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**Monthly Business Meeting of the Board of Trustees**  
**Tuesday, May 28, 2019**  
**6:00 p.m. – Central Office @ 386 E. Black Street**  
**AG E N D A**

**I. Call to Order - *Hayden Joyner – Northwestern / ATC***

A. Approval of Agenda *(Policy BEDB)*

*(Under consent agenda, all action items will be voted on after one motion and second to approve them without discussion. If a board member wants any action item discussed or voted on separately, the board member, before the agenda is approved, must ask that the action item be moved to the discussion item section.)*

**II. Recognitions**

- A. Recognition of Battle of the Books Winning Team – *Cherry Park Elementary*
- B. Recognition of Science Bowl Winning Team – *Old Pointe Elementary*
- C. Recognition of 2019 Toyota TeenDrive365 Video Challenge Winners
- D. Recognition of Scot McGuire, DCMS – SCBDA Outstanding Performance Award
- E. Recognition of Mark Yost, Ryan Tinker, NHS – SCBDA Outstanding Performance Award
- F. Recognition of Ben Hingle, RHHS – SCBDA Outstanding Performance Award
- G. Recognition of James Turner, SPHS – SCBDA Outstanding Performance Award
- H. Recognition of RHHS Men's Golf State Championship
- I. Heimlich Heroes Demonstration – *Richmond Drive Elementary*

**III. Citizen Participation**

**IV. Consent Action Agenda**

- A. Approval of Minutes *(Policy BEDG)*
  - 1. April 8, 2019 Work Session
  - 2. April 22, 2019 Business Meeting
- B. Approval of Personnel Recommendations *(Policy BDD)*

**V. Action Agenda**

**2<sup>nd</sup> Read Policies** *(Policy BG/BGD)*

- A. Approval of Policy **AA** – *School District Legal Status*
- B. Approval of Policy **AC** – *Nondiscrimination/Equal Opportunity*
- C. Approval of Policy **ADF** – *District Wellness*

**1<sup>st</sup> Read Policies** *(Policy BG/BGD)*

- D. Approval of Policy **ADA** – *School District Legal Status*
- E. Approval of Policy **ADB** – *Drug and Alcohol-Free Workplace and Schools*
- F. Approval of Policy **ADC** – *Tobacco Free School District*
- G. Approval of Policy **JIHC, JIHC-R** – *Weapons Screening/Use of Metal Detectors*
- H. Approval of School Renewal Plans
- I. Approval of Community Eligibility Provision (CEP) Resolution

**One Team One Mission One Rock Hill**

VI. Communications

VII. Report of the Superintendent  
A. Announcements

VIII. Review of School Board Work Session – May 13

IX. Other and Future Business

X. Executive Session(s) (*Policy BEC*)  
~**Personnel Matters** – *Hirings*

XI. Action as Required from Executive Session(s) (*Policy BEC*)

XII. Adjournment

**One Team One Mission One Rock Hill**



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

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** May 22, 2019  
**SUBJECT:** Call to Order at May 28<sup>th</sup> School Board Meeting

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**Hayden Joyner**, a senior at Northwestern High School, will provide the “Call to Order” at the May 28<sup>th</sup> school board meeting. He will be representing Northwestern and the Applied Technology Center.

### **Hayden:**

- Member of National Technical Honors Society
- Is a Dual Completer at the Applied Technology Center in Digital Art & Design and Media Production
- Member of the Superintendent Student Advisory Council
- Has worked for the Northwestern Athletic Department as a photographer, designer, and social media manager.

**Parents:** Brian Joyner and Julie Joyner

**Siblings in Rock Hill Schools:** Will (senior at Northwestern), Victoria (sophomore at Northwestern), and Anna (freshman at Northwestern)

**Principal:** Hezekiah Massey

**Director:** Ron Roveri

### **Mailing Address:**

1574 Worthington Crossing  
Rock Hill, SC 29732

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** May 22, 2019  
**SUBJECT:** Recognitions for May 28<sup>th</sup> School Board Meeting

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### A. Recognition of Battle of the Books Winner –

#### Cherry Park Elementary School of Language Immersion

Battle of the Books is a competitive reading program where 4th and 5th grade students answer questions about 10 books. Each school determines a school winner to compete at the district finals

This year's battle was held at the Flexible Learning Center on Saturday, March 24. All elementary schools competed in a tight race with Cherry Park claiming victory in its inaugural year. The district librarians would like to thank school administrators, Dr. Brakefield, and Dr. Jones for their support to the Battle of Books reading program. I would like to thank Mt. Gallant Elementary's Melisa Smith, who serves as the district coordinator for this outstanding program.

Members of the winning team are:

Sadie Bridges

Hayden Powell

Jaxon Thomas – alternate

Campbell Compton

Victoria Smrekar

Isaiah Wilson - alternate

Jack McCrae

James Townsend

\*\*We have a short video to debut this evening that captures the excitement of the Battle of the Books program.\*\*

Let us recognize our winning Cherry Park Elementary Battle of the Books team members and their coach, Mr. Robbie Bartless.

### B. Recognition of Science Bowl Winner – Old Pointe Elementary School

The Science Bowl is an experience offered to Rock Hill Schools' fifth grade students. Teams of three students from our elementary schools are invited to conduct research on an ecology-related topic and participate in a Jeopardy-style quiz game. This year's Science Bowl winner was Old Pointe Elementary School with a research project about overpopulation in South Carolina. Student team members were:

Members of the winning team are:

Ariel Anderson

William Cooper

Dylan Wyman

Let us recognize our winning Old Pointe Science Bowl team members and their coach, Mrs. Karen Percival.



### **C. Recognition of 2019 Toyota TeenDrive365 Video Challenge Winners**

For the past eight years, Discovery Education and Toyota have worked together to make teens aware of the dangers of distracted driving through the TeenDrive365 initiative. The TeenDrive365 Video Challenge encourages high school teens to develop an original video public service announcement that encourages their peers to stay safe behind the wheel. Since its launch in 2011, the video challenge has engaged hundreds of thousands of students nationwide.

Hayden Joyner and Catalina Zeigler, students at Northwestern High School, were selected as the South Regional Winners in the 2019 Toyota TeenDrive365 Video Challenge. As regional winners, Hayden and Catalina, will receive a \$1,000 prize.

Let us recognize these talented students and give them a round of applause.

### **D. Recognition of Scot McGuire, DCMS, SCBDA Outstanding Performance Award**

### **E. Recognition of Mark Yost, NHW, SCBDA Outstanding Performance Award**

### **F. Recognition of Ben Hingle, RHHS, SCBDA Outstanding Performance Award**

### **G. Recognition of James Turner, SPSHS, SCBDA Outstanding Performance Award**

The SCBDA Outstanding Performance Award is the highest possible award given to band programs in the state of South Carolina. Tonight, we recognize directors from Dutchman Creek Middle School, Northwestern High School, Rock Hill High School, and South Pointe High School for this achievement. To earn this recognition, points are accumulated through participation and ratings earned at the following state-sponsored performance events: Marching Band Championships (High School level only), All-State and Region Band, Concert Performance Assessment, and Solo and Ensemble Festival. Kevin Horton, awards chairman for the South Carolina Band Director's Association, says of each of our bands: "the outstanding marching, concert, and individual student performances are a testament to the high-quality of teaching taking place in the band department at your school."

Let us recognize these amazing teachers and give them a round of applause.

### **H. Recognition of Rock Hill High Schools Men's Golf State Championship Team**

A spectacular season for the Rock Hill School Men's Golf Team was capped with the team winning the school's first-ever golf state championship. The SCHSL 5A state championship was held over two days at the Lexington Country Club. After day one of the 36-hole tournament, the Bearcats held a commanding 10-stroke lead over second place Dorman. By the time it was over, Rock Hill extended its lead to an eye-popping 26 strokes over second place finishers Dorman and Mauldin.

Members of the team are:

Zach Reuland, who finished 1<sup>st</sup> overall at 6-under par

Nick Mayfield, who finished 7<sup>th</sup> overall

Manning Sloop, who finished 8<sup>th</sup> overall

Hinson Perry, who finished in a tie for 21<sup>st</sup>

Jackson Berry, who finished in a tie for 34<sup>th</sup>

Tonight, let us recognize these state champion student-athletes and their coach, Mr. Matt Bell.

## I. Heimlich Heroes Demonstrations - Richmond Drive Elementary School

Heimlich Heroes is a practical, educational program designed for kids ages seven and older. We use an interactive approach to learning. The video training is accompanied by age-appropriate note-taking tools, and participants of all ages LOVE the hands-on practice with our specially designed training dolls.

After the Heimlich Heroes training, participants will be able to:

1. Recognize the signs of choking
2. Know how to prevent or minimize the risk of choking
3. Understand how and when to respond with the Heimlich Maneuver

This approach is fun for kids, enables them to gain confidence, and reinforces training to last a lifetime. Students and adults alike are engaged and energized as they learn this simple life-saving technique. And, once trained, people react confidently during an emergency situation.

With us tonight are:

Hanna Huddleston – 4<sup>th</sup> grade

Kaiden Jordan – 4<sup>th</sup> grade

Tyler McGuire – 4<sup>th</sup> grade

Georgia Sconyers – 4<sup>th</sup> grade

Christian Eller – 5<sup>th</sup> grade

Cha'Tyia Moore – 5<sup>th</sup> grade

Kelly Robinson-Johnson – 5<sup>th</sup> grade

Jack Thomas – 5<sup>th</sup> grade

4<sup>th</sup> and 5<sup>th</sup> graders at Richmond Drive, as well as Ebinport and Lesslie Elementary have been trained this year.

<https://heimlichheroes.com/>

*\*\*There will be a demonstration.\*\**

Let's give these students a big round of applause.

## **ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES**

### **School Board Work Session**

**Monday, April 8, 2019**

**Central Office**

### **Call to Order**

The Rock Hill School District Three Board of Trustees met this date at 4:00 p.m. with members present as follows: Windy Cole, Mildred Douglas, Brent Faulkenberry, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid. Mrs. Miller called the meeting to order.

A motion was made by Terry Hutchinson, seconded by Mildred Douglas, to approve the agenda. The agenda was unanimously approved as presented, 7-0.

Chairman Miller stated the local news media was notified of the agenda, in writing, on Friday, April 5, 2019.

### **Board Professional Development – *Facilities Planning & Management***

Mr. Tony Cox, Chief of Operations, along with HEERY, International, presented an overview of the district's recent Facilities Condition Assessment.

### **Student Call to Order**

Ella Lesslie, a fifth-grade student at Cherry Park Elementary School of Language Immersion led in a moment of silence and the Pledge of Allegiance.

### **Recognitions**

#### **~RHHS Individual Wrestling State Champions**

Congratulations to student-athletes at Rock Hill High who claimed South Carolina High School League Individual state championships on February 23 at the Anderson Civic Center.

Junior Michael Ramirez defeated Garrett Starts of Woodmont 3-0 by pinfall at the 152-weight class. Bailey Wilkins, a junior, defeated Chandler Amaker of Fort Dorchester by a 2-1 decision at the 138-weight class to claim his third consecutive state championship. Devon Rice defeated Malik Shuler of Spartanburg 3-0 in a tiebreaker at the 285-weight class. Rock Hill is coached by Cain Beard.

#### **~All-State Chorus Students**

The All-State Chorus program was organized to provide an opportunity for superior choral students in South Carolina to sing together and to represent the state in statewide events. Over 2,000 students from across the state auditioned. The South Carolina All-State Chorus program provides an intensive and demanding vocal experience which fosters self-discipline and personal growth as well as musician shop.

Thirty-one students from across the three high schools – Northwestern, Rock Hill, South Pointe – were recognized for being selected to the 2018-2019 All-State Chorus.

#### **~RHHS Drama Students**

Congratulations to Rock Hill High School drama students who received 10 superior ratings at the recent SC Speech and Theatre Association Festival. In addition, Rock Hill High won first place for "How to Kiss a Girl" in Group Acting.

**~SPHS Varsity Girls Basketball Team**

Congratulations to the South Pointe High School varsity girls basketball team which soared to new heights in 2018-2019 and finished the season with a 26-5 record after playing in the program's first-ever SCHSL State Championship game on March 2 at University of South Carolina's Colonial Life Arena.

**Policy FB – Facilities Planning – 2<sup>nd</sup> read**

Policy **FB** – *Facilities Planning* was presented for discussion. This policy will be on the Action Agenda at the April 22 business meeting for 2<sup>nd</sup> and final read.

**Policy BE – School Board Meetings – 2<sup>nd</sup> read**

Policy **BE** – *School Board Meetings* was presented for discussion. This policy will be on the Action Agenda at the April 22 business meeting for 2<sup>nd</sup> and final read.

**Policy KF, KF-R – Community Use of District Facilities – 2<sup>nd</sup> read**

Policy **KF** and administrative rule **KF-R** – *Community Use of District Facilities* were presented for review and discussion. The policy and administrative rule will be on the Action Agenda at the April 22 business meeting for 2<sup>nd</sup> and final read.

**First Set Section “A” Policies – 1<sup>st</sup> read**

Dr. Luanne Kokolis, Chief of Strategic Planning, Engagement & Program Support, presented the following policies to the Board for review and discussion:

**\*Policy AA** – *School District Legal Status*

**\*Policy AC** – *Nondiscrimination/Equal Opportunity*

**\*Policy ADF** – *District Wellness*

These policies will be on the Action Agenda at the April 22 business meeting for 1<sup>st</sup> reading.

**Field Study Request – Out of Continental United States (RHHS)**

Dr. Kokolis presented a field study request for the Rock Hill High School band to travel to Hawaii in 2021. This trip request will be on the Consent Action Agenda at the April 22 business meeting for approval.

**Textbook Acquisition**

Ms. Jen Morrison, executive director of secondary education, and Dr. Tonya Belton, instructional specialist, presented to the Board information on new instructional resource adoptions for the 2019-2020 school year. This item will be on the Consent Action Agenda at the April 22 business meeting for approval.

**Exceptional Student Services Update**

Dr. Nancy Turner, director of exceptional student education, presented to the Board information on movement of ESE Specialized Programs beginning with the 2019-2020 school year.

**General Fund Budget Update FY19-20**

Mrs. Terri Smith, Chief Finance Officer, presented as information an update on the FY 2019-2020 General Fund budget.

**2017-18 Final Procurement Examination Report**

The audit firm Greene Finney, LLP examined the district's procurement operating policies and procedures for the year ended June 30, 2018 to determine compliance with district procurement code. Ms. LaWana Robinson-Lee, purchasing director, presented the procurement examination results to the Board as information.

**Construction Update**

Mr. Brian Vaughan, executive director of facilities, updated the Board on construction projects currently in progress throughout the district.

**District Athletic Advisory Committee**

Dr. Kokolis informed the Board of the work of the athletic advisory committee. At the conclusion of the committee work for this school term, the committee prioritized budget items that were recommended to the superintendent for consideration in the 2019-2 budget.

**July Board Meeting Date**

The Board discussed holding one combined business meeting/work session in July, either on July 15 or July 22. Chairman Miller indicated a date will be voted on at the April 22 business meeting.

**Other and Future Business**

Mrs. Miller, Mrs. Reid and Dr. Cook shared information from the NSBA conference they recently attended.

**Executive Session**

A motion was made by Windy Cole, seconded by Terry Hutchinson, to adjourn open session and enter executive session for personnel matters. This motion was unanimously passed, 7-0.

A motion was made by Terry Hutchinson, seconded by Ann Reid, to adjourn executive session and return to open session. This motion was unanimously passed, 7-0.

**Action as Required from Executive Session**

A motion was made by Windy Cole, seconded by Terry Hutchinson, to accept the Superintendent's recommendations regarding the re-employment of administrators for the 2019-2020 school year, as set forth in the employment recommendations list. This motion was unanimously passed, 7-0.

**Adjournment**

A motion was made by Ann Reid, seconded by Windy Cole, to adjourn the meeting. This motion was unanimously passed 7-0.



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## Meeting of the Board of Trustees

Monday, April 22, 2019  
6:00 p.m. - Central Office

### **I. Call to Order and Approval of Agenda**

The Rock Hill School District Three Board of Trustees met this date at 6:00 p.m. with members present as follows: *Windy Cole, Mildred Douglas, Brent Faulkenberry, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid.*

Chairman Miller opened the meeting and Jazmin Jenerett, a senior at South Pointe High School led in a moment of silence and the Pledge of Allegiance. Amanda Harris with *The Herald* was present.

Ms. Miller stated that the local news media had been notified of the agenda for this meeting, in writing, on Friday, April 12, 2019; and, of the amended agenda on Saturday, April 20, 2019.

A motion was made by Terry Hutchinson, seconded by Windy Cole, to approve the agenda. The agenda was unanimously approved as presented, 7-0.

### **II. Recognitions**

#### **A. Recognition of 2018 Recycle-Bowl Champions for South Carolina**

Ms. Elizabeth Morgan, Environmental Education Specialist with the City of Rock Hill announced Belleview as this year's winner of the national Keep America Beautiful Recycle Bowl award.

#### **B. Recognition of National History Day Qualifiers**

Ms. Queenie Hall, instructional specialist, introduced students who qualified for the National History Day state competition after winning their respective categories in the Region 7 National History Day competition held at Winthrop University on March 13.

#### **C. Recognition of AP/IB/Dual Credit Students**

Students from each of our high schools who have participated in Advanced Placement, International Baccalaureate and/or Dual Credit courses as part of their program of studies were recognized and congratulated.

### **III. Citizen Participation – Rev. Dante Murphy-Policy AC Nondiscrimination/Equal Opportunity**

### **IV. Consent Action Agenda**

On a motion by Terry Hutchinson, seconded by Ann Reid, the following topics on the consent action agenda were unanimously approved, 7-0: the minutes of the March 11 work session; the minutes of the March 25 business meeting; the personnel recommendations as submitted by the administration; an out of the continental U.S. field study request for Hawaii (RHHS); new textbook adoption; and, the FY2017-2018 procurement audit.

## **V. Action Agenda**

### **A-C. Approval of Section “A” Policies – 1<sup>st</sup> read**

A motion was made by Robin Owens, seconded by Terry Hutchinson, to approve the following policies as a single action item, for 1<sup>st</sup> read:

**\*Policy AA – School District Legal Status**

**\*Policy AC – Nondiscrimination/Equal Opportunity**

**\*Policy ADF – District Wellness**

This motion was unanimously approved, 7-0.

### **D. Approval of Policy FB – Facilities Planning – 2<sup>nd</sup> read**

A motion was made by Windy Cole, seconded by Terry Hutchinson, to approve Policy **FB – Facilities Planning** for 2<sup>nd</sup> and final read. This motion was unanimously approved, 7-0.

### **E. Approval of Policy BE – School Board Meetings – 2<sup>nd</sup> read**

A motion was made by Terry Hutchinson, seconded by Ann Reid, to approve Policy **BE – School Board Meetings** for 2<sup>nd</sup> and final read. This motion was unanimously approved, 7-0.

### **F. Approval of Policy KF, KF-R – Community Use of District Facilities – 2<sup>nd</sup> read**

A motion was made by Terry Hutchinson, seconded by Windy Cole, to approve Policy **KF** and Administrative Rule **KF-R – Community Use of District Facilities** for 2<sup>nd</sup> and final read.

This motion passed, 6-1, with Mrs. Douglas voting against.

### **G. Approval of July Board Meeting Date**

A motion was made by Windy Cole, seconded by Terry Hutchinson, to approve July 22 as the date for the Board’s only meeting in July. This will be a combined business meeting/work session and will begin at 8:30 a.m. on Monday, July 22, 2019.

This motion was unanimously approved, 7-0.

## **VI. Communications – Dr. Clyde Edgerton - Tutoring**

## **VII. Report of the Superintendent**

### **A. Announcements**

Superintendent Cook made the following announcements:

- District leaders hosted the eighth Teacher Listen and Learn informational session for teachers from across the district on Friday, April 12. This series of meetings continues to provide a rich opportunity to engage in dialogue with teachers about celebrations, issues and concerns for our school district. To view detailed responses to questions and concerns from past Teacher Listen and Learn sessions, you are invited to visit [www.rock-hill.k12.sc.us/tll](http://www.rock-hill.k12.sc.us/tll).
- On Wednesday, May 8 at 6pm at the Central Office, our district will host the first-ever district-wide Career Signing Day. This event will recognize our graduating seniors who are entering into the workforce in a position they prepared for during their high school pathway of study. Similar to an athletic signing day, we will invite the student and their

future employer for a ceremony recognizing the commitment made between the student and the employer.

- You are encouraged to visit the district's capital building program, "Build on the Rock," website – [www.rock-hill.k12.sc.us/BuildOnTheRock](http://www.rock-hill.k12.sc.us/BuildOnTheRock) - for more information. This website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.
- The School Board will next meet on Monday, May 13 for a work session. The meeting will begin at 4pm. Our next business meeting will be **Tuesday**, May 28 at 6pm in the Central Office. This meeting will be on Tuesday, due to the Memorial Day holiday on Monday, May 27. Meetings are streamed on our website and are available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at Facebook.com/RockHillSchools.

#### **VIII. Review of School Board Work Session**

Chairman Miller reviewed, for the viewing audience, the topics discussed at the April 8 work session.

#### **IX. Other and Future Business**

The board discussed other and future business.

#### **X. Executive Session**

A motion was made by Windy Cole, seconded by Terry Hutchinson, to adjourn open session and enter executive session to discuss the following:

*~Contractual Matters – Intergovernmental Agreement*

This motion was unanimously approved, 7-0.

A motion was made by Ann Reid, seconded by Brent Faulkenberry to adjourn executive session and reconvene open session. This motion was unanimously approved, 7-0.

#### **XI. Action as Required from Executive Session**

There was no action taken from the executive session.

#### **XII. Adjournment**

On a motion by Terry Hutchinson, seconded by Windy Cole, the Board voted unanimously, 7-0, to adjourn the meeting.

