for the board to follow when naming district facilities, **and any special areas as described above**. An orderly, announced procedure will lessen the community or factional pressures which so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity. ~~Much confusion in accounts, files and records can be avoided if a new school can be identified before the planning starts.~~

Adopted 08/28/84; Revised 10/24/88, 2/28/00; / /16

NAMING FACILITIES

Code **FF-R** Issued

The board is responsible for naming school and district facilities. The term 'district facilities' shall be defined as (a) a school building or group of school buildings sited within a campus, or (b) a district building and property which provides administrative, operational, academic or athletic support to schools. The following procedure will be used when naming school properties or portions thereof.

Committee

When plans for a new school or consolidated school campus are approved, the superintendent will establish a committee composed of the following:

- One district office administrator. This administrator shall have full voting rights but shall not serve as chairperson of the committee.
- Three board trustees, appointed by the board chairman, including the representative of the district where the district facility is/will be located.
- Elementary or Middle School PTA/PTO presidents, or High School Improvement Council chairs (as applicable) in close proximity to a new school, or from component schools when consolidated.
- The School Teachers Of The Year from applicable elementary, middle or high schools in close proximity to a new school, or from component schools when consolidated.
- Student body presidents from applicable elementary, middle or high schools in close proximity to a new school, or from component schools when consolidated.
- The principal of a new school, if named at the time the committee is established.
- Three community representatives, not serving as a school district employee or as a PTA/PTO or SIC officer as defined above. At least one member shall reside in the zone where the facility is located, and one member shall be from the community at large.
- Not more than two district office administrators may be appointed to serve without voting rights in a supporting role.

In the case of a district building or any facility other than a school, membership from presidents or council chairs described above may be waived.

The committee will be facilitated on a paid or volunteer basis by a qualified person other than a district employee.

Upon convening, the committee will nominate and elect within itself a chairperson, secretary or other leadership positions to ensure a successful result.

Process and guidelines for new or consolidated schools and district buildings.

The committee shall follow policy BDF.

The committee will solicit and accept names proposed for the new district facility from all interested individuals and/or groups. The committee will conduct research and compile data and background information as necessary on proposed names to enable insightful and discerning choices.

The committee will use the following guidelines to consider and evaluate all proposed names received:

- Names suggested by natural settings and habitat of the facility location
- Names that denote location, community, street, geography, etc.
- Names that have some special meaning to the students and citizens or will enhance the education and/or ethical beliefs of the school community
- Names that have historical significance
- Names that are not similar to those of existing schools
- Names that have not been used for existing subdivisions.

The committee will select and present a list of one to three proposed names to the board.

The board will make the final selection of the facility name.

Portions of a campus or building:

Under certain circumstances, the board will consider requests from school and community groups or supporting organizations to name a special area within a new or existing district facility or campus. Special areas may include a portion of a single building, single athletic field or structure, or a specific room or area within a district facility or campus. Naming one of these special areas after a person, or after a donor individual or supporting organization which gives substantial funds to construct or maintain a district facility may be considered.

The request must contain the proposed name and a rationale for the specific proposal.

Upon receipt of the request, the superintendent will review the proposal and make a recommendation with supporting justification to the board for its consideration. The formation of a support committee to assist in proposal review may be considered.

The board will make the final decision to approve the naming of a portion of a campus or building.

Adopted //16



MEMORANDUM

To: Dr. Kelly Pew

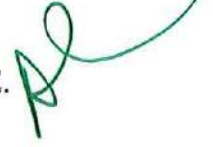
From: Brian Vaughan

Date: September 27, 2016

Re: Kingdom Revolution Worship Center

Pastor Tiwon Gamble is currently leading his worship services out of his home and would like to rent the auditorium at Saluda Trail Middle School on Sundays from 10:30AM – 1:30PM beginning November 6, 2016. They will pay rental and personnel fees, provide security and are in the process of purchasing a General Liability Insurance Policy, as required in our Community Use Policy KF. It is their intent to increase the members of the congregation and eventually purchase land and build a facility in Rock Hill. Saluda Trail Middle School has approved and we see no issues or concerns with this extended use request.

Memo

TO: Dr. Kelly Pew
FROM: Anthony Cox, P.E. 
DATE: October 4, 2016
SUBJECT: COLLECTION OF DEBT FROM CATAWBA INDIAN NATION
CC: Terri Smith

Our district brought suit against the Catawba Indian Nation in 1999 to recover fees the tribe had agreed to pay to the district under the Catawba Indian Claims Settlement Act. The district was awarded judgement of \$405,605.74 plus interest. After the Supreme Court denied the tribe's appeal in 2006, the tribe sold its property on Cherry Road and paid the judgment and interest (total of approximately \$614,000.00).

Since the original lawsuit only included fees due through the 1998-99 school year and the tribe failed to pay for subsequent years a second lawsuit was filed in 2003 seeking payment for fees from 1999-2000 through 2005-06, as amended. After appeals to the SC Supreme Court, a judgment in favor of the district in the amount of \$2,573,991.32 was awarded on May 8, 2008. This amount has been accruing interest since that time.

Since that time, the district has made several attempts to collect the debt in the manner of the 2006 judgement, without success. Since 2014 the district has pursued multiple alternative arrangements, including legislative action, in an effort to assist the tribe with payment of this legal debt. Progress on the latest effort, a structured settlement, has been very slow, with only a fraction of the debt proposed for payment.

Our attorney, Mr. Don Harper, will address the Board of Trustees in work session on October 10, 2016 to present the district's options for final collection of this outstanding debt. The attached is provided for the reference of the Board in this matter.