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Secretary

APPROVED: \_\_\_\_\_  
Chairman



Meeting of the Board of Trustees  
Monday, April 22, 2019

## **PERSONNEL MATTERS – April 2019**

### **The board affirmed contracts for the following certified employee(s):**

Elizabeth Goodin ..... Ebinport  
Natalie Carranza Cardenas.... Finley Road  
George Cantrell..... Northwestern  
Andrew Haudricourt ..... Northwestern  
Tinley Middleton ..... Northwestern  
Kellie R. Conner ..... Rawlinson Road  
Gary A Dent..... Rawlinson Road  
Frank G. Fischer ..... Rawlinson Road  
Malik J. Jenkins ..... Rawlinson Road  
Morgan A. Butler ..... Rosewood  
Jason E. Allen ..... Saluda Trail  
Gabrielle Davis ..... South Pointe  
Rahsaan Perry ..... South Pointe  
Melina Burkell ..... Sullivan

## **AS INFORMATION TO THE BOARD**

### **Resignations – Administrative**

Sonya Miller ..... Central Office / Finance

### **Letters of Agreement Ending - Certified**

Thomas Monza ..... Rock Hill High  
Raymond Krolewicz..... South Pointe

### **Resignations – Certified**

David C. Griggs..... Applied Technology  
Sarah Hill..... Belleview  
Aisling Carbery Shaha..... Belleview/Northside/York Road  
Joyce Courts-Massey..... Castle Heights  
Susanne C. Montgomery ..... Castle Heights  
Justin Hunt..... Ebinport  
Alison Tracy-McHenry ..... Finley Road  
Barbara Wenham ..... Mt. Gallant  
Sofija Sadzakov ..... Mt. Holly  
Shakira Weddington ..... Mt. Holly  
Keri Broadnax ..... Northwestern  
Ashleigh S. Conteh..... Northwestern  
Gunsby Dejohnett..... Northwestern  
Teresa B. Gaskill ..... Old Pointe  
Jessica Burlamachi ..... Rawlinson Road  
Jillian Cronin ..... Rawlinson Road  
Alyssa McAllister..... Rawlinson Road

Christopher Reday ..... Rawlinson Road  
JoAnne D. Turek ..... Rawlinson Road  
Lynn Hathcock ..... Raven Academy  
Sasha G. Lee ..... Rock Hill High  
Anne Murray ..... Rock Hill High  
Michael Snipes ..... Saluda Trail  
Julisa White ..... Saluda Trail  
Humberto Guevara ..... South Pointe  
Trenton Lorcher ..... South Pointe  
Benjamin Woodall ..... South Pointe  
Jason McManus ..... South Pointe  
Adam J. Salisbury ..... Sullivan  
Victoria J. Bujak ..... York Road

**Transfers – Certified**

Sharon Bybee ..... Applied Technology Center  
J. Marcella Elijah ..... South Pointe  
James West ..... South Pointe

**New Employees – Non-Certified**

Ceslie Jenkins ..... Dutchman Creek  
Heather Love ..... Rosewood  
Wendell Ray ..... Saluda Trail  
Karen L. Byers ..... South Pointe  
Eduardo Rivera ..... South Pointe

**Resignations – Non-Certified**

Tina R. Parrish ..... Castle Heights  
Denise Havlice ..... Central Office / Finance  
Debra Norwood ..... Mt. Gallant  
Marvin Fleming ..... Saluda Trail

# **MONTHLY BOARD REPORT**

**MAY 28, 2019**

## **PERSONNEL DEPARTMENT**

### **SUMMARY**

**ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY  
ROCK HILL, SOUTH CAROLINA**

**1. BOARD ACTION REQUIRED**

**CERTIFIED**

New Employees .....(52)

**2. AS INFORMATION TO THE BOARD**

**ADMINISTRATIVE**

Resignations.....(5)

**CERTIFIED**

Resignations.....(56)

Transfers .....(18)

**NON-CERTIFIED**

New Employees .....(5)

Resignations.....(9)

Termination .....(1)

Transfers .....(3)

**BOARD ACTION REQUIRED**

**NEW EMPLOYEES – CERTIFIED (52)**

Jason Smith	Applied Technology Center	Small engine Technician
Katherine Holder	Bellevue	Media specialist
Lauren Jenkins	Bellevue	Grade one teacher
Kimberly Robinson	Bellevue	Grade four teacher
Began Zahler	Bellevue	Grade one teacher
Amaris Bolyard	Castle Heights	Grade seven math teacher
Robertretta Patterson	Castle Heights	Grade 8 English/LA teacher
Tami Price	Castle Heights	Grade six math teacher
Sara Brenton	Cherry Park	Grade one Spanish immersion/English teacher
Jonathan Smith	Ebinport	Grade four teacher
Christina Shaffery	Exceptional Student Education	Physical education teacher
Kimberly Nelson	Independence	Grade five teacher
Christine Ross	Independence	Art teacher
Laura Rebecca Crumpton	Mt. Holly	School nurse
George Cantrell	Northwestern	Math teacher
Lynelle Cherry	Northwestern	Science teacher
Ali Dean	Northwestern	Guidance counselor
Lakeesha Jeter	Northwestern	Math teacher
Tyler Klipa	Northwestern	Physical ed. teacher/strength & conditioning
John McDonald	Northwestern/Rock Hill High	Social studies teacher
Chanel Mims	Northwestern	Special education resource teacher
Monica Chambo	Oakdale	Grade three teacher
Julie Cornwell	Oakdale	Grade two teacher
Valerie Dixon	Oakdale	Grade two teacher
Brianna Larson	Oakdale	Grade five teacher
Leigh Strickland	Old Pointe	Grade one teacher
Jeremy Hughes	Phoenix Academy	Math teacher
Heather Dillingham	Raven Academy	Behavior intervention teacher
Kendrick Cherry	Rawlinson Road	Grade six social studies
Madeline Colvin	Rawlinson Road	Grade six English/LA teacher
James Kevin Davis	Rawlinson Road	Grade seven math teacher
Gary Dent	Rawlinson Road	Grade eight social studies teacher
Faith Patterson	Rawlinson Road	Grade seven science teacher
Margaret Patton	Richmond Drive	Media specialist
Michelle Taylor	Richmond Drive	Grade one teacher
Brandice Brown	Rock Hill High	Guidance counselor
Jonathan Ferguson	Rock Hill High	Media specialist
Jim Gatch	Rock Hill High	Choral music teacher
Jillian Knight	Rock Hill High	School nurse
Erica Reuss	Rock Hill High	Math teacher
Megan Flaherty	Rosewood	Grade one teacher
Brianna Gaffney	Saluda Trail	Grade seven social studies teacher
Shemeika Massey	Saluda Trail	Grade eight social studies teacher
Taylor Snyder	Saluda Trail	Grade six social studies teacher
Nathan Carnes	South Pointe	Choral music teacher
Olga Goodman	South Pointe	Special education resource teacher
Christopher Goodwin	South Pointe	Social studies teacher
Kelsey Haizlip	South Pointe	Social studies teacher
Sara Zee	South Pointe	Special education resource teacher

Ayende Ignacio Alcala	Sullivan	Special education resource teacher
Aracelis Rodriguez	Sullivan	Spanish teacher
Jennifer Hudson	York Road	Grade four teacher

### **AS INFORMATION TO THE BOARD**

#### **RESIGNATIONS – ADMINISTRATIVE (5)**

Kevin Wren	Administrative Services	Director of safety & security
Carrie Underwood	Central Office/Instruction	Research specialist
Jason Ramey	Independence	Assistant principal
Dr. Tammy White	Sunset Park	Principal
Stephanie Koontz	York Road	Assistant principal

#### **RESIGNATIONS – CERTIFIED (56)**

Hope Abraham	Bellevue	.4 FTE Title I math intervention teacher
Christine M. Allen	Bellevue	Grade four teacher
Caroline Hodges	Bellevue	Music teacher
Samuel Koch	Bellevue	Grade four teacher
Caitlin Hayes	Castle Heights	Grade six English/LA/social studies teacher
Rebecca Oliver	Castle Heights	Grade eight math teacher
Briley Prince	Castle Heights	Grade six math teacher
Flor de Lis Morales Torres	Cherry Park	Grade three Spanish immersion teacher
Cornelia Hillman	Dutchman Creek	Special education resource teacher
Michael de Kozlowski	Dutchman Creek	Grade eight science teacher
Mackenzie Hadley-Theobald	Dutchman Creek	Guidance counselor
Elizabeth Stewart Buie	Exceptional Student Education	Speech therapist
Jessica D. Leslie	Exceptional Student Education	School psychologist
Diane Gardin	Finley Road	Grade three teacher
Corrie Lovell	Independence	Grade five teacher
Adrienne Waymer	Independence	Special education SC/ED teacher
Maria Elena M. Santiago	Mt. Gallant	Special education resource teacher
Lisa A. Tasso	Mt. Holly	Special education resource teacher
Janie L. Davis	Northside	Drama teacher
Mary Monk	Northside	Grade five teacher
William E. Archie, Jr.	Northwestern	Social studies teacher
Lisa R. Lynn	Northwestern	Science teacher
Sarah Zion Nasui	Northwestern	English teacher
Robert H. Page, Jr.	Northwestern	Guidance counselor
Katelin Tough	Northwestern	Social studies teacher
Alexis Moore	Oakdale	Grade two teacher
Stacy Wright	Oakdale	Kindergarten teacher
Morgan Davis	Raven Academy	Physical education teacher
Diane Slater	Raven Academy	Math teacher
Deborah Harris	Rawlinson Road	Grade eight math teacher
Kelly Hiatt	Rawlinson Road	Computer technology teacher
Jennifer Mummert	Rawlinson Road	Grade six social studies teacher
Garrett Shipley	Rawlinson Road	Grade eight social studies teacher
Elisa Archie	Rock Hill High	Special education resource teacher
James Blankenship	Rock Hill High	Science teacher
Mallorie L. Llanas	Rock Hill High	Teacher/athletic trainer

Jessica M. Lynn	Rock Hill High	Science teacher
Anne K. Murray	Rock Hill High	Math teacher
Donna Roberts	Rock Hill High	Media specialist
Nancy Marty	Rosewood	Grade two teacher
Jenelle Gilliam	Saluda Trail	Grade six English/LA teacher
Anna Grice	Saluda Trail	Grade eight science teacher
Ernessa H. Rice	Saluda Trail	Grade eight science teacher
Victoria Sechrist	Saluda Trail	Grade eight English teacher
Amy Smith	Saluda Trail	Special education intensive support teacher
Kylie Betlesky	South Pointe	English teacher
Christopher Bidell	South Pointe	Social studies teacher
Anna F. Howell	South Pointe	Special education multi-cat III teacher
Kristin Kunde	South Pointe	Math teacher
Gloria Masterton	South Pointe	Social studies teacher
Jeremy Linnick	South Pointe	English teacher
Tricia Crenshaw	Sullivan	Grade seven science teacher
Tim Davis	Sullivan	Grade eight science teacher
Nermin Mansour	Sullivan	Guidance counselor
Sue Whitley	Sullivan	Grade eight math teacher
Modinatu Amuda	Sunset Park	Grade four teacher
Danielle Ehrhardt	Sunset Park	Grade three teacher

#### TRANSFERS – CERTIFIED (19)

Sharon Bybee	Applied Technology Center	Guidance counselor
Janet Barnes	Bellevue	Grade four teacher
Tonya Garren	Castle Heights	Middle level science teacher
Steven D. Johnson, Jr.	Castle Heights	Spanish teacher
Daphney Wells	Castle Heights	Grade six English/LA teacher
Kirk Robinson	Dutchman Creek	Social studies teacher
Rachel Faille	Exceptional Student Education	Vision teacher
Julienne Jackson	Finley Road	Grade two teacher
Kristen V. Nichols	Mt. Holly	Guidance counselor
William McHenry	Northwestern	Social studies teacher
Shayla Scott	Northwestern	Guidance counselor
Leigh Strickland	Old Pointe	Grade one teacher
Leslie Lanier	Rawlinson Road	Grade eight math teacher
Kelly Mitchell	Rawlinson Road	Special education resource teacher
Rita Akley	Rock Hill High	Science teacher
Anna Bryson	Rock Hill High	Special education resource teacher
Kelsey Overbeck	Saluda Trail	Grade six math teacher
Melissa Remus	Saluda Trail	Grade six English/LA teacher
Rebecca Matthews	Sylvia Circle/T3 Program	.7 FTE academic assistance teacher

NEW EMPLOYEES – NON-CERTIFIED (5)

Jennifer K. Hefley	Central Child Development Ctr.	Secretary/bookkeeper
A. JoBeth Faile	Central Office/Finance	Payroll assistant
Heather Buchanan	Central Office/Finance	Special revenue accounting specialist
Jeff Blais	Rock Hill High	Special education assistant
Michael Muhammad	South Pointe	In-school suspension monitor

RESIGNATIONS – NON-CERTIFIED (9)

Robert P. Arnold	Facilities Services	HVAC Technician/IAQ manager
Beverly Hovis	Facilities Services/Purchasing	Purchasing assistant
James M. Jennings	Flex Center/Technology	District technology support technician
Sandra Howard	Mt. Gallant	Secretary/bookkeeper
John T. Simpson	Old Pointe	Custodian
Jeff Blais	Rock Hill High	Special education assistant
Ronald H. Cauthen	South Pointe	Building maintenance
Adam Rainey	South Pointe	Secretary
Elizabeth Haile	Sunset Park	Kindergarten assistant

TERMINATION – NON-CERTIFIED (1)

Cynthia Long	Richmond Drive	Kindergarten assistant
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TRANSFERS – NON-CERTIFIED (3)

Summer Shaver	Castle Heights	Secretary/attendance clerk
Sarah K. Johnson	Central Office/IT	SIS coordinator
Gail Willis	Ebenezer Avenue	Custodian





**TO:** Dr. William Cook

**FROM:** Luanne Kokolis

**CC:** Board Members

**DATE:** May 22, 2019

**SUBJECT: A Policy Revisions for 2<sup>nd</sup> Read**

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Attached are policies AA School District Legal Status; AC Nondiscrimination/Equal Opportunity; ADF District Wellness for review.

The attachment includes the current policy, the model policy, and the recommended revisions for board approval.

## **POLICY FEEDBACK – ADF:**

### **>Re: District Wellness**

Although I don't see it in the policy, students are currently required to select some fruits or veggies prior to checking out of the lunch line. If they don't have fruit or veggies on their tray, they are sent back. I'm sure the intention is to have children consume these healthy foods. Unfortunately, most of these items are just thrown away when the kids dump their trays. I would love to see students allowed to exit the lunch line with only the foods they plan to consume.

*Recommended*

## SCHOOL DISTRICT LEGAL STATUS

Code **AA** Issued **MODEL**

The General Assembly of South Carolina, under mandate by the South Carolina Constitution, has provided for public school districts. A public school district is an area of territory comprising a legal entity whose sole purpose is that of providing education, whose boundary lines are a matter of public record, and the area of which constitutes a complete tax unit in that it can levy and collect taxes.

In York County, the organizational pattern consists of four public school districts, one of which is the Rock Hill School District Three of York County.

The Rock Hill School District Three of York County School is a body politic and corporate. Under its name, it may sue and be sued. It may enter into contracts to the extent of its school funds and may hold such real and personal property as it may come into possession of by an authorized purchase or by will or otherwise. All such property will be used for school purposes.

Adopted ^

### Legal References:

#### A. S.C. Constitution:

1. Article X, Section 5 - Power of a school district to assess and collect taxes.
2. Article XI, Section 3 - Provides for a system of free public schools.

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

1. Section 59-1-160 - School district defined.
2. Section 59-17-10 - School districts as bodies politic and corporate.
3. Section 59-73-20 - School districts declared tax districts.
4. Section 59-73-30 - School districts permitted to levy and collect taxes.

## SCHOOL DISTRICT LEGAL STATUS

Code **AA** Issued **MODEL**

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The General Assembly of South Carolina, under mandate by the South Carolina Constitution, has provided for public school districts. A public school district is an area of territory comprising a legal entity whose sole purpose is that of providing education, whose boundary lines are a matter of public record, and the area of which constitutes a complete tax unit in that it can levy and collect taxes.

In \*\*\*\*\* County, the organizational pattern consists of \*\*\*\*\* public school districts, one of which is the \*\*\*\*\* County School District.

The \*\*\*\*\* County School District is a body politic and corporate. Under its name, it may sue and be sued. It may enter into contracts to the extent of its school funds and may hold such real and personal property as it may come into possession of by an authorized purchase or by will or otherwise. All such property will be used for school purposes.

Adopted ^

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### Legal References:

#### A. S.C. Constitution:

1. Article X, Section 5 - Power of a school district to assess and collect taxes.
2. Article XI, Section 3 - Provides for a system of free public schools.

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

1. Section 59-1-160 - School district defined.
2. Section 59-17-10 - School districts as bodies politic and corporate.
3. Section 59-73-20 - School districts declared tax districts.
4. Section 59-73-30 - School districts permitted to levy and collect taxes.



*current*

## Policy AA School District Legal Status

Issued 7/98

Purpose: To establish the basic structure of public education in the district.

The federal government has delegated the responsibility for public education to the states.

The South Carolina Constitution has provided for a state system of public education. Under South Carolina law, the control of public instruction is vested in the South Carolina State Board of Education which is composed of 17 members, 16 elected by members of the delegations of each judicial circuit and commissioned by the governor and one member appointed by the governor. The state superintendent of education is elected in a partisan election at each general election. The state superintendent is charged with general supervision of education in the state.

The General Assembly of South Carolina has provided for school districts. A school district is an area of territory comprising a legal entity whose sole purpose is that of providing school education, whose boundary lines are a matter of public record and the area of which constitutes a complete tax unit.

In York County the organizational pattern consists of four school districts, one of which is Rock Hill School District Three of York County.

Rock Hill School District Three of York County is a body politic and corporate. Under its name it may sue and be sued. It may enter into contracts to the extent of its school funds and may hold such real and personal property as it may come into possession of by an authorized purchase or by will or otherwise.

Adopted 9/26/88; Revised 11/26/90, 7/98

### Legal references:

S. C. Constitution:

Article X, Section 5 - Power of school district to assess and collect taxes.

Article XI, Section 1 - Creation of the state board of education.

Article XI, Section 2 - Creation of the position of state superintendent of education.

Article XI, Section 3 - Provides for a system of free public

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

Title 59, Chapters 1 - 73 - Public education, K-12.

Section 59-1-160 - School district defined.

Section 59-3-30 - State superintendent of education; general duties.

Section 59-5-10 - Composition and organization of state board of education.

Section 59-17-10 - School districts as bodies politic and corporate.

Section 59-73-20 - School districts declared tax districts.

## NONDISCRIMINATION/EQUAL OPPORTUNITY

*Recommended*

Code **AC** Issued **MODEL/18**

The board affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. Respect for each individual will be a consideration in the establishment of all policies by the board and in the administration of those policies by district staff.

The district is committed to a policy of nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, personnel, and community members who participate or seek to participate in its programs or activities. Therefore, the district does not discriminate against any individual on the basis of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law. The district also provides equal access to the Boy Scouts and other designated youth groups as required by law.

### Resolution of Discrimination Complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act of 1963; the Genetic Information Nondiscrimination Act of 2008; the Boy Scouts of America Equal Access Act; and Titles I and II of the Americans with Disabilities Act of 1990.

The following person has been designated to handle inquiries, questions, and grievances regarding the district's nondiscrimination policy:

*Chief Personnel Officer*  
386 E. Black Street  
803-981-1000

In the event that the *Chief Personnel Officer* is unavailable or is the subject of a grievance that would otherwise be made to the *Chief of Strategic Planning, Engagement and Program Support*, reports should instead be directed to:

*Chief of Strategic Planning, Engagement and Program Support*  
386 E. Black Street  
803-981-1000

Complaints or grievances related to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act should be directed to:

*Executive Director of Exceptional Education*  
386 E. Black Street  
803-981-1000

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact:



## PAGE 2 - AC - NONDISCRIMINATION/EQUAL OPPORTUNITY

United States Department of Education  
Office for Civil Rights, Washington DC (Metro)  
400 Maryland Avenue, SW  
Washington, DC 20202-1475  
Telephone (202) 453-6020; Fax (202) 453-6021; TDD 800-877-8339  
Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

Cf. GBA, GBAA, GBK, JB, JIAA, JII

Adopted ^

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### Legal References:

#### A. United States Code of Laws, as amended:

1. Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, *et seq.*
2. Age Discrimination in Employment Act of 1967, 29 U.S.C.A. Section 621, *et seq.*
3. Americans with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*
4. Boy Scouts of America Equal Access Act, 20 U.S.C.A. Section 7905.
5. Equal Pay Act of 1963, 29 U.S.C.A. Section 206d.
6. Genetic Information Nondiscrimination Act of 2008, Section 42 U.S.C.A. 2000ff, *et seq.*
7. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*
8. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*
9. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, *et seq.*
10. Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, *et seq.*
11. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*
12. Uniformed Services Employment and Reemployment Rights Act, 38 U.S.C.A. Section 4301, *et seq.*

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

1. Section 1-13-80 - Prohibits discrimination in hiring and other employment practices on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, or disability.

#### C. Federal Cases:

1. *Plyler v. Doe*, 457 U.S. 202 (1982).

## NONDISCRIMINATION/EQUAL OPPORTUNITY

Code **AC** Issued **MODEL/18**

The board affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. Respect for each individual will be a consideration in the establishment of all policies by the board and in the administration of those policies by district staff.

The district is committed to a policy of nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, personnel, and community members who participate or seek to participate in its programs or activities. Therefore, the district does not discriminate against any individual on the basis of race, religion, sex (including pregnancy, childbirth, or any related medical conditions), color, disability, age (40 or older), genetic information, national origin, or any other applicable status protected by local, state, or federal law. The district also provides equal access to the Boy Scouts and other designated youth groups as required by law.

### Resolution of Discrimination Complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act of 1963; the Genetic Information Nondiscrimination Act of 2008; the Boy Scouts of America Equal Access Act; and Titles I and II of the Americans with Disabilities Act of 1990.

The following person has been designated to handle inquiries, questions, and grievances regarding the district's nondiscrimination policy:

*[Job Title Only]*

Address:

Telephone:

Email:

In the event that the *[Job Title]* is unavailable or is the subject of a grievance that would otherwise be made to the *[Job Title]*, reports should instead be directed to:

*[Job Title Only]*

Address:

Telephone:

Email:

*[Option: If the district has additional coordinators for the following programs, the job title and contact information for each position should be listed individually above: Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act.]*

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact:

United States Department of Education  
Office for Civil Rights, Washington DC (Metro)  
400 Maryland Avenue, SW

**SCSBA**

(see next page)



## PAGE 2 - AC - NONDISCRIMINATION/EQUAL OPPORTUNITY

Washington, DC 20202-1475

Telephone (202) 453-6020; Fax (202) 453-6021; TDD 800-877-8339

Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

Cf. GBA, GBAA, GBK, JB, JIAA, JII

Adopted ^

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### Legal References:

#### A. United States Code of Laws, as amended:

1. Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, *et seq.*
2. Age Discrimination in Employment Act of 1967, 29 U.S.C.A. Section 621, *et seq.*
3. Americans with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.*
4. Boy Scouts of America Equal Access Act, 20 U.S.C.A. Section 7905.
5. Equal Pay Act of 1963, 29 U.S.C.A. Section 206d.
6. Genetic Information Nondiscrimination Act of 2008, Section 42 U.S.C.A. 2000ff, *et seq.*
7. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, *et seq.*
8. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.*
9. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, *et seq.*
10. Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, *et seq.*
11. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, *et seq.*
12. Uniformed Services Employment and Reemployment Rights Act, 38 U.S.C.A. Section 4301, *et seq.*

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

1. Section 1-13-80 - Prohibits discrimination in hiring and other employment practices on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, or disability.

#### C. Federal Cases:

1. *Plyler v. Doe*, 457 U.S. 202 (1982).

Current

## Policy AC Nondiscrimination/Equal Opportunity

Issued 3/15

Purpose: To establish the basic structure for conduct of district programs in compliance with applicable laws.

The district is required by federal and state laws, executive orders, rules and regulations not to illegally discriminate on the basis of race, religion, color, disability, gender, age, alienage, immigrant status, English-speaking status, national origin or marital status. The district, therefore, commits itself to nondiscrimination in all its education and employment activities.

Further the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and/or harassment.

Adopted 7/24/85; Revised 2/26/90, 7/27/98, 2/25/08, 3/23/15

### Legal references:

#### Federal Law:

Age Discrimination in Employment Act of 1975, 29 U.S.C.A. Section 623, *et seq.* - Nondiscrimination on the basis of age in employment.

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

Equal Pay Act of 1963, 29 U.S.C.A. Section 206(d) - Nondiscrimination as to wages on basis of sex.

Rehabilitation Act of 1973, Section 504, 29 U.S.C.A. Section 794 - Protects qualified individuals from discrimination based on disability.

Title IV of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000c-6 - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.

Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - Prohibits discrimination on the basis of race, color, national origin, religion or sex.

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

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

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

Section 1-13-80 - Unlawful employment practices.

#### Federal Cases:

Plyler vs. Doe, 457 U.S. 202 (1982) - Prohibits denial of immigrant students' access to public education on the basis of immigrant status or English-speaking status, race, color, national origin, religion or sex.



## Policy ADF District Wellness

Issued 6/17

*Revised/Recommended*

The district recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular and physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices.

### Food and Beverage Availability

The district is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs through the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) and are committed to offering school meals that:

- are accessible to all students
- are appealing and attractive to children
- are served in clean and pleasant settings
- promote healthy food and beverage choices using Smarter Lunchroom techniques as recommended by the USDA where appropriate
- meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations

### ~~Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs~~ ~~Jan. 2012~~

	<del>Breakfast Meal Pattern</del>			<del>Lunch Meal Pattern</del>		
	<del>Grades K-5 a</del>			<del>Grades 6-8 a</del>		
	<del>Grades 9-12 a</del>			<del>Grades K-5</del>		
	<del>Grades 6-8</del>			<del>Grades 9-12</del>		
<del>Meal Pattern</del>	<del>Amount of Food b Per Week (Minimum Per Day)</del>					
Fruits (cups) c, d	5 (1) e	5 (1) e	5 (1) e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) c, d	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green f	0	0	0	½	½	½
Red/Orange f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) f	0	0	0	½	½	½

Starchy f	0	0	0	½	½	½
Other f, g	0	0	0	½	½	¾
Additional Veg to Reach Total h	0	0	0	4	4	4½
Grains (oz eq) i	7-10 (1) j	8-10 (1) j	9-10 (1) j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq) k	0 k	0 k	0 k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)

**Other Specifications: Daily Amount Based on the Average for a 5-Day Week**

Min-max calories (kcal) m, n, o	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) n, o	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) n, p	< 430	< 470	< 500	< 640	< 710	< 740
Trans fat n, o	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

a In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see [§220.23](#)). b Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is cup.

c One quarter cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full strength.

d For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in [§210.10\(c\)\(2\)\(iii\)](#).

e The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015). f Larger amounts of these vegetables may be served.

g This category consists of "Other vegetables" as defined in [§210.10\(c\)\(2\)\(iii\)\(E\)](#). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in [§210.10\(c\)\(2\)\(iii\)](#). h Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

i At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

j In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

k There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains



~~requirement is met. If fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).~~

~~m The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).~~

~~n Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed. o In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).~~

~~p Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in [§210.10\(f\)\(3\)](#) for lunches and [§220.8\(f\)\(3\)](#) for breakfast~~

Students in grades Pre-K to fifth grade will be provided a minimum of 20 minutes to consume lunch after they have received their food.

Schools will not use foods or beverages as rewards for academic performance or good behavior. Additionally, schools will not withhold food or beverages as punishment. Principals will be provided with a list of alternative ideas for behavior management to share with teachers.

### **Water**

To promote hydration, the district will make available free, safe, unflavored drinking water to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

### **Competitive foods and beverages**

The district is committed to ensuring that all foods and beverages available to students on school campuses during the school day support healthy eating. The foods and beverages sold outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. See administrative rule EFE-R, Competitive Foods Sales/Vending Machines, for more information. The district will establish standards for foods made available, but not sold, during the school day on school campuses. Valentine's Day parties will be excluded from these standards.

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education (see administrative rule EFE-R).

### **District Goals for Health and Wellness**

#### **Nutrition promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents/legal guardians, students, and the community.

The district will promote healthy food and beverage choices for all students throughout the school campus and will encourage participation in school meal programs. This promotion will occur through the use of evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques and through adherence to a policy of 100% of foods and beverages promoted to students meeting the USDA Smart Snacks in School nutrition standards. Nutrition information for school meals (e.g., calories, saturated fat, sodium, and sugar) will be made available to students and parents.

#### **Nutrition education**

The district will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that fulfills the following criteria:

- fosters the adoption and maintenance of healthy eating behaviors such as acquiring skills for reading food labels and menu planning

- is part of a sequential comprehensive standards-based health education program K6-12 designed to provide students with the knowledge and skills necessary to promote and protect their health
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, and other school foods and nutrition-related community services
- teaches media literacy with an emphasis on food and beverage marketing
- includes nutrition education training for teachers and other staff

See policy IHAM, Health Education, for more information.

### Physical activity

The district is committed to providing physical activity opportunities, and schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education. Schools may promote opportunities for physical activity via in school announcements, newsletters, posters, etc.

The district encourages the use of physical activity as a reward when feasible. Schools shall not deny a student participation in recess or other physical activity as a form of discipline or for classroom make up time. Schools shall not use physical activity (e.g., running/walking laps, pushups) as a form of punishment. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams or with other sports-related after school activities, nor does it include participation on sports teams with specific academic requirements.

### Physical education

The district's physical education curriculum for grades K-12 shall be aligned with established state physical education standards, the Students Health and Fitness Act, and the defined minimum program. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits and incorporate essential health education concepts. The curriculum will support the essential components of physical education. See policy IHAE, Physical Education, for more information.

All students will be provided equal opportunity to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

### Other activities that promote student wellness

The district will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the district, where appropriate, will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district's curriculum specialists.

In partnership with the Alliance for a Healthier Generation, school awards, grants, and recognition will be pursued by the individual schools.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### Community partnerships

The district will develop and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, and local government agencies) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

### Community health promotion and family engagement

The schools will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities (e.g., fun run, Girls on the Run, Let Me Run, family wellness night, etc.) and will receive information about health promotion efforts. The schools and district will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

### Staff wellness and health promotion

The district wellness committee may have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

### Professional learning

The district follows the USDA Professional Standards for State and Local Nutrition Programs to ensure professional development in the area of food and nutrition is provided for all food service employees, including directors, managers, and staff through the district's contracted food service provider.

When feasible, the district will offer annual professional learning opportunities and resources for non-food services staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

### District Wellness Committee/Coordinated District Health Advisory Council

The district will convene a wellness committee that meets quarterly throughout the school year to establish district wellness goals for and to oversee school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy. Wellness committee members will include, to the extent possible, parents/legal guardians, students, representatives of district nutrition services, physical education teachers, school health professionals, the school board, school administrators, and the general public. The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be the clinical lead nurse.

Annually, the district will notify the public about the content and implementation of the wellness policy and share any updates to the policy. The district will also publicize the name and contact information of the clinical lead nurse with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy. The information for this annual review can be gathered through and utilized in the district's strategic planning process.

Every three years, the district will assess its compliance with the policy, how it compares to model wellness policies published by state and federal agencies, and the district's progress in attaining the goals of the policy. The district will use the assessment tool provided by the Alliance for a Healthier Generation. The results of this assessment will be made available to the public to showcase the wellness efforts being made by the district and how each school is in compliance with the wellness policy. Following this assessment, the district will update or modify the policy as necessary and share these changes with the public.

### Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy. Documentation maintained by the district will include but will not be limited to:

- the written wellness policy
- documentation demonstrating that the policy has been made available to the public
- documentation of efforts to review and update the policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the district wellness committee (e.g., copy of meeting notice posted on the district website)
- documentation to demonstrate compliance with the annual public notification requirements



- the most recent assessment on the implementation of the wellness policy
- documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public

### Food and Beverage Marketing

The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

Any foods and beverages marketed or promoted to students on school campuses during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. These standards do not apply to marketing that occurs at events outside of school hours such as after school sporting events or any other events, including school fundraisers.

Contracts for goods or services that include a food and beverage marketing component executed after June 30, 2017, must conform to federal nutrition standards. No exceptions will be granted.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing includes any oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container
- displays, such as on vending machine exteriors
- corporate brand, logo, name, or trademark on school equipment that is displayed during the school day, such as marquees, message boards, scoreboards, or backboards (*Note: Immediate replacement of these items is not required; however, the district will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with this policy.*)
- corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district
- advertisements in school publications or school mailings
- free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

Adopted 4/23/12; Revised 6/22/17; **Revised 4/2019**

### Legal References:

#### Federal Law:

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

#### Federal Regulations:

National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School, [7 C.F.R. Parts 210 and 220](#) (2016).

Local School Wellness Policy Implementation, [7 C.F.R. Parts 210 and 220](#)

(2016). S.C. Code, 1976, as amended:

[Section 59-10-10](#), *et seq.* - Physical education, school health services, and nutritional standards.



Section 59-10-330 - Coordinated School Health Advisory Council (CSHAC).

Section 59-10-350 - Length of elementary school lunch period.

Section 59-32-30(A)(1)-(3) - Comprehensive health education program; guidelines and restrictions.

State Board of Education Regulations:

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

R43-238 - Health education requirements.

State Board of Education Academic Standards:

2009 Academic Standards for Health and Safety Education.

2014SC Academic Standards for Physical Education.

2015SC "Smart Snacks" and Exempt Fundraisers Memorandum.

Other References:

National Standards for Physical Education, NASPE (National Association for Sport and Physical Education).

National Health Education Standards, Joint Committee on National Health Education Standards.

USDA Dietary Guidelines for Americans.

USDA Guide to Smart Snacks in School (2016).

USDA Professional Standards for State and Local School Nutrition Programs (2015).

**York 3/Rock Hill School District**

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## DISTRICT WELLNESS

Code **ADF** Issued **MODEL/17**

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The district recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices.

### Food and Beverage Availability

The district is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification). The district is also committed to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs through the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) and are committed to offering school meals that:

- are accessible to all students
- are appealing and attractive to children
- are served in clean and pleasant settings
- meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations
- *(option: promote healthy food and beverage choices using Smarter Lunchroom techniques as recommended by the USDA where appropriate)*

Students in grades Pre-K through fifth grade will be provided a minimum of 20 minutes to consume lunch after they have received their food.

Schools will not use foods or beverages as rewards for academic performance or good behavior. Additionally, schools will not withhold food or beverages as punishment. Teachers are provided with a list of alternative ideas for behavior management.

### *Water*

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

### *Competitive foods and beverages*

The district is committed to ensuring that all foods and beverages available to students on school campuses during the school day support healthy eating. The foods and beverages sold outside of the school meal programs (i.e. competitive foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. The district will establish standards for foods made available, but not sold, during the school day on school campuses.

## **PAGE 2 - ADF - DISTRICT WELLNESS**

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina Department of Education.

See administrative rule EFE-R, *Competitive Food Sales/Vending Machines*, for additional information on competitive foods and fundraisers.

### **District Goals for Health and Wellness**

#### *Nutrition promotion*

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques, nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents/legal guardians, students, and the community.

The district will promote healthy food and beverage choices for all students throughout the school campus and will encourage participation in school meal programs. This promotion will occur through the use of evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques and through adherence to a policy of 100 percent of foods and beverages promoted to students meeting the USDA Smart Snacks in School nutrition standards.

#### *Nutrition education*

The district will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that fulfills the following criteria:

- fosters the adoption and maintenance of healthy eating behaviors such as acquiring skills for reading food labels and menu planning
- is part of a sequential comprehensive standards-based health education program designed to provide students with the knowledge and skills necessary to promote and protect their health
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, and other school food and nutrition-related community services
- teaches media literacy with an emphasis on food and beverage marketing
- includes nutrition education training for teachers and other staff

See policy IHAM, *Health Education*, for more information.

#### *Physical activity*

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program which includes quality physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement. Schools may promote opportunities for physical activity via in-school

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announcements, newsletters, posters, etc. The district is committed to providing these opportunities, and schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

The district encourages the use of physical activity as a reward when feasible. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason. **This does not include participation on sports teams or with other sports-related after school activities, nor does it include participation on sports teams with specific academic requirements.**

### *Physical education*

The district will provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits and incorporate essential health education concepts. The curriculum will support the essential components of physical education.

See policy IHAE, *Physical Education*, for more information.

All students will be provided equal opportunities to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

*(Note: Other than nutrition promotion and education and physical activity and education, which are required components of the wellness policy, the district is required to develop measurable goals for other school-based activities that promote student wellness. In developing these goals, the district must review and consider evidence-based strategies and techniques.*

*The district may include the following sample goals that have been approved by the United States Department of Agriculture (USDA). Districts may edit these goals as needed based upon their individual district needs.)*

### *Option: Other activities that promote student wellness*

*The district will integrate wellness activities across the entire school setting, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the district will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district's curriculum specialists.*

*All efforts related to obtaining federal, state, or association recognition for efforts or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy including, but not limited to, ensuring the involvement of the district wellness committee.*

*All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.*

### *Option: Community partnerships*

## **PAGE 4 - ADF - DISTRICT WELLNESS**

*The district will develop and enhance relationships with community partners (e.g. hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.*

### ***Option: Community health promotion and family engagement***

*The district will promote to parents/legal guardians, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. The district will use electronic mechanisms (e.g. email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g. newsletters, presentations to parents/legal guardians, or sending information home to parents/legal guardians), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.*

### ***Option: Staff wellness and health promotion***

*The district wellness committee may have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.*

### ***Option: Professional learning***

*The district follows the USDA Professional Standards for State and Local Nutrition Programs to ensure professional development in the area of food and nutrition is provided for all food service staff, including directors, managers, and staff.*

*When feasible, the district will offer annual professional learning opportunities and resources for non-food services staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g. increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.*

### **District Wellness Committee/Coordinated District Health Advisory Council**

*The district will convene a wellness committee that meets at least once per year to establish district wellness goals and to oversee school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy. Wellness committee members will include, to the extent possible, parents/legal guardians, students, representatives of district nutrition services, physical education teachers, school health professionals, the board, school administrators, and the general public. The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be (job title and contact information).*

*Annually, the district will notify the public about the content and implementation of the wellness policy and share any updates to the policy. The district will also publicize the name and contact information of the (job title used above) with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy.*



## **PAGE 5 - ADF - DISTRICT WELLNESS**

The information for this annual review can be gathered through and utilized in the district's strategic planning process.

Every three (3) years, the district will assess its compliance with the policy, how it compares to model wellness policies published by state and federal agencies, and the district's progress in attaining the goals of the policy. The results of this assessment will be made available to the public to showcase the wellness efforts being made by the district and how each school is in compliance with the wellness policy. Following this assessment, the district will update or modify the policy as necessary and share these changes with the public.

### **Recordkeeping**

The district will retain records to document compliance with the requirements of the wellness policy. Documentation maintained by the district will include, but will not be limited to:

- the written wellness policy
- documentation demonstrating that the policy has been made available to the public
- documentation of efforts to review and update the policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the district wellness committee (e.g. copy of meeting notice posted on the district website)
- documentation to demonstrate compliance with the annual public notification requirements
- the most recent assessment on the implementation of the wellness policy
- documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public

### **Food and Beverage Marketing**

The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

Any foods and beverages marketed or promoted to students on school campuses during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. These standards do not apply to marketing that occurs at events outside of school hours, such as after school sporting events or any other events, including school fundraisers.

**Contracts for goods or services that include a food and beverage marketing component executed after June 30, 2017, must conform to federal nutrition standards. No exceptions will be granted.**

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing includes any oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

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- brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container
- displays, such as on vending machine exteriors
- corporate brand, logo, name, or trademark on school equipment that is displayed during the school day, such as marquees, message boards, scoreboards, or backboards (*Note: Immediate replacement of these items is not required; however, the district will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially feasible over time so that items are in compliance with this policy.*)
- corporate brand, logo, name, or trademark on food service materials and equipment (e.g. cups used for beverage dispensing, menu boards, coolers, trash cans, etc.) or on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district
- advertisements in school publications or school mailings
- free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

Adopted ^

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### Legal References:

- A. United States Code of Laws, as amended:
  - 1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.
- B. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-10-10, *et seq.* - Physical education, school health services, and nutritional standards.
  - 2. Section 59-10-330 - Coordinated School Health Advisory Council (CSHAC).
  - 3. Section 59-10-350 - Length of elementary school lunch period.
  - 4. Section 59-32-30 - Comprehensive health education program; guidelines and restrictions.
- C. Code of Federal Regulations, as amended:
  - 1. National School Lunch Program and School Breakfast Program: Nutrition Standards for All Goods Sold in School, 7 C.F.R. § 210 and 220.
  - 2. Local School Wellness Policy Implementation, 7 C.F.R. § 210 and 220.
- D. S.C. State Board of Education Regulations:
  - 1. R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.
  - 2. R43-238 - Health education requirements.
- E. S.C. State Board of Education Academic Standards:
  - 1. 2009 Academic Standards for Health and Safety Education.
  - 2. 2014 SC Academic Standards for Physical Education.
- F. Other:
  - 1. National Standards for Physical Education, NASPE (National Association for Sport and Physical Education).
  - 2. National Health Education Standards, Joint Committee on National Health Education Standards.
  - 3. USDA Dietary Guidelines for Americans.
  - 4. USDA *Guide to Smart Snacks in School* (2016).
  - 5. USDA Professional Standards for State and Local School Nutrition Programs (2015).

*current*

## Policy ADF District Wellness

Issued 6/17

The district recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular and physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices.

### Food and Beverage Availability

The district is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs through the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) and are committed to offering school meals that:

- are accessible to all students
  - are appealing and attractive to children
  - are served in clean and pleasant settings
  - promote healthy food and beverage choices using Smarter Lunchroom techniques as recommended by the USDA where appropriate
  - meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations
- Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs - Jan. 2012**

#### Breakfast Meal Pattern

#### Lunch Meal Pattern

Grades K-5 a Grades 6-8 a Grades 9-12 a Grades K-5 Grades 6-8 Grades 9-12

Meal Pattern	Amount of Food b Per Week (Minimum Per Day)					
Fruits (cups) c, d	5 (1) e	5 (1) e	5 (1) e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) c, d	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green f	0	0	0	½	½	½
Red/Orange f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) f	0	0	0	½	½	½



Starchy f	0	0	0	½	½	½
Other f, g	0	0	0	½	½	¾
Additional Veg to Reach Total h		0	0 0	1	1	1½
Grains (oz eq) i	7-10 (1) j	8-10 (1) j	9-10 (1) j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq) 0 k		0 k	0 k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)

**Other Specifications: Daily Amount Based on the Average for a 5-Day Week**

Min-max calories (kcal) m, n, o	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) n, o	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) n, p	< 430	< 470	< 500	< 640	< 710	< 740
Trans fat n, o	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

a In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see [§220.23](#)). b Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is cup.

c One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

d For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in [§210.10\(c\)\(2\)\(iii\)](#).

e The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015). f Larger amounts of these vegetables may be served.

g This category consists of "Other vegetables" as defined in [§210.10\(c\)\(2\)\(iii\)\(E\)](#). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in [§210.10\(c\)\(2\)\(iii\)](#). h Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

i At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

j In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

k There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains

requirement is met. l Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

m The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

n Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within these specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed. o In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

p Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in [§210.10\(f\)\(3\)](#) for lunches and [§220.8\(f\)\(3\)](#) for breakfast

Students in grades Pre-K to fifth grade will be provided a minimum of 20 minutes to consume lunch after they have received their food.

Schools will not use foods or beverages as rewards for academic performance or good behavior. Additionally, schools will not withhold food or beverages as punishment. Principals will be provided with a list of alternative ideas for behavior management to share with teachers.

### **Water**

To promote hydration, the district will make available free, safe, unflavored drinking water to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

### **Competitive foods and beverages**

The district is committed to ensuring that all foods and beverages available to students on school campuses during the school day support healthy eating. The foods and beverages sold outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. See administrative rule EFE-R, Competitive Foods Sales/Vending Machines, for more information. The district will establish standards for foods made available, but not sold, during the school day on school campuses. Valentine's Day parties will be excluded from these standards.

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education (see administrative rule EFE-R).

### **District Goals for Health and Wellness**

#### **Nutrition promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents/legal guardians, students, and the community.

The district will promote healthy food and beverage choices for all students throughout the school campus and will encourage participation in school meal programs. This promotion will occur through the use of evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques and through adherence to a policy of 100% of foods and beverages promoted to students meeting the USDA Smart Snacks in School nutrition standards. Nutrition information for school meals (e.g., calories, saturated fat, sodium, and sugar) will be made available to students and parents.