DONALD W. HARPER, P.A.
ATTORNEY AT LAW
235 EAST MAIN STREET, Suite 110
P.O. BOX 229
ROCK HILL, SC 29731-6229

Donald W. Harper

*Telephone (803) 325-1011
Telecopy (803) 325-1021*

E-mail: dlharper@hprrlaw.com

October 5, 2016

Board of Trustees
Rock Hill School District Three

RE: Catawba Indian Tribe Debt

Ladies and Gentlemen:

I have been asked to provide information regarding the collection of the debt owed to the District by the Catawba Indian Tribe.

There are only two options for obtaining payment of the judgment. First is by reaching an agreement for the Tribe to voluntarily pay (which might include transfer of land). Second is through legal execution to have property belonging to the Tribe sold at public auction. The time period to collect the judgment through legal means will expire next May.

For a number of years we have sought to have the Tribe voluntarily pay. The Tribe has consistently maintained that it does not have funds to make payment of the entire debt or even a large portion of it. On September 13, I received an e-mail from the Tribal attorney with the following:

"Here is a revised proposal for settling the outstanding school fee obligation. Please note that although this has been reviewed by Catawba leadership, it likely will have to go before the whole tribe at some point for approval, so it cannot be deemed final, but the leadership would recommend it to the people.

The Tribe would agree to a proposed settlement amount of \$1 million to be paid to the School District according to a two-tiered payment structure that is not subject to interest growth. The two-tiered payment structure would be as follows:

1. The Tribe would immediately deed over to the School District the two properties described in prior correspondence, which are appraised at a total value of \$391,200.
2. The Tribe would agree to pay an annual amount of 20% of its net commercial revenue to the School District until either (a) the Tribe pays to the School District an amount not to exceed \$1 million (including the value of the properties), or (b) a period of 10 years passes from the effective date of the settlement agreement, whichever comes first.

The two-tiered approach would resolve the issue raised by the deadline on the default judgment and represents a larger settlement amount than the Tribe previously proposed; this structure is more financially feasible for the Tribe, given its limited resources. The proposed settlement agreement would also provide the Tribe with access to "seed" money from its remaining commercial revenue and properties that it can use to fund economic development opportunities for the Tribe and surrounding areas. I understand that the school district has proposed that it have a lien or a mortgage on the Tribe's other properties, but for the Tribe to be able to use those properties effectively for economic development they need to be as free as possible from any encumbrances.

When the Tribe sets up the business enterprise that allows the Tribe to take advantage of its tax status, the School District will have preferential access to whatever savings the Tribe can offer.

If the School District agrees to the two-tiered payment structure described above, the Tribe will prepare a draft settlement agreement that will include more detailed terms of agreement for your review to reach a finalized agreement on this issue."

If the District wishes to pursue collection through legal process, the next step would be to have the Clerk of Court issue an execution order to the Sheriff requiring the Sheriff to attempt to locate property belonging to the Tribe which could be sold to satisfy the judgment or be applied toward partial payment. The Sheriff is required to first locate and sell personal property and then, if not enough personal property can be found, to locate and sell real estate.

Keep in mind that Tribal trust property, which includes the Reservation land and Federal tribal funds, cannot be claimed to satisfy the judgment. Property owned by the Tribe, but not part of the Reservation and funds earned by the Tribe from its commercial activities (as from bingo games) could be seized to satisfy the judgment.

The only personal property of the Tribe I am aware of that is not trust property would be assets of the bingo business which may be subject to prior liens. There are also likely to be some funds in banks or other institutions that are not trust property. If we were able to learn where the Tribe banks for non-trust activities and what the bank account numbers are, we could give this information to the Sheriff when the execution is delivered to him. He might then be able to levy on these accounts, but we would have no idea how much money is in them. Seizing funds from the bingo operation or other accounts would not be easy, since the Tribe would likely get money out of their accounts as soon as possible.

County records show the Tribe owning the following non-trust real estate which the sheriff should be able to sell to satisfy the District's judgment:

4.193 acres on Eden Terrace with a value of \$628,500.

0.807 acres on Eden Terrace with a value of \$121,500.

233.51 acres on Simpson Road with a value of \$817,285

75 acres on Simpson Road with a value of \$262,500 (may be subject to a mortgage given by the Tribe in 2005)

7.06 acres on Mt Gallant Road with a value of \$105,900

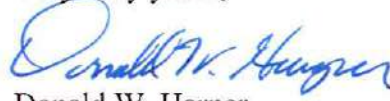
12.5 acres on Mt. Gallant Road with a value of \$210,800.

Values shown are taken from County records and may not reflect what the property will sell for. In order to ensure receiving value for the property, the District would need to be prepared to bid at the sales.

As seen from the proposal received from the Tribe's attorney, they are willing to transfer some of the property to the District. In the past, Tribal officials have said that they will fight to keep other property because they consider it their only source for future commercial activities.

I will be happy to respond to any questions.

Very truly yours,



Donald W. Harper

Memorandum

TO: Board of Trustees

FROM: Kelly Pew

DATE: October 6, 2016

SUBJ: 6th Grade Laptop Deployment

In the Technology Plan, 6th grade laptops are scheduled to be deployed during the 2017-2018 school year. Because of testing requirements in the spring of 2017, we are considering deploying 6th grade laptops in January 2017. This would be funded by delaying some technology expenditures scheduled for this year. We are currently obtaining feedback from middle school principals and 6th grade teachers on the best timing for this deployment.

I will share more details during our work session on Monday night.

*Other Business

Jim Vining

*Adjournment