#### **Nutrition education**

The district will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that fulfills the following criteria:

- fosters the adoption and maintenance of healthy eating behaviors such as acquiring skills for reading food labels and menu planning



- is part of a sequential comprehensive standards-based health education program K5-12 designed to provide students with the knowledge and skills necessary to promote and protect their health
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, and other school foods and nutrition-related community services
- teaches media literacy with an emphasis on food and beverage marketing
- includes nutrition education training for teachers and other staff

See policy IHAM, Health Education, for more information.

### Physical activity

The district is committed to providing physical activity opportunities, and schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education. Schools may promote opportunities for physical activity via in school announcements, newsletters, posters, etc.

The district encourages the use of physical activity as a reward when feasible. Schools shall not deny a student participation in recess or other physical activity as a form of discipline or for classroom make up time. Schools shall not use physical activity (e.g., running/walking laps, pushups) as a form of punishment. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams or with other sports-related after school activities, nor does it include participation on sports teams with specific academic requirements.

### Physical education

The district's physical education curriculum for grades K-12 shall be aligned with established state physical education standards, the Students Health and Fitness Act, and the defined minimum program. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits and incorporate essential health education concepts. The curriculum will support the essential components of physical education. See policy IHAE, Physical Education, for more information.

All students will be provided equal opportunity to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

### Other activities that promote student wellness

The district will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the district, where appropriate, will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district's curriculum specialists.

In partnership with the Alliance for a Healthier Generation, school awards, grants, and recognition will be pursued by the individual schools.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### Community partnerships

The district will develop and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, and local government agencies) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

### Community health promotion and family engagement

The schools will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities (e.g., fun run, Girls on the Run, Let Me Run, family wellness night, etc.) and will receive information about health promotion efforts. The schools and district will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

### Staff wellness and health promotion

The district wellness committee may have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

### Professional learning

The district follows the USDA Professional Standards for State and Local Nutrition Programs to ensure professional development in the area of food and nutrition is provided for all food service employees, including directors, managers, and staff through the district's contracted food service provider.

When feasible, the district will offer annual professional learning opportunities and resources for non-food services staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

### District Wellness Committee/Coordinated District Health Advisory Council

The district will convene a wellness committee that meets quarterly throughout the school year to establish district wellness goals for and to oversee school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy. Wellness committee members will include, to the extent possible, parents/legal guardians, students, representatives of district nutrition services, physical education teachers, school health professionals, the school board, school administrators, and the general public. The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be the clinical lead nurse.

Annually, the district will notify the public about the content and implementation of the wellness policy and share any updates to the policy. The district will also publicize the name and contact information of the clinical lead nurse with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy. The information for this annual review can be gathered through and utilized in the district's strategic planning process.

Every three years, the district will assess its compliance with the policy, how it compares to model wellness policies published by state and federal agencies, and the district's progress in attaining the goals of the policy. The district will use the assessment tool provided by the Alliance for a Healthier Generation. The results of this assessment will be made available to the public to showcase the wellness efforts being made by the district and how each school is in compliance with the wellness policy. Following this assessment, the district will update or modify the policy as necessary and share these changes with the public.

### Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy. Documentation maintained by the district will include but will not be limited to:

- the written wellness policy
- documentation demonstrating that the policy has been made available to the public
- documentation of efforts to review and update the policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the district wellness committee (e.g., copy of meeting notice posted on the district website)
- documentation to demonstrate compliance with the annual public notification requirements

- the most recent assessment on the implementation of the wellness policy
- documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public

### Food and Beverage Marketing

The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

Any foods and beverages marketed or promoted to students on school campuses during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. These standards do not apply to marketing that occurs at events outside of school hours such as after school sporting events or any other events, including school fundraisers.

Contracts for goods or services that include a food and beverage marketing component executed after June 30, 2017, must conform to federal nutrition standards. No exceptions will be granted.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing includes any oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container
- displays, such as on vending machine exteriors
- corporate brand, logo, name, or trademark on school equipment that is displayed during the school day, such as marquees, message boards, scoreboards, or backboards (*Note: Immediate replacement of these items is not required; however, the district will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with this policy.*)
- corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district
- advertisements in school publications or school mailings
- free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product

Adopted 4/23/12; Revised 6/22/17

### Legal References:

#### Federal Law:

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

#### Federal Regulations:

National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School, [7 C.F.R. Parts 210](#) and [220](#) (2016).

Local School Wellness Policy Implementation, [7 C.F.R. Parts 210](#) and [220](#)

(2016). S.C. Code, 1976, as amended:

[Section 59-10-10](#), *et seq.* - Physical education, school health services, and nutritional standards.

Section 59-10-330 - Coordinated School Health Advisory Council (CSHAC).

Section 59-10-350 - Length of elementary school lunch period.

Section 59-32-30(A)(1)-(3) - Comprehensive health education program; guidelines and restrictions.

State Board of Education Regulations:

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

R43-238 - Health education requirements.

State Board of Education Academic Standards:

2009 Academic Standards for Health and Safety Education.

2014SC Academic Standards for Physical Education.

2015SC "Smart Snacks" and Exempt Fundraisers Memorandum.

Other References:

National Standards for Physical Education, NASPE (National Association for Sport and Physical Education).

National Health Education Standards, Joint Committee on National Health Education Standards.

USDA Dietary Guidelines for Americans.

USDA Guide to Smart Snacks in School (2016).

USDA Professional Standards for State and Local School Nutrition Programs (2015).

**York 3/Rock Hill School District**

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# Memo

**TO:** Dr. William E. Cook, Jr.

**FROM:** Dr. Luanne Kokolis

**DATE:** May 22, 2019

**SUBJECT:** **First Read Policies**

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Attached are policies ADA School District Goals and Objectives and ADA-R (Administrative Rule); ADB Drug, Alcohol and Tobacco-Free Schools; and ADC Tobacco Free Schools for first read.

Each policy packet includes the current policy, the model policy and the recommended policy for first read.

- We are recommending the model policy and rule for ADA District Goals and Objectives. The model policy condenses language and the details for implementation are included in the accompanying rule. The only change from the work session is to the Administrative Rule. **It was suggested by stakeholder input to place in the rule that, School Renewal Plans will be placed on the school website, and that the district strategic plan will be placed on the district website. This change in the rule is highlighted in blue.**
- We are recommending the model policy for ADB. The model separates Drug, Alcohol, and Tobacco with a new title of *Drug and Alcohol-Free Workplace and Schools*. The policy covers schools and workplace in the district. The former title just listed *Schools and not Workplace*.
- We are recommending the model policy for ADC. The model has a new title, *Tobacco Free School District*, replacing the former title, *Tobacco Free Schools*. The model policy lists procedures and enforcement, therefore there is not a need for an accompanying rule.

## **POLICY FEEDBACK – ADA, ADB, ADC:**

> I have the following feedback regarding proposed changes or updates to board policy.

### **Policy ADA – School District Legal Status**

Should state that school and district renewal plans will be available for stakeholders in accordance with federal law.

### **Policy ADB – Drug and Alcohol-Free Workplace and Schools**

Should include CBD Oil and marijuana in any form since the medical legalization possibility creates a gray area for HS students or any students who have a medical marijuana card.

### **Policy ADC – Tobacco Free School District**

Under bullet 1 of procedures vaping devices should be included as well.



# Policy ADA

## SCHOOL DISTRICT GOALS AND OBJECTIVES

### *RECOMMENDED*

Code **ADA** Issued **MODEL/16**

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#### **Mission Statement**

Rock Hill Schools will provide all students with challenging work that authentically engages them in the learning process and prepares them for successful futures.

The district will implement this vision by providing lifelong learning opportunities that will develop the potential of all individuals and thereby improve the quality of life for all citizens of the district.

#### **District Strategic Plan and School Renewal Plans**

The district will develop a five-year strategic plan and schools will develop five-year school renewal plans to align resources and initiatives that are focused on accountability and the improvement of student academic performance, data-driven decision making, and continuous improvement.

#### *Accountability system*

The board will ensure the establishment of a district system of performance-based accountability and incorporate it into the district's strategic plan. Each school will indicate the accountability components in its renewal plan.

The board will review and revise the overall accountability system annually.

The district will involve key stakeholders, including administrators, teachers, support staff, parents/legal guardians, and community members in the development, annual review, and revision of the district accountability system.

#### *Strategic plan and school renewal plan*

The district will develop and implement a five-year strategic plan and school renewal plans. District and school plans will be based on strategies derived from scientifically-based education research.

The district will submit copies of its five-year comprehensive plans and annual updates to the South Carolina Department of Education for review in accordance with the law.

Adopted ^

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#### **Legal References:**

- A. United States Code of Laws, as amended:
  - 1. Every Student Succeeds Act of 2015, Pub. L. No. 114-95, 129 Stat. 1802.
- B. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-18-1300 - District accountability system; development and review.
  - 2. Section 59-18-1310 - Reports consolidated; submission dates.
  - 3. Section 59-18-1500 - Review and revision of improvement plan.

## PAGE 2 - ADA - SCHOOL DISTRICT GOALS AND OBJECTIVES

4. Section 59-18-1510 - Assignment of external review committee; activities and recommendations.
  5. Section 59-20-60 - Improvement councils.
  6. Section 59-139-05, *et seq.* - Early Childhood Development and Academic Assistance Act.
- C. S.C. State Board of Education Regulations:
1. R43-261 - District and school planning.



## Policy ADA School District Goals and Objectives

Issued 11/98

current

Purpose: To establish the board's vision for school district goals and objectives and the basic structure for developing comprehensive plans with annual updates as required by Act 135.

### Goals and objectives

The board is the governing body responsible for establishing policies, setting direction and providing support for quality educational opportunities for all students served by Rock Hill School District Three of York County.

The board specifically commits itself to the following tangible objectives.

- to maintain viable communication linkages among the various constituencies served by the schools
- to interpret the educational needs and aspirations of the community through the formulation of policies which stimulate both the learner and the learning process
- to generate appropriate data essential in planning, evaluating, organizing and implementing policy decisions
- to manage the school district in accordance with stipulated law and board policy

### Comprehensive plan

The district will develop and implement five-year comprehensive plans by schools and by the district to meet the requirements of The Early Childhood Development and Academic Assistance Act of 1993 (Act 135), Section 2 and Section 11. Act 135 establishes two main initiatives to be addressed in the comprehensive plans.

- a focus on early childhood development and the prevention of academic difficulties
- an emphasis on flexibility so there is a tailoring of service to meet the needs of students experiencing academic difficulties

The school district and each school in the district must coordinate in developing a comprehensive five-year plan that will be updated annually to carry out the purposes of the law. To meet the specifics in the law, the plans at a minimum must do the following.

- Establish an early childhood initiative which integrates the planning and direction of the half-day program for four-year-olds, the parenting program, the early childhood assistance program, school practices in kindergarten through grade three and any other federal, state or district program for preschool children in the district in order to better meet the needs of this student population.
- Develop an academic assistance initiative to support students with academic difficulties so they are able to progress academically and move through school with their peers.
- Provide staff training to prepare and train teachers and administrators in the teaching techniques and strategies needed to implement the school and district plan.

The district will address research supported innovation initiatives in its plan.

The district will develop methods of assessing the effectiveness of educational programs and strategies to indicate whether educational programs and strategies should be continued, modified or terminated.

The district will submit a copy of its five-year comprehensive plan to the state department of education for review in accordance with the law.

Adopted 10/24/88; Revised 11/98

York 3/Rock Hill School District



## SCHOOL DISTRICT GOALS AND OBJECTIVES

Code **ADA** Issued **MODEL/16**

### Mission Statement

*Insert district mission statement here.*

The district will implement this vision by providing lifelong learning opportunities that will develop the potential of all individuals and thereby improve the quality of life for all citizens of the district.

### District Strategic Plan and School Renewal Plans

The district will develop a five-year strategic plan and schools will develop five-year school renewal plans to align resources and initiatives that are focused on accountability and the improvement of student academic performance, data-driven decision making, and continuous improvement.

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The board will ensure the establishment of a district system of performance-based accountability and incorporate it into the district's strategic plan. Each school will indicate the accountability components in its renewal plan.

The board will review and revise the overall accountability system annually.

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The district will develop and implement a five-year strategic plan and school renewal plans. District and school plans will be based on strategies derived from scientifically-based education research.

The district will submit copies of its five-year comprehensive plans and annual updates to the South Carolina Department of Education for review in accordance with the law.

Adopted ^

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#### Legal References:

- A. United States Code of Laws, as amended:
  - 1. Every Student Succeeds Act of 2015, Pub. L. No. 114-95, 129 Stat. 1802.
- B. S.C. Code of Laws, 1976, as amended:
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  - 6. Section 59-139-05, *et seq.* - Early Childhood Development and Academic Assistance Act.

## **PAGE 2 - ADA - SCHOOL DISTRICT GOALS AND OBJECTIVES**

C. S.C. State Board of Education Regulations:

1. R43-261 - District and school planning.

## SCHOOL DISTRICT GOALS AND OBJECTIVES

Code **ADA-R** Issued **MODEL/14**

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### District and School Plans and Accountability System

The district and each school in the district will prepare a district performance-based accountability system and plans with annual updates. The school and district plans will be coordinated and will align improvement initiatives.

The board will approve the district strategic plan, school renewal plans, and annual updates which will coordinate funding from local, state, federal, and private sources and will be developed collaboratively by a broad-based group of stakeholders using a consensus process.

Each school improvement council will actively participate in the development of its school's plans.

The plans will address the following initiatives:

- early childhood initiative (preschool - grade three) which addresses a parenting/family literacy component; a plan for half-day child development programs; an academic assistance component for grades K through three; school practices in grades K through three; and other federal, state, or district programs
- academic assistance initiative (grades four through 12)
- staff development initiative to provide ongoing, long-range professional development which meets national professional development standards and provides participants the knowledge and skills necessary to implement the district strategic and school renewal plans
- parent/legal guardian involvement initiative including goals, objectives, and method of evaluation
- an innovation initiative component designed to improve student learning and accelerate the performance of all students will be based on different categories; these categories may include defining new approaches as to what and how students learn, applying different teaching methods, redefining how schools operate, and creating appropriate relationships between schools and other social service agencies

During the planning process, the district and each school will include these specific components:

- comprehensive needs assessment
- performance goals
- interim performance goals
- strategies and action plans
- evaluation of the strategies
- evidence of comprehensive consensus building
- assurances

The annual needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. The district will develop measurable performance goals and interim performance goals to address the major areas of discrepancy. The district will design strategies to meet the goals and incorporate certain components. The district will evaluate each strategy as to its level of effectiveness.



## **PAGE 2 - ADA-R - SCHOOL DISTRICT GOALS AND OBJECTIVES**

### **Report to the Community**

All school renewal plans will be available on the school website and the district plan will be available on the district website.

### ***Alternative plan***

Schools that use the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accreditation process may substitute the AdvancED/SACS CASI plan for the school renewal plan provided it includes the appropriate components.

### **Review of District and School Plans**

The district planning team will submit the district strategic plan, school renewal plans, and annual updates to the board for review and approval prior to or following peer review.

The district will follow the South Carolina Department of Education (SCDE) schedule for submission of combined strategic plan/school renewal plans.

The SCDE review panel will approve the plan, provisionally approve the plan pending suggested modifications, or disapprove the plan. The SCDE will provide technical assistance to schools needing help in modifying aspects of the plan not meeting approval criteria. Plans developed by deregulated schools are exempt from the peer review process.

### **Evaluation of Program and Strategies**

Districts and schools will maintain financial records and collect sufficient program information to provide accountability for expenditures and results. This process applies particularly in the areas of K through three academic assistance, four through 12 academic assistance, parenting/family literacy, half-day child development programs, innovation, and staff development as well as accountability elements.

### **Waivers**

The board may request a waiver to regulations that would impede the implementation of an approved plan in accordance with SCDE guidelines.

Issued ^

## SCHOOL DISTRICT GOALS AND OBJECTIVES

Code **ADA-R** Issued **MODEL/14**

### District and School Plans and Accountability System

The district and each school in the district will prepare a district performance-based accountability system and plans with annual updates. The school and district plans will be coordinated and will align improvement initiatives.

The board will approve the district strategic plan, school renewal plans, and annual updates which will coordinate funding from local, state, federal, and private sources and will be developed collaboratively by a broad-based group of stakeholders using a consensus process.

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- academic assistance initiative (grades four through 12)
- staff development initiative to provide ongoing, long-range professional development which meets national professional development standards and provides participants the knowledge and skills necessary to implement the district strategic and school renewal plans
- parent/legal guardian involvement initiative including goals, objectives, and method of evaluation
- an innovation initiative component designed to improve student learning and accelerate the performance of all students will be based on different categories; these categories may include defining new approaches as to what and how students learn, applying different teaching methods, redefining how schools operate, and creating appropriate relationships between schools and other social service agencies

During the planning process, the district and each school will include these specific components:

- comprehensive needs assessment
- performance goals
- interim performance goals
- strategies and action plans
- evaluation of the strategies
- evidence of comprehensive consensus building
- assurances

The annual needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. The district will develop measurable performance goals and interim performance goals to address the major areas of discrepancy. The district will design strategies to meet the goals and incorporate certain components. The district will evaluate each strategy as to its level of effectiveness.



## **PAGE 2 - ADA-R - SCHOOL DISTRICT GOALS AND OBJECTIVES**

### **Report to the Community**

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Schools that use the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accreditation process may substitute the AdvancED/SACS CASI plan for the school renewal plan provided it includes the appropriate components.

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The district will follow the South Carolina Department of Education (SCDE) schedule for submission of combined strategic plan/school renewal plans.

The SCDE review panel will approve the plan, provisionally approve the plan pending suggested modifications, or disapprove the plan. The SCDE will provide technical assistance to schools needing help in modifying aspects of the plan not meeting approval criteria. Plans developed by deregulated schools are exempt from the peer review process.

### **Evaluation of Program and Strategies**

Districts and schools will maintain financial records and collect sufficient program information to provide accountability for expenditures and results. This process applies particularly in the areas of K through three academic assistance, four through 12 academic assistance, parenting/family literacy, half-day child development programs, innovation, and staff development as well as accountability elements.

### **Waivers**

The board may request a waiver to regulations that would impede the implementation of an approved plan in accordance with SCDE guidelines.

Issued ^

## AR ADA-R School District Goals and Objectives

Issued 7/98

*current*

### District and school comprehensive planning

The district and each school in the district will prepare five-year comprehensive plans with annual updates as required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135). The school and district plans will be coordinated and will encompass all improvement initiatives. The school plan will be known as the School Renewal Plan; the district plan as the District Strategic Plan.

The board will approve the comprehensive school plans which will coordinate funding from local, state, federal and private sources.

Each school improvement council will actively participate in the development of their school's plans.

The comprehensive plans will address the following initiatives.

- early childhood initiative (preschool - grade 3) which addresses a parenting/family literacy component; a plan for half-day child development programs; an academic assistance component for grades k-3; school practices in grades k-3; and other federal, state or district programs
- academic assistance initiative (grades 4 - 12)
- staff development initiative to provide ongoing long-range professional development to prepare and train teachers and administrators in the techniques and strategies to implement the district strategic and school renewal plans
- an innovation initiative component designed to improve student learning and accelerate the performance of all students will be based on different categories

These categories may include defining new approaches as to what and how students learn, applying different teaching methods, redefining how schools operate and creating appropriate relationships between schools and other social service agencies.

During the planning process, the district and each school will address these specific areas.

- desired learner standards or expectations
- needs assessment
- performance goals
- interim performance goals
- timelines for progress
- strategies to reach the goals
- evaluation of strategies

The plan will also include a needs assessment to identify target areas of discrepancy between the desired learner standards and the current status as indicated by available data. The district will develop performance goals and interim performance goals to address the major areas of discrepancy. The district will design strategies to meet

the goals and incorporate certain components. The district will evaluate each strategy as to the level of effectiveness.

#### **School improvement councils and report to the community**

Refer to BDF and BDF-R, Advisory Committees, for changes according to Act 135.

#### **Review of school and district plans**

The district planning team will submit comprehensive plans and annual updates to the local board of trustees for review and approval prior to or following peer review. Prior to implementation of the plans in 1995-96 (for districts granted a waiver by the state department of education), and every five years thereafter, the district will submit comprehensive plans to the state department of education for review and to insure certain criteria.

The state department of education review panel will either approve the plan, provisionally approve the plan pending suggested modifications or disapprove the plan.

The department will provide technical assistance to schools needing help in modifying aspects of the plan not meeting approval criteria. Plans developed by deregulated schools are exempt from the peer review process.

#### **Evaluation of program and strategies**

Districts and schools will maintain financial records and collect sufficient program information to provide accountability for expenditures and results. This process applies particularly in the areas of K-3 academic assistance, 4-12 academic assistance, parenting/family literacy, half-day child development programs, innovation and staff development.

#### **District reports to the community**

The district will develop an annual district programmatic report to the parents and public based on certain components.

The district will prepare an annual written report to account for funds expended in each pupil classification in the Education Finance Act.

#### **Targeted technical assistance**

The district will request technical assistance available to districts from the state department of education if the district does not meet established goals and timelines or if, after two years, the district is not making progress toward achieving its goals.

#### **Monitoring**

The district will evaluate all plans on an annual basis as part of the yearly updating procedures. Components of this process include a desk audit as well as data already available within the department of education. Another evaluation tool is the monitoring instrument, Quality Review Checklist for the Early Childhood Development and Academic Assistance Act of 1993, as approved by the state board of education.

#### **Waivers**

The board may request waivers to regulations which would impede the implementation of an approved plan. These waivers are available upon request of the board.

The department of education will provide guidelines outlining further information relating to the implementation of this regulation.

Policy  
ADB



## DRUG AND ALCOHOL-FREE WORKPLACE AND SCHOOLS

*Recommended*

Code **ADB** Issued **MODEL/16**

The district is committed to providing a drug and alcohol-free learning environment and workplace. Drug and alcohol abuse in the workplace or at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students, staff, and visitors and adversely affects the educational mission of the district.

### **Staff**

No staff member will unlawfully manufacture, distribute, dispense, possess, or use any drug in the workplace or be under the influence of any drug in the workplace regardless of where and/or when the use occurred.

*Drug* means any narcotic drug, depressant, stimulant or hallucinogenic drug, amphetamine, barbiturate, marijuana, any counterfeit drug, imitation controlled substance, "look-alike" substance, synthetic or designer drug (bath salts and synthetic marijuana), or any other controlled substance as defined by the acts and regulations cited below.

No staff member will manufacture, distribute, dispense, possess, or use alcohol in the workplace or be under the influence of alcohol in the workplace regardless of where and/or when the use occurred.

*Workplace* means the site for the performance of work. That includes any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event where students are under the jurisdiction of the district.

As a condition of employment, each staff member will notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above. The staff member must notify the supervisor no later than five (5) days after such conviction.

As a condition of employment, each staff member must abide by the terms of the district policy respecting a drug and alcohol-free workplace.

A staff member who violates the terms of this drug-free workplace policy may be subject to disciplinary action including, but not limited to, nonrenewal, suspension, or termination at the discretion of the board. Such staff member may be required to satisfactorily participate in a drug abuse assistance program or rehabilitation program approved by the board. Nothing in this policy will be construed to guarantee reinstatement of any staff member who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

The board will take additional action as necessary in accordance with district policies and regulations as well as applicable state and federal law, including notifying law enforcement agencies.

The board directs the administration to establish a drug and alcohol-free awareness program in the district to include information on the dangers of drug and alcohol abuse in the workplace, the



## PAGE 2 - ADB - DRUG AND ALCOHOL-FREE WORKPLACE AND SCHOOLS

district's policy on a drug and alcohol-free workplace, and any drug and alcohol counseling available to staff as well as any available rehabilitation and employee assistance programs.

### *Prescribed and over-the-counter medications*

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students, or the public, it is the staff member's responsibility to use appropriate procedures (e.g. use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the district *[insert appropriate district department/office (e.g. human resources office)]*, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

### **Students**

No student, regardless of age, will possess, use, sell, purchase, barter, distribute, or be under the influence of alcoholic beverages or other controlled substances in the following situations:

- on school property (including buildings, grounds, vehicles, etc.)
- at any school-sponsored activity, function, or event, whether on or off school grounds (including any location where an interscholastic athletic contest is taking place)
- en route to or from, or during, any field trip or during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist, or conceal the possession, consumption, purchase, or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size, or markings of a controlled substance in any of the circumstances listed above.

All principals and other district staff will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession, and use of controlled substances.

The administration will suspend students who violate this policy, and the board may expel them. The board intends to expel all students who distribute any controlled substance on school grounds.

Cf. GBEC, JICH

Adopted ^ \_\_\_\_\_

### Legal References:

- A. S.C. Constitution:
  - 1. Article XVII, Section 14 - Must be over 21 to possess distilled liquors.
- B. United States Code of Laws, as amended:
  - 1. Controlled Substances Act, 21 U.S.C.A. Section 812 - Schedules of controlled substances.

## PAGE 3 - ADB - DRUG AND ALCOHOL-FREE WORKPLACE AND SCHOOLS

2. Drug-Free Workplace Act, 41 U.S.C.A. Section 8101, *et seq.*
3. Safe and Drug-Free Schools and Communities Act, 20 U.S.C.A. Section 7101, *et seq.*
- C. S.C. Code of Laws, 1976, as amended:
  1. Section 16-17-530 - Any person coming to school in an intoxicated condition, or conducting themselves in a disorderly or boisterous manner, could be arrested for a misdemeanor.
  2. Section 44-49-80 - Establishment of alcohol and drug abuse intervention, prevention, and treatment services program for the public schools.
  3. Section 44-53-110, *et seq.* - Narcotics and controlled substances.
  4. Section 44-53-440 - Distribution to persons under 18.
  5. Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.



## DRUG AND ALCOHOL-FREE WORKPLACE AND SCHOOLS

Code **ADB** Issued **MODEL/16**

The district is committed to providing a drug and alcohol-free learning environment and workplace. Drug and alcohol abuse in the workplace or at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students, staff, and visitors and adversely affects the educational mission of the district.

### **Staff**

No staff member will unlawfully manufacture, distribute, dispense, possess, or use any drug in the workplace or be under the influence of any drug in the workplace regardless of where and/or when the use occurred.

*Drug* means any narcotic drug, depressant, stimulant or hallucinogenic drug, amphetamine, barbiturate, marijuana, any counterfeit drug, imitation controlled substance, "look-alike" substance, synthetic or designer drug (bath salts and synthetic marijuana), or any other controlled substance as defined by the acts and regulations cited below.

No staff member will manufacture, distribute, dispense, possess, or use alcohol in the workplace or be under the influence of alcohol in the workplace regardless of where and/or when the use occurred.

*Workplace* means the site for the performance of work. That includes any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event where students are under the jurisdiction of the district.

As a condition of employment, each staff member will notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above. The staff member must notify the supervisor no later than five (5) days after such conviction.

As a condition of employment, each staff member must abide by the terms of the district policy respecting a drug and alcohol-free workplace.

A staff member who violates the terms of this drug-free workplace policy may be subject to disciplinary action including, but not limited to, nonrenewal, suspension, or termination at the discretion of the board. Such staff member may be required to satisfactorily participate in a drug abuse assistance program or rehabilitation program approved by the board. Nothing in this policy will be construed to guarantee reinstatement of any staff member who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

The board will take additional action as necessary in accordance with district policies and regulations as well as applicable state and federal law, including notifying law enforcement agencies.

The board directs the administration to establish a drug and alcohol-free awareness program in the district to include information on the dangers of drug and alcohol abuse in the workplace, the

## **PAGE 2 - ADB - DRUG AND ALCOHOL-FREE WORKPLACE AND SCHOOLS**

district's policy on a drug and alcohol-free workplace, and any drug and alcohol counseling available to staff as well as any available rehabilitation and employee assistance programs.

### *Prescribed and over-the-counter medications*

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students, or the public, it is the staff member's responsibility to use appropriate procedures (e.g. use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the district *[insert appropriate district department/office (e.g. human resources office)]*, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

### **Students**

No student, regardless of age, will possess, use, sell, purchase, barter, distribute, or be under the influence of alcoholic beverages or other controlled substances in the following situations:

- on school property (including buildings, grounds, vehicles, etc.)
- at any school-sponsored activity, function, or event, whether on or off school grounds (including any location where an interscholastic athletic contest is taking place)
- en route to or from, or during, any field trip or during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist, or conceal the possession, consumption, purchase, or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size, or markings of a controlled substance in any of the circumstances listed above.

All principals and other district staff will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession, and use of controlled substances.

The administration will suspend students who violate this policy, and the board may expel them. The board intends to expel all students who distribute any controlled substance on school grounds.

Cf. GBEC, JICH

Adopted ^

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### **Legal References:**

#### **A. S.C. Constitution:**

1. Article XVII, Section 14 - Must be over 21 to possess distilled liquors.

#### **B. United States Code of Laws, as amended:**

1. Controlled Substances Act, 21 U.S.C.A. Section 812 - Schedules of controlled substances.

**SCSBA**

(see next page)



## **PAGE 3 - ADB - DRUG AND ALCOHOL-FREE WORKPLACE AND SCHOOLS**

2. Drug-Free Workplace Act, 41 U.S.C.A. Section 8101, *et seq.*
  3. Safe and Drug-Free Schools and Communities Act, 20 U.S.C.A. Section 7101, *et seq.*
- C. S.C. Code of Laws, 1976, as amended:
1. Section 16-17-530 - Any person coming to school in an intoxicated condition, or conducting themselves in a disorderly or boisterous manner, could be arrested for a misdemeanor.
  2. Section 44-49-80 - Establishment of alcohol and drug abuse intervention, prevention, and treatment services program for the public schools.
  3. Section 44-53-110, *et seq.* - Narcotics and controlled substances.
  4. Section 44-53-440 - Distribution to persons under 18.
  5. Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.

## **Policy ADB Drug, and Alcohol and Tobacco-Free Schools**

Issued 11/11

*Current*

**Purpose:** To establish the basic structure to ensure the board's vision of a school environment free of drugs and alcohol.

The school district is committed to providing a drug and alcohol free learning environment and workplace. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the educational mission of the schools.

### **Employees**

Employees of the district, while at the workplace, will not consume or be under the influence of intoxicating beverages.

No employee will unlawfully manufacture, distribute, dispense, possess or use any drug on or in the workplace. "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by the act and regulation cited below.

"Workplace" means the site for the performance of work. That includes any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction of the school district or where work on a federal grant is performed.

Each employee will notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above. The employee must notify the supervisor no later than five days after such conviction.

The board will take action in accordance with district policies and regulations as well as applicable state and federal law.

The board directs the administration to establish a drug-free awareness program in the district to include information on the dangers of drug abuse in the workplace, the district's policy on a drug-free workplace, and any drug counseling available to employees as well as any available rehabilitation and employee assistance programs.

### **Students**

No student, regardless of age, will possess, use, sell, purchase, barter, distribute or be under the influence of alcoholic beverages or other controlled substances in the following situations.

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function or event whether on or off school grounds (including any place where an interscholastic athletic contest is taking place)
- during any field trip
- during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above.

All principals will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances. School officials will keep certain communications and observations privileged as required in Section 44-53-140 of the S.C. Code of the Laws, 1976, as amended.

(Cf. JICH; also GBEC)

Adopted 6/24/91; Revised 11/98; 11/27/06, 11/28/11

Legal references:

Federal statutes:

Drug-Free Workplace Act 102 Stat. 4305-4308.

Controlled Substances Act (21 U.S.C. 812) - Schedules I through V of Section 202.

Pro-Children Act of 1994 (20 U.S.C. 6081).

Federal regulations:

54 F.R. 4946 (1/31/89) - Relating to the Drug-Free Workplace Act.

21 CFR 1300.11 through 1300.15 - Defining controlled substances.

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

(Alcohol)

S.C. Constitution Article XVII, Section 14 - Must be over 21 to possess distilled liquors.

Section 16-17-530 - Students who come to school in an intoxicated condition or conduct themselves in a disorderly or boisterous manner could be arrested for a misdemeanor.

Section 59-67-150 - Drinking alcoholic liquors on a school bus is prohibited.

Section 20-7-370 - Must be 21 to possess fermented liquors.

(Drugs)

Section 44-53-110 et seq. - Lists of illicit drugs.

Section 44-53-140 - Student addicted or dependent upon a drug may seek counseling concerning treatment or therapy from a guidance counselor or teacher without fear of legal action.

Section 44-53-370 - Unlawful for any person to possess scheduled drug unless obtained by valid prescription.

Section 44-53-440 - Person over 18 who distributes a controlled substance to person under 18 shall be guilty of felony and sentenced to no more than 20 years with no suspension or

probation.

(Tobacco)

Section 44-95-10 et seq. - Clean Indoor Air Act of 1990 and penalties for violations.

Section 16-17-490 - Contributing to the delinquency of a minor (school rules and regulations may be exempt under certain circumstances).

Section 16-17-500 - Supplying minors with tobacco or cigarettes.

Section 59-67-150 - Qualifications of bus drivers; drinking or smoking on bus.

Section 16-17-500 and 501 - Youth Access to Tobacco Prevention Act of 2006

York 3/Rock Hill School District



Policy  
ADC

## TOBACCO FREE SCHOOL DISTRICT

*Recommended*

Code **ADC** Issued **MODEL/19**

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

### Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students, staff, contract or other workers, and visitors within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off school grounds. The district commits to the following:

- exhibiting healthy behavior for all students, staff, contract or other workers, visitors, and the entire community
- utilizing a proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

### Procedures

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products, such as e-cigarettes, by all students, staff, contract or other workers, and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or provide a referral to cessation services for students and staff.

### Enforcement

The district will enforce this policy by determining appropriate disciplinary actions for violators (students, faculty, contract and other workers, visitors) such as the following:

#### *Students*

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education program
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

#### *Staff*

- verbal reprimands
- written notification placed in personnel file
- suspension

## PAGE 2 - ADC - TOBACCO-FREE SCHOOL DISTRICT

- mandatory enrollment in a tobacco education program
- voluntary enrollment in a cessation program

### *Contract or other workers*

- verbal reprimand
- notification to contract employer
- removal from district property

### *Visitors*

- verbal requests to leave school property
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

### **Education and Assistance**

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing assistance and/or making appropriate cessation referrals.

### **Tobacco Industry Marketing or Sponsorship**

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff, contract or other workers, or students at district-sponsored events.

Cf. GBED, JICG

Adopted ^

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### Legal References:

- A. United States Code of Laws, as amended:
  1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, *et seq.*
- B. S.C. Code of Laws, 1976, as amended:
  1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
  2. Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006.
  3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
  4. Section 59-67-150 - Prohibits use of tobacco products on school buses.

## **TOBACCO FREE SCHOOL DISTRICT**

*Code* **ADC** *Issued* **MODEL/19**

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The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

### **Goal**

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students, staff, contract or other workers, and visitors within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off school grounds. The district commits to the following:

- exhibiting healthy behavior for all students, staff, contract or other workers, visitors, and the entire community
- utilizing a proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

### **Procedures**

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products, such as e-cigarettes, by all students, staff, contract or other workers, and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or provide a referral to cessation services for students and staff.

### **Enforcement**

The district will enforce this policy by determining appropriate disciplinary actions for violators (students, faculty, contract and other workers, visitors) such as the following:

#### *Students*

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education program
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

#### *Staff*

- verbal reprimands
- written notification placed in personnel file
- suspension



## **PAGE 2 - ADC - TOBACCO-FREE SCHOOL DISTRICT**

- mandatory enrollment in a tobacco education program
- voluntary enrollment in a cessation program

### *Contract or other workers*

- verbal reprimand
- notification to contract employer
- removal from district property

### *Visitors*

- verbal requests to leave school property
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

### **Education and Assistance**

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing assistance and/or making appropriate cessation referrals.

### **Tobacco Industry Marketing or Sponsorship**

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff, contract or other workers, or students at district-sponsored events.

Cf. GBED, JICG

Adopted ^

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### **Legal References:**

- A. United States Code of Laws, as amended:
  - 1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, *et seq.*
- B. S.C. Code of Laws, 1976, as amended:
  - 1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
  - 2. Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006.
  - 3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
  - 4. Section 59-67-150 - Prohibits use of tobacco products on school buses.

## Policy ADC Tobacco-Free Schools

Issued 11/11

current

Purpose: To establish the basic structure for tobacco-free schools.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100 percent tobacco-free environment.

### Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students, staff and visitors within all district facilities, vehicles and grounds and at all district-sponsored events by doing the following.

- exhibiting healthy behavior for all students, staff, visitors and the entire community
- utilizing a proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

### Education and assistance

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing assistance and/or make appropriate cessation referrals.

### Tobacco industry marketing or sponsorship

The district will not accept any contributions or gifts, money or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff or students at district-sponsored events.

Cf. GBED, JICG

Adopted 11/28/11

Legal references:

United States Code:

20 U.S.C. 6081 - Pro-Children Act of 1994.

S.C. Code, 1976, as amended:

Section 44-95-10, et seq. - Clean Indoor Air Act of 1990 and penalties for violations.

Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).

Section 16-17-500 - Supplying minors with tobacco or cigarettes.

Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

Section 16-17-500 and 501 - Youth Access to Tobacco Prevention Act of 2006.

# AR ADC-R Tobacco-Free Schools

Issued 11/11

*Current*

## Procedures

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco and snuff by all students, staff and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for students and staff.

## Enforcement

The district will enforce the policy by determining appropriate disciplinary actions for violators (students, faculty, visitors) such as the following.

### Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education program
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

### Staff

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco education program
- voluntary enrollment in a cessation program

### Visitors

- verbal requests to leave school property
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

# Memo

**TO:** Dr. Bill Cook  
**FROM:** Anthony Cox, P.E.  
**DATE:** May 22, 2019  
**SUBJECT:** Policy JIHC, Rule JIHC-R, Weapons Screening / Use of Metal Detectors  
**CC:** Kevin Wren / Luanne Kokolis /

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With our continuing focus area on Safe and Secure Learning Environments, we began a new process of screening for weapons in our high schools this year. We employed a guideline based on state law and regulation and adapted from a peer SC benchmark district to guide this process.

In past years our existing policy JIHC, Use of Metal Detectors, and associated administrative rule had been used to govern a portion of this process in certain circumstances. We have now incorporated our screening guideline into this policy and rule, and updated both to reflect our current best practice as JIHC, Weapons Screening/Use of Metal Detectors. The title and text of the policy and rule have been reviewed by SCSBA legal counsel. There is no state model policy or rule for this subject.

We shared the proposed policy and rule with the Board at their Work Session on May 13, 2019. Comments were shared on this policy and rule at that time, and since then as well. Changes to the proposed policy and rule have been made based on these comments. Please find attached the current and updated, proposed policy and rule for first reading approval of the Board of Trustees at their upcoming Business Meeting on May 28, 2019.



### **POLICY FEEDBACK – JIHC:**

>In response to the Weapons/Metal Detector policy, I am in great support of this at High School Level. Can't believe the detail and time put into this report. I'm still reading through...this policy needs to be taken seriously in combination with other safety devices and plans. One step at a time, costly, yet TOP PRIORITY!

#### **>Re: Weapons Screening / Use of Metal Detectors**

First, change in the policy states that: "The use of metal detectors for administrative purposes must not be used in a way that is selective, based on stereotypical assumptions or bias. For a personal search involving a metal detector, administration must have had reasonable suspicion that weapons are in the possession of the identified or unidentified student(s)." - My question about this would be, what constitutes "Reasonable suspicion?" - Does this mean that these detectors can only be used by administration if there is a tip made by someone? I thought that the district was leaning toward random screenings throughout the high schools and middle schools specifically? I am concerned about this, as a parent of two children who currently attend DCMS and NWHS. What reason is there for taking out the section about "patterns of weapons at the school, and violence involving weapons?" This change makes me feel less confident about the ability of our administrators to use metal detectors as a way to assist in making our students and staff feel a greater sense of safety and protection in our schools.

## WEAPONS SCREENING/USE OF METAL DETECTORS

Code **JIHC** Issued **8/16** **PROPOSED**

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~~Purpose: To establish structure for the use of stationary and/or mobile metal detectors.~~

~~When the administration has reasonable cause to believe that weapons are in the possession of identified or unidentified students, when there has been a pattern of weapons found at school, or when violence involving weapons has occurred at the school, the administration is authorized to use stationary and/or mobile (walk-through or hand-held) metal detectors in accordance with procedures developed by the administration in conjunction with legal counsel. Any search of a student's person as a result of the activation of the detector will be conducted in private in accordance with the procedures.~~

The district's express intention for this policy is to enhance security by ~~preventing~~ **detering** students and/or individuals from bringing weapons or other dangerous objects into the schools, on school buses or at school related functions. Any student who violates the provision of the student code of conduct, which provides that a student may not possess, use, or transfer dangerous weapons, will be disciplined in accordance with district policy.

**The reasonableness of a search under the Fourth Amendment depends on whether it is a personal search or an administrative search. The use of metal detectors for administrative purposes must not be used in a way that is selective, based on stereotypical assumptions or bias. For a personal search involving a metal detector, When the administration must have** ~~has~~ reasonable **suspicion** ~~cause to believe~~ that weapons are in the possession of **the** identified or unidentified **student(s).** ~~students, when there has been a pattern of weapons found at school, or when violence involving weapons has occurred at the school, the a~~ **Administration** is authorized to use stationary and/or mobile (walk-through or hand-held) metal detectors in accordance with procedures developed **under this policy** ~~by the administration in conjunction with legal counsel.~~ Any search of a student's person as a result of the activation of the detector will be conducted in private in accordance with the procedures.

Adopted 10/26/09, 8/22/16

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### Legal references:

#### A. U. S. Supreme Court Cases:

1. New Jersey v. T.L.O., 469 U.S. 325, 105 S. Ct. 733 (1985).

#### B. United States Constitution, Fourth Amendment.

#### C. South Carolina Constitution:

1. Article I, Section 10.

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

1. Section 59-5-65 - State board to set regulations for minimum standards for student conduct, attendance and scholastic achievement; enforcement.
2. Section 59-24-60 - Requires administrators to contact law enforcement.
3. Section 59-63-1110, et seq. - Search of persons and effects on school property.
4. Section 63-19-810 - Taking a child into custody.

E. S. C. Acts and Joint Resolutions:

1. 1994 Act #393, p. 4097 - Allows searches.

## **Policy JIHC Use of Metal Detectors**

Issued 8/16

Purpose: To establish structure for the use of stationary and/or mobile metal detectors.

When the administration has reasonable cause to believe that weapons are in the possession of identified or unidentified students, when there has been a pattern of weapons found at school, or when violence involving weapons has occurred at the school, the administration is authorized to use stationary and/or mobile (walk-through or hand-held) metal detectors in accordance with procedures developed by the administration in conjunction with legal counsel. Any search of a student's person as a result of the activation of the detector will be conducted in private in accordance with the procedures.

The district's express intention for this policy is to enhance security by preventing students and/or individuals from bringing weapons or other dangerous objects into the schools, on school buses or at school related functions. Any student who violates the provision of the student code of conduct, which provides that a student may not possess, use, or transfer dangerous weapons, will be disciplined in accordance with district policy.

Adopted 10/26/09, 8/22/16

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**York 3/Rock Hill School District**



## WEAPONS SCREENING/USE OF METAL DETECTORS

Code **JIHC-R** Issued **8/16** **PROPOSED**

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In accordance with S.C. Law and in an effort to ~~prevent~~ **deter** students from bringing weapons on campus, schools may conduct administrative searches of students and their property while on campus. The following procedures should be followed to ensure the legality of the searches and the safety of the students and faculty involved. School administrators, faculty and staff are reminded that **strip searches are never permitted.** All searches will be conducted with the safety of the students and staff in mind. This rule is for searches involving walk-through and hand-held metal detectors for weapons and is not intended to limit the abilities of administration to conduct other searches. At the beginning of each school year or as policies are amended or adopted, students who attend the designated schools and their parents/legal guardians will be notified that searches involving the use of metal detectors may take place during the school year and the entire search procedure is governed by written procedures which are available upon request.

### **I. Personal Search**

For a personal search to take place an administrator must have reasonable suspicion that the search will yield evidence a school rule or law violation has occurred, is occurring, or may occur. Once reasonable suspicion has been determined a walk-through metal detector or hand-held metal detector may be utilized.

All personal searches based on reasonable suspicion should be conducted in a private location unless an exigent circumstance exists that would prevent this from occurring. When reasonable suspicion exists to search an individual for a weapon, law enforcement shall be present, unless there is an emergency situation that would prevent him/her from being present.

### **II. Administrative Search**

Administrative searches must not be used in a way that is selective, based on stereotypical assumptions, or biased. To avoid bias, all individuals or a preplanned random selection will take place to conduct an administrative search. The following procedures should be used in an administrative search:

#### **a. Planning for the Search:**

##### **1. Before the Search:**

- Administrators must identify and designate staff as search team members.
- Document the names of all designated individuals who are authorized to conduct searches on the campus and maintain this information in the school records.



- Ensure each person conducting searches has completed the yearly required online SafeSchools training entitled, "RHS Student Search Course." If a person designated to conduct searches doesn't have access to this training please notify Security for access.
- Only administrators trained in reasonable suspicion or their trained designee will physically conduct searches of students or belongings. Staff members designated as "observers" do not have to receive this training, but it would be beneficial to have the training if involved in this process.

## **2. Setting the Stage:**

- In the days prior to conducting a search on District property, there should be no communication to employees or students of the date/time of the planned search; however, it is strongly encouraged that school administrators publicize to students and parents that searches are forthcoming. The purpose of conducting searches is to deter weapons from being brought on to District property.
- Schools will advise the Director of Safety and Security of the intent to conduct administrative weapon searches.
- Schools will work within the leadership teams to ensure they have enough staff members present to safely conduct the search. The positions for the search are as follows:
- Incident Commander (IC): Monitors all aspects of the search procedure including the direct supervision of all other staff members involved in the operation. The Incident Commander holds primary responsibility for ensuring safety and that all procedures are being followed.
- Male Handheld Metal Detector Operator (ST): A male staff member will be present to operate the handheld metal detector to screen male students. This staff member should be familiar with the proper use and operation of the metal detecting equipment, including how to test the equipment's operation according to the manufacturer's training and specifications.
- Male Bag Check (ST): A male staff member will be present to search the bags and belongings of male students.
- Female Handheld Metal Detector Operator (ST): A female staff member will be present to operate the handheld metal detector to screen female students. This staff member should be familiar with the proper use and operation of the metal detecting equipment, including how to test the equipment's operation according to the manufacturer's training and specifications.
- Female Bag Check (ST): A female staff member will be present to search the bags and belongings of female students.
- Walk-through Metal Detector Operator (if applicable based on availability of equipment) (ST): This staff member will be present to operate the walk-through metal detector to screen students. This staff member should be familiar with the



proper use and operation of the metal detecting equipment, including how to test the equipment's operation according to the manufacturer's training and specifications. If the metal detector alerts on a student, he/she will be directed to the gender-appropriate handheld metal detector operator.

- Student Supervisor (O): This staff member monitors the students standing in line waiting to be screened. The student supervisor should be watching for suspicious behavior or attempts to conceal or discard contraband.
- Classroom Supervisor (T): This staff member can be the classroom teacher of the room selected for search. The classroom supervisor should ensure that students are properly supervised after being screened. This position is only needed when searching all classrooms or a random selection of classrooms.
- Additional Staff Member (AO): This staff member will help respond to any gaps that exist during the search procedure. If a student is found with contraband that is not a weapon, for example, this staff member can be charged with supervising that student until an administrator is available.
- Law Enforcement Officer (P): At least one law enforcement officer (but preferably two) must be present while searches are being conducted. The law enforcement officer is not an active participant in the search operation; however, he/she will be asked to immediately respond if a weapon is discovered or a safety threat presents itself. His/her presence will also serve as a deterrent to any unsafe behavior.
- For safety purposes, make sure the law enforcement agency of jurisdiction is notified and present during all weapons searches.
- A written operational plan should be developed by school administration to capture the information related to the planned search (e.g., personnel participating in the search, job responsibilities, room or area selection criteria).
- This information will be entered into Incident Tracking for records retention purposes and ensure the Safety and Security Department receives the digital copy. All records related to searches should be maintained by the school for at least five (5) years.

### **3. Search Team Briefing:**

- Conduct a team briefing before heading to the search location (if multiple teams are used). This briefing will explain the duration, location and scope of the search.
- All staff members involved in the search will attend a search briefing before the search. All staff members participating in the search must be present for this briefing.
- During this briefing, the search plan will be reviewed and search team job functions assigned and explained. *It is vital that all involved staff members understand their roles and responsibilities before proceeding with the search.* Any questions concerning job tasks or functions should be addressed at this time.



- **Since the search is intended to detect any weapons that may be located on campus, safety is paramount!** Staff members should remain observant at all times and notify the law enforcement officer(s) immediately of any suspicious behavior. If a student flees the area while waiting to be searched, school staff members should assume that he/she may be armed. Immediate protective measures (i.e., initiate a lockdown) should be taken, and the law enforcement officer should immediately respond.

## **b. Searches Inside the Building (Random Search)**

### **1. Setting Up the Search Area:**

- Refer to the diagram (**Appendix A**) for an example of how to set up the search area in the hallway.
- Trained school administrators, designated trained school staff, and the School Resource Officer (SRO) or other law enforcement representative will proceed to the first selected room and set-up two (2) tables in the hallway or other nearby location (1 for male/1 for female) to be used for searching students' belongings. If the room being sought for search purposes is unoccupied, the team will move to the next room according to the predetermined selection criteria (i.e., move up to next available room, advancing in numerical order). The SRO/law enforcement officer should always be present when searching for suspected weapons to ensure the safety of all involved. The SRO/ law enforcement officer will not be used to conduct searches unless the officer determines that sufficient legal justification exists to take that action.
- Make sure you set up at least two tables large enough for students' property to be searched. You will need at least one table for boys and one table for girls. Make sure the hallway is clear of obstructions and containers that could be used to discard illegal items or contraband. Ideally the search area will be placed in an area that's clearly visible to the security cameras.
- If using electronic walk through metal detectors, set them up and test their operation according to the manufacturer's training and specifications before using them with students.
- If using hand held electronic metal detectors (wands), test their operation before using them with students.
- During the setup and operation of a weapons search, one administrator should be designated as the incident commander and charged with the responsibility of monitoring the overall search operation.
- Ensure proper personal protective equipment (PPE) (rubber gloves) are available for personnel designated as physically searching bags or people.

### **2. Conducting the Search Inside the Building (Random Searches):**

- At least two trained staff members should be present during every search. It's also recommended that metal detection devices be used during all weapon searches.



- All classrooms will be assigned a number (example: 1-100) for the purpose of using a random number generator website. (See Appendix B). School administration may use a random number generator (example: [www.random.org](http://www.random.org)) to generate a starting room number (See Appendix B). This number will be the first classroom searched. The school administrator will upload the screen shot from the random number generator to the incident tracking system. Make sure to document how the randomness was determined. This includes how the rooms were selected and who witnessed the selection process.
- If more than one classroom will be searched, it should be determined beforehand how the search team should be selecting the next room (e.g., move to the next occupied classroom on the spreadsheet; move to the next occupied classroom number; every other occupied room; generate subsequent numbers via the random number generator). This procedure should be clearly explained in the search operations plan.
- The Incident Commander/designee and the SRO/law enforcement officer will enter the room and the Incident Commander/designee will state that they have been selected for a random weapon screening.
- They will be instructed that they are not allowed to leave the area until they have been screened and they are not to have physical contact with each other. They should also be advised that their hands should remain visible at all times and that all electronic device use (i.e., cell phones) is prohibited throughout the process.
- They will be instructed to collect their belongings and form two (2) lines in the hallway, one male and one female.
- They should be visually monitored for suspicious activity throughout the process and not permitted to leave the area until the search has been concluded.
- They will be prohibited from using any electronic devices (i.e. cell phones, iPods, iPads, computers) or any other recording devices during the search.
- When the room is empty, a search team member will visually inspect the room area searching for any illegal items or contraband left behind. If items are located, an attempt to determine the owner will be made.
- One-at-a-time, they will be directed to empty the contents of their pockets and to place all of their personal belongings onto the table where the bag check team member will inspect them to ensure that they do not contain any weapons. Male staff members will search males; female staff members will search females.
- **If a walk-through metal detector is available**, they will proceed through the walk-through metal detector while being supervised by the metal detector operator. If the walk-through metal detector alerts to the presence of metal, they will be screened by a gender-appropriate handheld metal detector operator.
- **If a walk-through metal detector is not available**, gender-appropriate administrators will "wand" them with a handheld metal detector. Anyone who the metal detector indicates may have some hidden metal objects will be searched further.



- If the handheld metal detector alerts on a location that indicates the possible possession of a weapon (i.e., waistband or ankle), the law enforcement officer will be alerted to the information. The metal detector alert should provide sufficient reasonable suspicion for the officer to conduct a “frisk” of the person, which is a pat down designed to detect weapons.
- Anyone that has been searched will be kept separate from those waiting to be searched. School staff will need to visually monitor everyone throughout the process to ensure they do not pass an item of contraband between each other.
- Once they are considered searched, they will be allowed to return to their room or to another area of the hallway separate from those waiting to be searched. Rooms that contain lockers will also have belongings within the lockers searched.
- Any contraband will be confiscated, bagged, and marked with the student's name, date, time and physical location of the discovered items. When appropriate, the illegal contraband will be turned over to the law enforcement agency representative of jurisdiction. Any contraband items that are exclusively school rule violations will be handled by the school administration.

If time permits, the search should proceed to the next room determined during the random selection process (next occupied room in sequential order; every other occupied room, etc.)

**c. Searches at the School Entrance:**

**1. Setting Up the Search Area:**

- Refer to the diagram (**Appendix C**) for an example of how to set up the search area ~~in the hallway~~ at the school entrance.
- Trained school administrators, designated trained school staff, and the School Resource Officer (SRO) or other law enforcement representative will set-up two (2) tables at or near the entrance (1 for male/1 for female) to be used for searching belongings. The SRO/law enforcement officer should always be present when searching for suspected weapons to ensure the safety of all involved. The SRO/law enforcement officer will not be used to conduct searches unless the officer determines that sufficient legal justification exists to take that action.
- Make sure you set up at least two tables large enough for students' property to be searched. You will need at least one table for boys and one table for girls. Make sure the area is clear of obstructions and containers that could be used to discard illegal items or contraband. Ideally the search area will be placed in an area that's clearly visible to the security cameras.
- If using electronic walk through metal detectors, set them up and test their operation according to the manufacturer's training and specifications before using them.
- If using hand held electronic metal detectors (wands), test their operation before using them.



- During the setup and operation of a weapons search, one administrator should be designated as the incident commander and charged with the responsibility of monitoring the overall search operation.
- Ensure proper personal protective equipment (PPE) (rubber gloves) are available for personnel designated as physically searching bags or people.

## **2. Conducting the Entrance Search (Everyone / 100%):**

- The Incident Commander/designee and the SRO/law enforcement officer will notify through messaging to parents, students, teachers, and community that everyone who enters will be searched. This messaging is proactive in nature to ~~prevent~~ deter people from bringing weapons to District property.
- As people enter the building or property they will have their belongings and person searched for weapons.
- Everyone will be searched, no exceptions.
- Someone shall visually monitor for suspicious activity throughout the process taking note of individuals that leave the area
- One-at-a-time, they will be directed to empty the contents of their pockets and to place all of their personal belongings onto the table where the bag check team member will inspect them to ensure that they do not contain any weapons. Male staff members will search males; female staff members will search females.
- **If a walk-through metal detector is available**, they will proceed through the walk-through metal detector while being supervised by the metal detector operator. If the walk-through metal detector alerts to the presence of metal, they will be screened by a gender-appropriate handheld metal detector operator.
- **If a walk-through metal detector is not available**, gender-appropriate administrators will "wand" them with a handheld metal detector. Anyone who the metal detector indicates may have some hidden metal objects will be searched further or directed to leave the property.
- If the handheld metal detector alerts on a location that indicates the possible possession of a weapon (i.e., waistband or ankle), the law enforcement officer will be alerted to the information. The metal detector alert should provide sufficient reasonable suspicion for the officer to conduct a "frisk" of the person, which is a pat down designed to detect weapons.
- Anyone that has been searched will be allowed access into the building or venue.
- School staff will need to visually monitor everyone throughout the process to ensure they do not pass an item of contraband between each other.
- Any contraband will be confiscated, bagged, and marked with the student's name, date, time and physical location of the discovered items. When appropriate, the illegal contraband will be turned over to the law enforcement agency representative of jurisdiction. Any contraband items that are exclusively school rule violations will be handled by the school administration.



### 3. Conducting the Entrance Search (Random):

- The Incident Commander/designee and the SRO/law enforcement officer will notify through messaging to parents, students, teachers, and community that we will be conducting weapon screenings. This messaging is proactive in nature to ~~prevent~~ deter people from bringing weapons to District property.
- In the creation of the pre-plan for an event and to have a minimal impact to the event or learning, a random search process may become necessary to clear a large line. Before the screening will take place school administrators will determine the number that will be used to randomly screen people in the event that not all people can be searched. For example, before the screening school administration will decide to search every fifth person that enters. As people approach the entrance the administrator in charge will count off 1,2,3,4 and then search number 5. This sequence will continue until everyone is inside the property or until the line has become small enough to handle the searching of all individuals entering.
- The people that are chosen randomly entering the building or property will have their belongings and person searched for weapons.
- Someone shall visually monitor for suspicious activity throughout the process taking note of individuals that leave the area and making sure people are not changing places in line.
- If an administrator develops reasonable suspicion to search a person other than the random number, the personal search process will start.
- One-at-a-time, they will be directed to empty the contents of their pockets and to place all of their personal belongings onto the table where the bag check team member will inspect them to ensure that they do not contain any weapons. Male staff members will search males; female staff members will search females.
- **If a walk-through metal detector is available**, they will proceed through the walk-through metal detector while being supervised by the metal detector operator. If the walk-through metal detector alerts to the presence of metal, they will be screened by a gender-appropriate handheld metal detector operator.
- **If a walk-through metal detector is not available**, gender-appropriate administrators will "wand" them with a handheld metal detector. Anyone who the metal detector indicates may have some hidden metal objects will be searched further or directed to leave the property.
- If the handheld metal detector alerts on a location that indicates the possible possession of a weapon (i.e., waistband or ankle), the law enforcement officer will be alerted to the information. The metal detector alert should provide sufficient reasonable suspicion for the officer to conduct a "frisk" of the person, which is a pat down designed to detect weapons.
- School staff will need to visually monitor everyone throughout the process to ensure they do not pass an item of contraband between each other.



- Any contraband will be confiscated, bagged, and marked with the student's name, date, time and physical location of the discovered items. When appropriate, the illegal contraband will be turned over to the law enforcement agency representative of jurisdiction. Any contraband items that are exclusively school rule violations will be handled by the school administration.

**d. Concluding The Search**

- Conduct a student debriefing reinforcing the reason for the search and thanking them for their cooperation.
- Conduct a search team debriefing at the conclusion of the search with all search team members to discuss what went well and what could have been improved upon.
- Complete a detailed report that includes a list of the classrooms searched, class rosters showing the students that were searched, any contraband or illegal items located, criminal charges made, and referrals made.
- Prepare a notification to be sent by the school administration to inform parents of the reason for the search and the students that were searched similar to the example below:

Hello Parents,

As a part of our school's safety plan, and in accordance with Rock Hill School District policy and South Carolina state law, our administrative team conducted a random weapons screening today to help ensure the safety of all students and faculty. Your child's classroom was randomly chosen for this search and a search of your child's belongings was conducted; they were screened with a metal detector by a gender-appropriate school administrator or designee. The school's resource officer was on hand to observe the screening to ensure safety. If you have any questions or concerns, please contact me directly at (Insert the telephone number here of the school/district staff person) or (Insert the email address of that individual here.)

Thank you,

(Insert administrator's name here)

In order to enhance security in the schools and prevent students from bringing weapons into the schools, district officials are authorized to use stationary and/or mobile metal detectors to conduct student searches according to the procedures outlined in this regulation. All metal detection devices used to search for weapons must be operated in conjunction with law

enforcement. The superintendent or his/her designee will designate the schools which may utilize metal detectors.

The metal detectors may be used in places such as entrances to the buildings, classrooms, auditoriums, sports complexes, and gymnasiums or as individuals enter and exit district vehicles or school buses. They may also be used at extracurricular events hosted by the district, such as football or basketball games.

At the beginning of each school year or as policies are amended or adopted, students who attend the designated schools and their parents/legal guardians will be notified that searches involving the use of metal detectors may take place during the school year and that the entire search procedure is governed by written procedures which are available upon request.

#### **Use of Stationary and/or Mobile Metal Detectors (Walk-Through or Handheld)**

School officials may use metal detectors to conduct searches of students and/or attendees at the designated schools, facilities, or events only when one of the following conditions exists:

- The administration of the school has reasonable suspicion, based on reliable information or personal observation, to believe that weapons or dangerous objects are in the possession of identified or unidentified students.
- There is a pattern of weapons or dangerous objects found at the school, on school property, at a school function, or in the vicinity of a school.
- Violence involving weapons had occurred at the school, on school property, at school functions, or in the vicinity of a school.

#### **Who May Conduct a Search with a Metal Detector**

The superintendent or his/her designee will designate those individuals at each school who will be authorized to use metal detectors to conduct a search of students or attendees for possession of weapons. Both male and female employees will be designated. The designated individuals (operators) will be fully trained in accordance with the following procedures:

- Students will be notified via loudspeaker, assembly, or by similar means of metal detector use in the school from time to time during the school year. Students will be notified that they must submit to a search conducted in accordance with the written procedures. Students who fail to cooperate may be subject to discipline for insubordination. Students will be given an opportunity to remove harmless metal objects from their person before entering the school premises, as is customary where metal detectors are otherwise used, so as to avoid needless embarrassment. Students who may be unable to participate in a metal detector search because of a medical condition will so notify the building principal or his/her designee. Those students will be escorted into the office where any alternative method of search may, pursuant to district policy, be conducted.



• From time to time during the school year, metal detector scanning posts may be set up inside classrooms or offices or at the appropriate entrances to the school. All students entering the school may be subjected to search. In order to facilitate the process, the administration may limit the search by use of any random formula. For example, the administration may choose to search every fifth person in line. Particular students may not be selected for a search unless there is reasonable cause to believe the student possesses a weapon. Handheld scanning devices may only be used by a member of the same sex as the student being searched.

• The operators will explain the scanning process to each student prior to a search and will ask students to remove metal objects from their clothing. If a student's body activates the device, the operator will ask the student to remove metal objects. A second scan will then be conducted. If the detector again indicates the presence of metal, the student will again be asked to remove metal objects. A third scan will then be conducted. If the detector indicates the presence of metal for a third time, an operator, who must be the same sex as the student, will escort the student to a private area and again ask the student to remove metal objects. If the student does not then produce a metal object, the operator may conduct a patdown search. An adult witness will be present during all such searches. If the student refuses to comply, the student's parent/legal guardian and/or the police will be called.

• The operators will also scan any bags or parcels carried by the student. If a student's bag or parcel activates the scanning device, the operator will ask the student to open the bag or container for the limited purpose of determining whether a weapon is concealed therein.

• At no time will a strip search of a student be conducted by an operator.

• All property removed from a student as a result of the above procedures which may legitimately be brought onto school premises will be returned to the student. Property removed from a student, the possession of which violates school policy, will be confiscated and the student will be disciplined in accordance with district policy. In cases where the student may be in violation of state law, law enforcement will be notified.

Cf. JIH

Adopted 10/26/09; Revised 8/22/16

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#### Legal references:

##### A. U. S. Supreme Court Cases:

1. New Jersey v. T.L.O., 469 U.S. 325, 105 S. Ct. 733 (1985).

##### B. United States Constitution, Fourth Amendment.



C. South Carolina Constitution:

1. Article I, Section 10.

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

1. Section 59-5-65 - State board to set regulations for minimum standards for student conduct, attendance and scholastic achievement; enforcement.
2. Section 59-24-60 - Requires administrators to contact law enforcement.
3. Section 59-63-1110, et seq. - Search of persons and effects on school property.
4. Section 63-19-810 - Taking a child into custody.

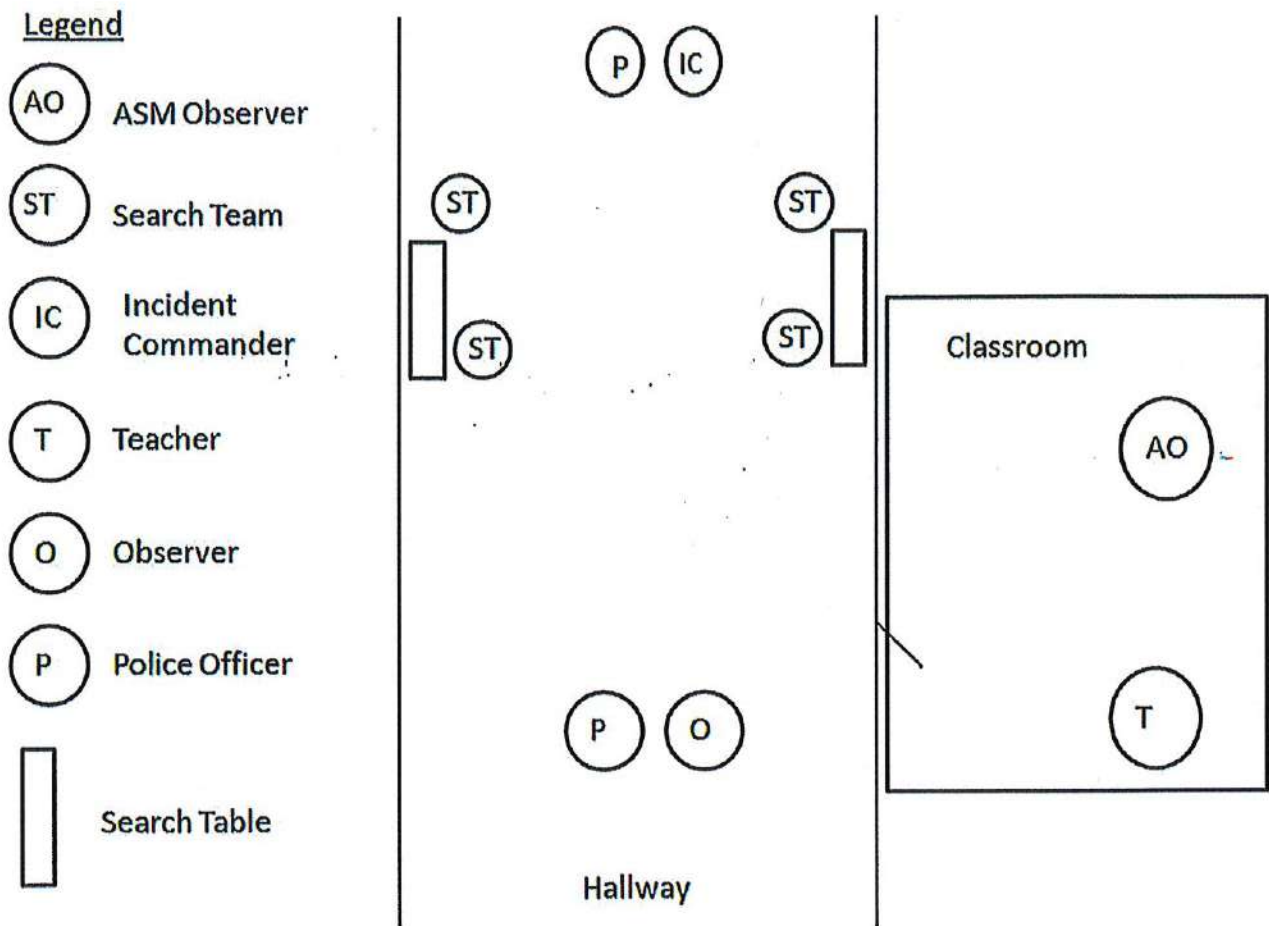
E. S. C. Acts and Joint Resolutions:

1. 1994 Act #393, p. 4097 - Allows searches.

PROPOSED

## Appendix A

Example: Search area setup diagram for a hallway search.



Note: This drawing is not to scale and is designed for the purpose of aiding in the setup of a random weapons screening/search station in a school hallway.

## Appendix B

# Designation	Actual Room #
1	A-101
2	A-102
3	A-103
4	A-104
5	A-105
6	A-106
7	A-107
8	A-108
9	A-109
10	A-110
11	A-112
12	B-101
13	B-102
14	B-103
15	B-104
16	B-105
17	B-106
18	B-107
19	B-108
20	B-109
21	B-110
22	C-101
23	C-102
24	C-103
25	C-104
26	C-105
27	C-106
28	C-201
29	C-202
30	C-203
31	C-204
32	C-205
33	C-206
34	D-101



Do you own an iOS or Android device? Check out our app!

### What's this fuss about *true* randomness?

Perhaps you have wondered how predictable machines like computers can generate randomness. In reality, most random numbers used in computer programs are *pseudo-random*, which means they are generated in a predictable fashion using a mathematical formula. This is fine for many purposes, but it may not be random in the way you expect if you're used to dice rolls and lottery drawings.

RANDOM.ORG offers *true* random numbers to anyone on the Internet. The randomness comes from atmospheric noise, which for many purposes is better than the pseudo-random number algorithms typically used in computer programs. People use RANDOM.ORG for holding drawings, lotteries and sweepstakes, to drive online games, for scientific applications and for art and music. The service has existed since 1998 and was built by Dr. Mark Handorf of the School of Computer Science and Statistics at Trinity College, Dublin in Ireland. Today, RANDOM.ORG is operated by Randomness and Integrity Services Ltd.

As of today, RANDOM.ORG has generated 1.56 trillion random bits for the Internet community.



#### FREE SERVICES Games and Lotteries

- Lottery Quick Pick is perhaps the Internet's most popular with over 280 lotteries
- Keno Quick Pick for the popular game played in many countries
- Coin Flipper will give you heads or tails in many currencies
- Dice Roller does exactly what it says on the tin
- Playing Card Shuffler will draw cards from multiple shuffled decks
- Birdie Fund Generator will create birdie holes for golf courses

#### PAID SERVICE Random Drawings

- Q1.1 in the FAQ explains how to pick a winner for your giveaway for FREE
- Third Party Draw Service is the premier solution to holding random drawings online
- Step by Step Guide explains how to hold a drawing with the Third Party Draw Service
- Step by Step Video shows how to hold a drawing with the Third Party Draw Service
- Price Calculator tells exactly how much your drawing will cost
- Drawing FAQ answers common questions about holding drawings
- Public Records shows all completed drawings going back five years
- Drawing Robot Widget can be used to publish your winners on your web page
- Multi Round Giveaway Service for verified video giveaways

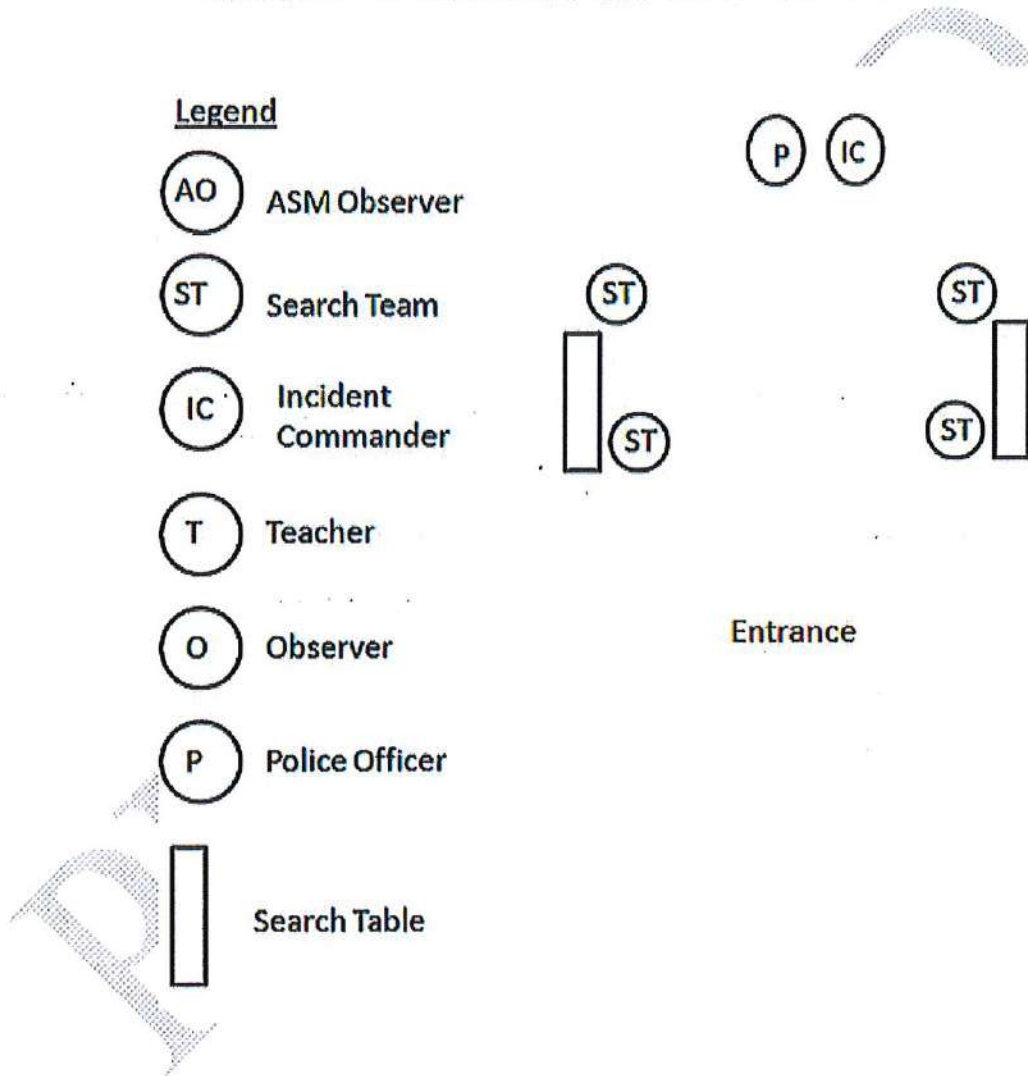


35	D-102
36	D-103
37	D-104
38	E-101
39	E-102
40	E-103
41	E-104
42	E-105
43	E-106
44	GYM - Boys Locker Room
45	GYM - Girls Locker Room

PROPOSED

## Appendix C

Example: Search area setup diagram for entrance search.



Note: This drawing is not to scale and is designed for the purpose of aiding in the setup of a random weapons screening/search station at a school hallway entrance.

## **AR JIHC-R Use of Metal Detectors**

Issued 8/16

In order to enhance security in the schools and prevent students from bringing weapons into the schools, district officials are authorized to use stationary and/or mobile metal detectors to conduct student searches according to the procedures outlined in this regulation. All metal detection devices used to search for weapons must be operated in conjunction with law enforcement. The superintendent or his/her designee will designate the schools which may utilize metal detectors.

The metal detectors may be used in places such as entrances to the buildings, classrooms, auditoriums, sports complexes, and gymnasiums or as individuals enter and exit district vehicles or school buses. They may also be used at extracurricular events hosted by the district, such as football or basketball games.

At the beginning of each school year or as policies are amended or adopted, students who attend the designated schools and their parents/legal guardians will be notified that searches involving the use of metal detectors may take place during the school year and that the entire search procedure is governed by written procedures which are available upon request.

### **Use of Stationary and/or Mobile Metal Detectors (Walk-Through or Handheld)**

School officials may use metal detectors to conduct searches of students and/or attendees at the designated schools, facilities, or events only when one of the following conditions exists:

- The administration of the school has reasonable suspicion, based on reliable information or personal observation, to believe that weapons or dangerous objects are in the possession of identified or unidentified students.
- There is a pattern of weapons or dangerous objects found at the school, on school property, at a school function, or in the vicinity of a school.
- Violence involving weapons had occurred at the school, on school property, at school functions, or in the vicinity of a school.

### **Who May Conduct a Search with a Metal Detector**

The superintendent or his/her designee will designate those individuals at each school who will be authorized to use metal detectors to conduct a search of students or attendees for possession of weapons. Both male and female employees will be designated. The designated individuals (operators) will be fully trained in accordance with the following procedures:

- Students will be notified via loudspeaker, assembly, or by similar means of metal detector use in the school from time to time during the school year. Students will be notified that they must submit to a search conducted in accordance with the written procedures. Students who fail to cooperate may be subject to discipline for insubordination. Students will be given an opportunity to remove harmless metal objects from their person before entering the school premises, as is customary where metal detectors are otherwise used, so as to avoid needless embarrassment. Students who may be unable to participate in a metal detector search because of a medical condition will so notify the building principal or his/her designee. Those students will be escorted into the office where any alternative method of search may, pursuant to district policy, be conducted.
- From time to time during the school year, metal detector scanning posts may be set up inside classrooms or offices or at the appropriate entrances to the school. All students entering the school may be subjected to search. In order to facilitate the process, the administration may limit the search by use of any random formula. For example, the administration may choose to search every fifth person in line. Particular students may not be selected for a search unless there is reasonable cause to believe the student possesses a weapon. Handheld scanning devices may only be used by a member of the same sex as the student being searched.
- The operators will explain the scanning process to each student prior to a search and will ask students to remove metal objects from their clothing. If a student's body activates the device, the operator will ask the student to remove metal objects. A second scan will then be conducted. If the detector again indicates the presence of metal, the student will again be asked to remove metal objects. A third scan will then be conducted. If the detector indicates the presence of metal for a third time, an operator, who must be the same sex as the student, will escort the student to a private area and again ask the student to remove metal objects. If the student does not then produce a metal object, the operator may conduct a pat-down search. An adult witness will be present during all such searches. If the student refuses to comply, the student's parent/legal guardian and/or the police will be called.
- The operators will also scan any bags or parcels carried by the student. If a student's bag or parcel activates the scanning device, the operator will ask the student to open the bag or container for the limited purpose of determining whether a weapon is concealed therein.
- At no time will a strip search of a student be conducted by an operator.



- All property removed from a student as a result of the above procedures which may legitimately be brought onto school premises will be returned to the student. Property removed from a student, the possession of which violates school policy, will be confiscated and the student will be disciplined in accordance with district policy. In cases where the student may be in violation of state law, law enforcement will be notified.

Adopted 10/26/09; Revised 8/22/16

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**York 3/Rock Hill School District**

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Planning Department  
Phone: 803-981-1045

# Memo

**TO:** Dr. William E. Cook, Jr.

**FROM:** Dr. Luanne Kokolis

**DATE:** May 22, 2019

**SUBJECT:** Five Year School Renewal Plans

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School Renewal Plans are attached for Board review and will be submitted for approval at the May business meeting.

Each school must have at least three goals addressing the following areas:

Student Achievement  
School Climate  
Teacher and/or Administrator Quality

Modifications were made to those plans that referred to reduced referrals to instead reflect "improved student behaviors" as a goal area statement for school climate. The wording changes for the seven schools have been attached and will be incorporated into their climate goal area.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Applied Technology Center (4603995) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

The percent of parents satisfied with home-school relations will increase 7.5% annually from 55.5% to 85.5% by the 2023-2024 School Year.

PM 1.1 The percent of parents satisfied with home-school relations will increase from 55.5% to 63% by the end of 2019-2020 School Year.

### 2 Student Achievement\*

Performance Goal:

The percent of CTE completers earning industry certifications will increase 7% annually from the baseline of 55% to 90% by the 2023-2024 School Year.

PM 2.1 The percent of CTE Completers earning an industry certification will increase 7% from 55% to 69% by the end of the 2019-2020 School Year.

### 3 Teacher/Administrator Quality\*

Performance Goal:


Percent of certified staff at ATC who complete the R2S endorsement will increase 16% annually from the baseline of 20% to 100% by the end of the 2023-2024 school year.

PM 3.1 The percent of certified staff at ATC completing the Read to Succeed (R2S) endorsement will increase from 20% to 36% by the end of the 2019-2020 School Year.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Bellevue Elementary (4603020) Public School** - School Renewal Plan - Rev 0

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#### 1 Student Achievement\*

Performance Goal:

By 2023-2024, Bellevue Elementary will increase the percentage of students scoring meeting and above on SC READY Math to 47.88%.

✦ **PM** 1.1 By 2019-2020, Bellevue Elementary will increase the percentage of students scoring meeting and above on SC READY Math to 45.6%

#### 2 School Climate\*

Performance Goal:

By 2023-2024, Bellevue Elementary will increase parent teacher communication to 90% as measured by the school climate survey.

✦ **PM** 2.1 By the 2019-2020 school year, Bellevue Elementary will increase its percentage of parents satisfied with the Home-School relations to 85.12%

#### 3 Teacher/Administrator Quality\*

Performance Goal:

By 2023-2024, Bellevue Elementary will continue to have 100% of its teachers identified as Highly Qualified according to South Carolina requirements.

✦ **PM** 3.1 During the 2019-2020 school year, Bellevue Elementary will continue to have 100% of its staff deem Highly Qualified by May 28, 2020

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Castle Heights Middle (4603015) Public School** - School Renewal Plan - Rev 0

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### 1 **Student Achievement\***

Performance Goal:

Castle Heights Middle School will increase the percentage of students scoring Met and/or Exceed on SC Ready Math. Castle Heights will increase the number of students met and/or exceed to 50% by 2024 on SC Ready Math.

✦ **PM** 1.1 Castle Heights will increase the percentage of students who met and/or exceed SC Ready Math by 1.8% for the 2019-2020 school year.

### 2 **School Climate\***

Performance Goal:

Castle Heights Middle School will increase the number of students who behave in hallways, lunchroom, and school grounds as measured by the annual climate survey by 5% each year. By the year 2024, 31.2% of students will agree that students behave in hallways, lunchroom, and school grounds.

✦ **PM** 2.1 Castle Heights will increase student response to 11.2% that students behave well in the hallways, in the lunchroom, and on school grounds.

### 3 **Teacher/Administrator Quality\***

Performance Goal:

By 2024, 100% of ELA, Science, Social Studies, and selected Related Arts teachers will consistently incorporate Personalized Learning practices (Blended Learning, Flexible Grouping strategies) in the classroom.

✦ **PM** 3.1 As a result of Blended Learning in the classroom, Castle Heights will increase the number of students Met and/or Exceed on SC Ready ELA and SCPASS Science and Social Studies by 2% for the 2019-2020 school year.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Central Child Development Center** (4603800) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

*see change attached*

Performance Goal:

By the end of the 2023-24 school year, the number of administrative/office level discipline referrals will be reduced by 25% or more.

✦ **PM** 1.1 By the end of the 2019-2020, decrease the number of administrative/office level discipline referrals by 5% or more.

### 2 Student Achievement\*

Performance Goal:

By the end of the 2023-24 school year, Central CDC will increase the percentage of ESE children age 3-5 attending regular programs to meet or exceed the SCDE State Target of 48.9% (Current RHSD percentage from the 2017-18 SCDE audit review was 40.0%).

✦ **PM** 2.1 By the end of the 2019-20 school year, Central CDC will increase the percentage of ESE children age 3-5 attending regular programs by 2% or more.

### 3 Teacher/Administrator Quality\*

Performance Goal:

By the end of the 2023-24 school year, all required Central CDC staff will attain the mandatory SCDE R2S Endorsement. Currently percentage of staff with R2S required endorsement - 27%.

✦ **PM** 3.1 By the end of the 2019-20 school year, 14.6% or more of the staff at Central CDC will attain the required R2S Endorsement.



New wording: Central Child Development Center

By the end of the 2023-24 school year, the number of positive behaviors celebrated will increase by 25% or more as documented by the types of behavior reported to administration.

PM (Performance Monitoring) By June of 2020, we will increase interventions that will lead to a reduction in administrative office disciplinary response by 5%.



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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Cherry Park Elementary School of Language Immersion (4603044) Public School - School Renewal Plan - Rev 0

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#### 1 School Climate\*

Performance Goal:

By 2023-2024, the percentage of received parent communication by email will increase from 78% to 90% or more as identified by reports generated by Parent Link.

PM 1.1 Received parent communication by email will increase from 78% to 81%.

#### 2 Student Achievement\*

Performance Goal:

By 2023-2024, Cherry Park Elementary will reduce the percentage of students in the Did Not Meet and Approaching Expectations categories on SC READY in Reading and Math from 32% to 22%. CPES will reduce 2% per year until the goal is reached.

PM 2.1 By the end of 2019-2020, Cherry Park Elementary will have 30% or fewer of students scoring Did Not Meet or Approaching Expectations on SC READY in Reading and Math.

#### 3 Teacher/Administrator Quality\*

Performance Goal:

By 2023-2024, 100% of Spanish and French teachers will be trained in best practices in formative assessment of second language acquisition.

PM 3.1 By 2019-2020, 20% of teachers will be trained in best practices in formative assessments of language acquisition.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Dutchman Creek Middle (4603042) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By 2023-24, at least 90% of parents will AGREE or STRONGLY AGREE that "My child's teachers tell me how I can help my child learn." on the School Climate Survey. On the 2017-18 survey, only 59.5% of parents stated that they AGREE OR STRONGLY AGREE that "My child's teachers tell me how I can help my child learn."

✚ **PM** 1.1 By 2019-20, at least 75% of parents will AGREE or STRONGLY AGREE that "My child's teachers tell me how I can help my child learn."

### 2 Student Achievement\*

Performance Goal:

By 2023-24, 60% or more of students will meet or exceed expectations on SC Ready Math.

✚ **PM** 2.1 By 2019-20, 60% or more of students will meet or exceed expectations on SC Ready Math and SC Ready ELA.

### 3 Teacher/Administrator Quality\*

Performance Goal:

By 2023-24, the workshop model of instruction and learning will be utilized in all subject areas.

✚ **PM** 3.1 By 2019-20, all core content teachers will utilize the workshop model of instruction and learning.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Ebenezer Avenue Elementary (4603022) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

*see change attached.*

#### Performance Goal:

By the year 2023-2024 we will decrease from the number of referrals written and entered into PowerSchool for Hit/Kick/Push, Disruptive Behavior, and Disrespect by 40%

PM 1.1 We will decrease the number of discipline referrals by 8% during the 2019 school year.

PM 1.2 Decrease the number of discipline referrals by 8% during the 2020 school year.

### 2 Teacher/Administrator Quality\*

#### Performance Goal:

Teachers and administrators will build ELA capacity through professional development that will impact student achievement. By Spring of 2023-24 65% of our students in grades 3-5 will score Met or Exceeding Expectations on SCReady ELA.

PM 2.1 49% of our students in grades 3-5 will score at Met or Exceeded Expectations on the 2020 SCReady ELA test

### 3 Student Achievement\*

#### Performance Goal:

By the Spring of 2023-24 74% of students in grades 3-5 will score Met or Exceeds expectations on Math SCReady.

PM 3.1 On the 2020 SCReady Math 53% of our 3rd-5th grade students will score Met or Exceeds.

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New wording: Ebenezer Avenue

By the year 2023-24 we **will increase positive student behavior** related to hit/kick/push, disruptive behavior and disrespect by 40% **as demonstrated by documentation in power school.**

PM (Performance Monitoring) **We will increase the percentage of students demonstrating positive behavior by 8%** during the 2019 school year **as demonstrated by the types of behaviors documented in power school.**

**Increase the number of positive behaviors by 8%** during the 2020 school year **as indicated by the types of behaviors documented in power school.**



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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Ebinport Elementary (4603023) Public School - School Renewal Plan - Rev 0**

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### 1 Teacher/Administrator Quality\*

#### Performance Goal:

With the ultimate goal of improving student achievement in math we will increase teacher quality through targeted professional development. This goal will be measured through an annual increase in student achievement of 2.5% points on the SCReady math assessment. (Currently 58.15%)

✚ **PM** 1.1 39.35% or lower in the does not meet expectations category

### 2 Student Achievement\*

#### Performance Goal:

Over the next five years, we will increase the percentage of students scoring in the approaches expectation category or higher on SCReady mathematics by 2.5 percentage points each year for a total of 70.65% in the approaches expectations or higher categories. (Currently 58.15%)

✚ **PM** 2.1 For 2020, 39.35% or lower in the does not meet expectations category

### 3 School Climate\*

#### Performance Goal:

Increase the percentage of teachers agreeing or mostly agreeing that teacher and staff morale is high to 80% by 2024. (62.05% in 18-19)

✚ **PM** 3.1 65.8% of teachers agreeing or mostly agreeing that teacher and staff morale is high

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Finley Road Elementary** (4603026) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By 2023-2024 the percentage of stakeholders who report "Students behave well in the hallways, in the lunchroom, and on school grounds" will increase by 25% for teachers, 25% for students, and 25% for parents, as measured by the School Climate Survey data.

✦ **PM** 1.1 By the end of the 2019-2020 school year, we will increase the percent of stakeholders that report "Students behave well in the hallways, in the lunchroom, and on school grounds" by 5% for teachers, 5% for students, and 5% for parents.

### 2 Student Achievement\*

Performance Goal:

By 2023-2024, the percentage of students scoring Met or Exemplary on the SC READY ELA assessment will increase by 25%. By 2023-2024, the percentage of students scoring Met or Exemplary on the SC READY Math assessment will increase by 25%.

✦ **PM** 2.1 By the end of the 2019-2020 school year, the percentage of students scoring Met or Exemplary on SC READY Reading assessment will increase from 28% to 33%.

✦ **PM** 2.2 By the end of the 2019-2020 school year, the percentage of students scoring Met or Exemplary on SC READY Math assessment will increase from 32% to 37%.

### 3 Teacher/Administrator Quality\*

Performance Goal:

By 2023-2034, 100% of classroom teachers will score themselves Developing or Sustaining on Part 1 and Part 2 of The Professional Learning Communities at Work Continuum: Learning as our Fundamental Purpose.

✦ **PM** 3.1 By the end of the 2019-2020 school year, the percentage of teachers who score themselves Developing or Sustaining on Part 1 and Part 2 of The Professional Learning Communities at Work Continuum: Learning as our Fundamental Purpose will increase from 70% to 80%.


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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Independence Elementary** (4603036) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By 2023-2024, staff members indicating that they are satisfied with my current work conditions will increase by 25% as measured by School Climate Survey.

÷ **PM** 1.1 Staff members indicating that the school climate has improved by 5% as indicated on the School Climate Survey.

### 2 Student Achievement\*

Performance Goal:

By the end of the 2023-2024 school year, 65% of 3rd through 5th grade students will meet or exceed grade level expectations on the Reading SC Ready State Assessment based on 2017-2018 results.

÷ **PM** 2.1 Third through fifth grade students will improve in reading achievement/proficiency by 5 percentage points based on the 2018-2019 SC Ready Test results.

### 3 Teacher Quality

Performance Goal:

By the end of the 2023-2024 school year, 100% of teachers will implement Wildly Important Goals (Instructional) and Personal Important Goals (Professional) based on The Leader in Me guidelines and expectations.

÷ **PM** 3.1 Teachers will participate in ongoing Leader in Me training to create realistic instructional and personal/professional goals.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - India Hook Elementary (4603039) Public School - School Renewal Plan - Rev 0

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#### 1 School Climate\*

Performance Goal:

By the end of 2023-2024 school year, 87.5% of 5th graders will report that other students are well behaved in class based on the state student survey.

✦ **PM** 1.1 With PBIS our goal is to reduce the number of incidents of hit/kick/push by 15% that is measured in PowerSchool from the 2018-2019 school year.

#### 2 Student Achievement\*

Performance Goal:

By the end of 2024, 90 % of students in 3rd-5th grades will score at level 2 or above on SC Ready math assessment.

✦ **PM** 2.1 By the Spring of 2020, 84.13% of all students tested will score at level 2 or higher on SC Ready in math.

#### 3 Teacher/Administrator Quality\*

Performance Goal:

By the end of 2024 75% of all certified staff will have obtained their reading endorsement based on Read to Succeed legislation.

✦ **PM** 3.1 By the end of 2020 20% of all certified staff will have obtained their reading endorsement based on Read to Succeed legislation.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Lesslie Elementary** (4603027) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By the end of the 2023-24 school year, parent/teacher communication and parental involvement will increase from 77% to 95% as measured by SCDE climate survey.

✦ **PM** 1.1 By the end of the 2019-2020 school year, the percentage of parents indicating they are satisfied with home-school relations will increase by 3%, from 80% to 83%, or more.

### 2 Teacher/Administrator Quality\*

Performance Goal:

By the end of the 2023-2024 school year, all (100%) eligible Lesslie Elementary staff will complete the mandatory SCDE R2S coursework . Currently 45.83% of staff at LSES have the required R2S coursework. Only 25% of those teachers who have completed the coursework have added the endorsement to their certificates. By 2023-2024, 100% will have the endorsement on their certificates.

✦ **PM** 2.1 By the end of the 2019-2020 school year, the percentage of eligible staff at Lesslie Elementary school who have completed the mandatory SCDE R2S coursework will increase by 10.83%, from 45.83% to 56.66%. The number of teachers with the endorsement on their certificates will increase by 15%, from 25% to 40%.

### 3 Student Achievement\*

Performance Goal:

By the end of the 2023-2024 school year, 83% of students Kindergarten through Grade 5 will score in the Average and/or High category on the Spring 2024 MAP Math Assessment.

✦ **PM** 3.1 By the end of the 2019-2020 school year, Lesslie Elementary School will increase the percentage of students scoring in the Average and High categories on the Spring Math MAP assessment by 2% (75%).

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Mount Gallant Elementary (4603037) Public School - School Renewal Plan - Rev 0

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### 1 Student Achievement\*

Performance Goal:

In 2017-18, 44.65% of students in grades 3-5 scored meets and exceeds on SC Ready Math. By 2023-24, Mt. Gallant will increase the percentage of students in grades 3-5 scoring Meets and Exceeds expectations on SC Ready Math by 15%.

PM 1.1 By the end of the 2020, Mt. Gallant will increase the percentage of students scoring Meets and Exceeds expectations on SC Ready Math by 3%.

### 2 Teacher/Administrator Quality\*

Performance Goal:

In 2017-18, 44.65% of students in grades 3-5 scored meets and exceeds on SC Ready Math. With the ultimate goal of improving student achievement in math, Mt. Gallant will increase teacher quality through targeted professional development by 2023-24. This goal will be measured through a projected 15% increase of students scoring meets and exceeds on the SC Ready math assessment.

PM 2.1 With the ultimate goal of improving student achievement in math, Mt. Gallant will increase teacher quality through targeted professional development. This goal will be measured through an annual projected 3% increase of students scoring MEETS and EXCEEDS on the SC Ready math assessment.

### 3 School Climate\*

Performance Goal:

At the end of the 2018-19 school year, 152\* discipline referrals were earned. By the end of the 2023-24 school year, Mt. Gallant will reduce the number of discipline referrals by 25%. \*data projected from 2017-18

PM 3.1 By June of 2020, Mt. Gallant will reduce the number of discipline referrals by 5%.

*see change attached*

Go To

New wording: Mount Gallant

At the end of the 2018-19 school year, 152 discipline referrals were documented. By the end of the 2023-24 school year, Mt. Gallant will increase positive student behavior by 25% as indicated by the types of behavior documented in power school.

PM (Performance Monitoring) By June of 2020, Mt. Gallant will increase the number of positive student behaviors by 5% by assessing the behaviors documented in power school.





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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Mount Holly Elementary (4603043) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By 2023-2024, parent teacher communication will increase by 25% as measured by the school climate survey.

✚ **PM** 1.1 By 2020, parent-teacher communication will increase by 5%.

### 2 Student Achievement\*

Performance Goal:

By 2023-2024, increase the number of students in kindergarten through 5th grades scoring at or above the 66% in MAP Reading and Math by 25%.

✚ **PM** 2.1 By 2020, the number of students in kindergarten through fifth grades scoring at or above the 66% will increase by 5%.

### 3 Teacher/Administrator Quality\*

Performance Goal:

By 2023-2024, increase the number of teachers with in-depth Reading training by 100% as measured by Read to Succeed requirements.

✚ **PM** 3.1 By 2020, increase the number of teachers with in-depth Reading training by 50% as measured by Read to Succeed requirements.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Northside Elementary** (4603029) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

*See change attached.*

Performance Goal:

By June 1, 2024, NSES will reduce the number of major referrals by 25% (36 referrals) for the 2022-2023 School Year for a total of 109 major referrals.

✦ **PM** 1.1 By June 1, 2020, we will reduce the number of major referrals by 10% (15 referrals) for the 2018-2019 School Year for a total of 135 major referrals.

### 2 Teacher/Administrator Quality\*

Performance Goal:

By June 1, 2024, the percentage of K - 5th grade students at NSES at or above grade level on F & P scores will be 85% (N = 467).

✦ **PM** 2.1 By June 1, 2020, the percentage of K - 5th grade students at NSES at or above grade level on F & P scores will be 65% (N = 357).

### 3 Student Achievement\*

Performance Goal:

By June 1, 2024, 40 % of K through 5th Grade students will be in the upper 33rd percentile on math MAP.

✦ **PM** 3.1 By June 1, 2020, 35% of K - 5th Grade students at NSES will be in the upper 33rd percentile on math MAP school-wide.

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New wording: Northside Elementary

By June 1, 2024, NSES will increase positive student behavior by 25% as documented by behaviors documented in power school.

PM (Performance Indicator) By June 1, 2020, we will increase the number of positive student behaviors by 10% as documented by behaviors reported in power school.





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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Northwestern High** (4603016) Public School - School Renewal Plan - Rev 0

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#### 1 School Climate\*

Performance Goal:

By 2023-24, the percent of students satisfied with the learning environment as reported on the South Carolina Department of Education Climate Survey will increase from 61.3% to 73%.

✚ **PM** 1.1 For 2020, Increase student satisfaction with the learning environment from 61.3% to 65%.

#### 2 Student Achievement\*

Performance Goal:

By 2023-2024, the percent of students who are deemed College and Career Ready will increase from 44% to 70%; College Ready 48.8% to 60% and Career Ready 68% to 80%.

✚ **PM** 2.1 To increase the percentage of students who are College and Career ready from 44% to 49% in 2019-2020.

#### 3 Teacher/Administrator Quality\*

Performance Goal:

To increase the number of teachers implementing Personalized Learning strategies and practices from 10 in 2019-2020 to 80 in 2023-2024.

✚ **PM** 3.1 To increase the number of teachers utilizing personalized learning strategies to 10 in 2019-2020.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Oakdale Elementary** (4603030) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

*see change attached*  
By 2023-2024, 3% or fewer students will have three or more discipline incidents as indicated by PowerSchool discipline data.

PM 1.1 By 2019-2020, 7% or fewer students will have three or more discipline incidents as indicated by PowerSchool discipline data.

### 2 Teacher/Administrator Quality\*

Performance Goal:

By 2023-2024, 100% of staff will complete a professional learning series to include selected videos, book studies, and face-to-face training to increase understanding of social emotional learning in general and knowledge of effective strategies to address the social emotional learning needs of Oakdale students.

PM 2.1 By 2019-2020, 100% of staff will complete selected videos via resources such as 321 Insights to increase understanding of social emotional learning in general and knowledge of effective strategies to address the social emotional learning needs of Oakdale students.

### 3 Student Achievement\*

Performance Goal:

By 2023-2024, 95% or more of students will score average or high on MAP performance levels for math.

PM 3.1 By 2019-2020, 76% or more of students will score average or high on MAP performance levels for math.

### 4 Student Achievement\*

Performance Goal:

By 2023-2024, 95% or more of students will score average or high on MAP performance levels for reading.

PM 4.1 By 2019-2020, 76% or more of students will score average or high on MAP performance levels for reading.

New wording: Oakdale Elementary

By 2023-24 an increase in positive student behavior will be celebrated as behaviors documented in power school will have decreased by 3%.





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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Old Pointe Elementary (4603040) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By the end of the 2023-2024 school year, OPES will increase the percentage of parents that state they are contacted by the school for positive things by 20% based on Parent Climate Survey.

✦ **PM** 1.1 By the end of the 2020 school year, OPES will increase the percentage of parents that state they are contacted by the school for positive things by 5% based on Parent Climate Survey.

### 2 Student Achievement\*

Performance Goal:

By the Spring of the 2023-2024 school year, the percentage of students in grades 3-5 scoring above the 66th percentile on the Math MAP assessment will increase by 11%.

✦ **PM** 2.1 By the Spring of 2020, the percentage of students in grades 3-5 scoring above the 66th percentile on the Math MAP assessment will increase by 3%

### 3 Teacher/Administrator Quality\*

Performance Goal:

By the end of the 2023-2024 school year, teachers will show learn and implement personalized learning strategies which will result in an increase in the percentage of students at OPES scoring as "committed" on the Student Engagement Survey by at least 15%.

✦ **PM** 3.1 By the end of the 2020 school year, at least 73% of students will score as being "committed" based on the Student Engagement Survey.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Rawlinson Road Middle** (4603019) Public School - School Renewal Plan - Rev 0

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#### 1 Student Achievement\*

Performance Goal:

By 2023-24, students meeting or exceeding expectations will be 60% on SC Ready in math and 61% of our students will meet or exceed expectations on SC Ready in ELA.

**PM** 1.1 Increase students meeting or exceeding expectations to 40% in math and 42% in ELA on SC Ready.

#### 2 Teacher/Administrator Quality\*

Performance Goal:

By 2023-24, 100% of Math teachers will consistently implement Math Design Collaborative (MDC) strategies in the classroom. By 2023-24, 100% of ELA, Science, Social Studies, and all Related Arts teachers (except PE and Foreign Language) will consistently implement Literacy Design Collaborative (LDC) strategies in the classroom.

**PM** 2.1 LDC/ MDC Professional Development

#### 3 School Climate\*

Performance Goal:

By the 2023-24 School Climate Survey, 90% of teachers will state they are satisfied with the Learning Environment.. By the end of the 2019 school year, our teachers will be supported by the administrative team and discipline referrals for Disruptive Behavior will decrease.

**PM** 3.1 Our PBIS committee has identified that 137 of our discipline referrals are for Disrupting Class and Refusal to Obey/Defiant. By the end of 2019 school year, our discipline referrals for Disrupting Class and Refusal to Obey/Defiant will decrease by 25%. This interim goal will be a support to the 5-year performance goal.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Richmond Drive Elementary (4603031) Public School - School Renewal Plan** - Rev 0

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### 1 School Climate\*

Performance Goal:

According to the 2018 Climate Survey 45.5% of Richmond Drive parents strongly agree they are contacted by the teacher to say good things about their child. By 2023 - 2024 Richmond Drive will increase the percentage by 25 percentage points to 70.5% (increasing 5 percentage points each year).

✦ **PM** 1.1 By the end of 2019-2020 an increase of 5 percentage points in the number of parents stating they are contacted with good comments about their child. (45.5% to 50.5%)

### 2 Teacher/Administrator Quality\*

Performance Goal:

According to 2018 SC READY ELA data, 47.26% of our third, fourth, and fifth grader students, met or exceeded performance. By 2023-2024, Richmond Drive will focus on teacher / administrator quality and increase this amount 25 percentage points to 72.26% in the met and exceeded categories.

✦ **PM** 2.1 By the end of 2019-2020 Richmond Drive third, fourth and fifth graders will increase the number of students scoring in met and proficient by 5 percentage points by focusing on teacher / administrator quality. (from 47.26% to 52.26%)

### 3 Student Achievement\*

Performance Goal:

According to 2018 math SC READY data, 45.54% of Richmond Drive students scored in the met or exceeded areas. By 2023-2024 we will increase the percentage 25 percentage points to 70.54% of students in third, fourth and fifth grade fall in the met or exceeds categories.

✦ **PM** 3.1 By the 2019-2020 school year, 50.54% (an increase of 5 percentage points) of Richmond Drive third, fourth, and fifth graders will be performing in the met or exceeds categories.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Rock Hill High (4603017) Public School - School Renewal Plan - Rev 0**

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### 1 Student Achievement\*

Performance Goal:

Rock Hill High School will increase the percentage of students graduating to 90% by 2024.

✚ **PM** 1.1 RHHS will increase the percentage of students graduating to 82.4 by the end of the 19-20 school year.

### 2 School Climate\*

Performance Goal:

\*Rock Hill High School will increase the percentage of students who feel safe while on campus as determined by the SC School Climate Survey to 94% by 2024.

✚ **PM** 2.1 RHHS will increase the percentage of students who feel safe while on campus as determined by the SC School Climate Survey to 82.6% by the end of the 19-20 school year.

### 3 Teacher/Administrator Quality\*

Performance Goal:

Rock Hill High School will increase the percentage of students passing the EOC (D or better) by 2024: Algebra I increase to 79.0%, Biology increase to 71.4%, and English 2 increase to TBD.

✚ **PM** 3.1 RHHS will increase the percentage of students passing the EOC (D or better) by the end of the 19-20 school year: Algebra 1 increase to 66.3%, Biology increase to 61.0%, and English 2 increase to TBD%.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - Rosewood Elementary (4603032) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

Increase parent participation in school activities by 100%

✚ **PM** 1.1 Increase parent participation by 20%

### 2 Student Achievement\*

Performance Goal:

To reduce the amount of students below the 21% by 50% by 2023 as measured by MAP.

✚ **PM** 2.1 To reduce the amount of students below the 21% by 10% as measured by MAP.

### 3 Teacher/Administrator Quality\*

Performance Goal:

To provide Professional Development to support the reduction of the amount of students below the 21% by 50% by 2023 as measured by MAP..

✚ **PM** 3.1 To reduce the number of students below the 21% by 10% as measured by MAP.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Saluda Trail Middle** (4603038) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

Positive behavior intervention strategies (PBIS) and our "Wildcat C.H.A.M.P." philosophy will be implemented effectively to decrease the number of discipline referrals as defined\* within the PBIS program by 2023-2024. The PBIS program measures effective positive behavior intervention strategies as the following: The percentage of students with 0 - 1 referrals is 80%. The percentage of students with 2- 5 referrals is 15%. The percentage of students with 6 or more referrals is 5%.

✦ **PM** 1.1 At the conclusion of the 2019-2020 school year, the percentage of students with 0 -1 referrals will increase to 75%; students with 2 - 5 referrals will decrease to 17%; and students with 6 or more referrals will decrease to 8%.

### 2 Student Achievement\*

Performance Goal:

Student Achievement data (MAPs, SC Ready, SC PASS, EOCs) will indicate that students are performing at or above the district average in the areas of Math and Science by 2023-2024.

✦ **PM** 2.1 Spring 2020 MAPs data will indicate that no more than 39% of students perform in the Low Performance level of Mathematics. SC Ready scores will indicate that no more than 28% of students score "Does Not Meet Expectations" in the area of Mathematics. SC Pass scores will indicate that no more than 30% of students score "Does Not Meet Expectations" in the area of Science.

### 3 Teacher/Administrator Quality\*

Performance Goal:

Student Achievement data (MAPs, SC Ready, SC PASS, EOC) will indicate by 2023-2024 that students are performing at or above the district average in the areas of English and Social Studies as a result of implementing the workshop model approach as the primary delivery of instruction and designing effective, quality Tiered instruction based upon assessment design and analysis

✦ **PM** 3.1 Spring 2020 MAPs data will indicate that no more than 29% of students perform in the Low Performance level of Reading. SC Ready scores will indicate that no more than 30% of students score "Does Not Meet Expectations" in the area of English. SC Pass scores will indicate that no more than 30% of students score "Does Not Meet Expectations" in the area of Social Studies.



New wording: Saluda Trail

Positive behavior intervention strategies (PBIS) and our "Wildcat C.H.A.M.P. philosophy will be implemented effectively to **improve student behaviors** as defined within the PBIS program by 2023-2024.

PM (Performance Monitoring) At the conclusion of the 2019-20 school year, the percentage of students with 0-1 referrals will increase to 75% due to improved student behavior; students with 2-5 referrals will decrease to 17% due to improved student behavior; and students with 6 or more referrals will decrease to 8% due to improved student behavior.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **South Pointe High (4603041) Public School** - School Renewal Plan - Rev 0

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### 1 Student Achievement\*

Performance Goal:

1. Students passing in English I with a C or higher will increase by a minimum of 3 percentage points as measured by EOCEP annually through the 2023-2024 SY. 2. Students passing in Algebra I with a C or higher will increase by a minimum of 3 percentage points as measured by EOCEP annually through the 2023-2024 SY. 3. Students passing in Biology I with a C or higher will increase by a minimum of 3 percentage points as measured by EOCEP annually through the 2023-2024 SY. 4. Students passing in US History with a C or higher will increase by a minimum of 3 percentage points as measured by EOCEP annually through the 2023-2024 SY.

✦ **PM** 1.1 tudents passing in English I with a C or higher will increase by 5 percent to 61% as measured by EOCEP by the 19-20 SY. 2. Students passing in Algebra I with a C or higher will increase by 5 percent to 71% as measured by EOCEP by the 19-20 SY. 3. Students passing in Biology I with a C or higher will increase by a 5 percent to 58% as measured by EOCEP by the 19-20 SY. 4. Students passing in US History with a C or higher will increase by 8 percentage to 52% as measured by the EOCEP by the 19020 SY

### 2 Teacher/Administrator Quality\*

Performance Goal:

1- By 2023-2024, SPHS will decrease the percent of out-of-field teachers teaching in core classes from to 0%. 2- By 2023-2024, SPHS will increase the teacher attendance rate to 97%. 3- By 2023-2024, SPHS will Increase the percent of teachers returning from previous year to 95%.

✦ **PM** 2.1 1- By 2020, SPHS will decrease the percent of out-of-field teachers teaching in core classes from to 6.3% to 3%. 2- By 2020, SPHS will increase the teacher attendance rate from 95.2 to 96%. 3- By 2020, SPHS will Increase the percent of teachers returning from previous year to 84% to 85%.

### 3 School Climate\*

Performance Goal:

1- Parent safety perception "My child feels safe at school," will increase from 65% satisfaction to 75% by the 2023-2024 SY. 2- Teacher safety perception, "I feel safe at my school before and after hours." will increase from 88% to 93% by the 2023-2024 SY. 3 - Student Survey response, "Students satisfied with physical and social environment" will increase from 69% to 74% by 2023-2024 SY.

✦ **PM** 3.1 1- Parent safety perception "My child feels safe at school," will increase from 65% satisfaction to 70% by the 19-20 SY. 2- Teacher safety perception, "I feel safe at my school before and after hours." will increase from 88% to 89% by the 19-20 SY. 3 - Student Survey response, "Students satisfied with physical and social environment" will increase from 69% to 70% by the 19-20 SY.


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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - W. C. Sullivan Middle (4603018) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By 2023-24 Parent/Teacher communication will increase by 25% as measured by school climate survey.

✚ **PM** 1.1 Increase Parent/Teacher communication by 5% each year.

### 2 Student Achievement\*

Performance Goal:

By 2023-24 Increase student achievement by 60% as measured SC Ready scores.

✚ **PM** 2.1 Use MAP and Benchmark Test Data yearly

### 3 Teacher/Administrator Quality\*

Performance Goal:

By 2023-24 we will ensure that 100% of teachers and administrators will have Category 1 & 2 IB training.

✚ **PM** 3.1 Train 100% of teachers and administrators by 2024.

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - **Sunset Park Center for Accelerated Studies** (4603033) Public School - School Renewal Plan - Rev 0

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### 1 Student Achievement\*

Performance Goal:

By the end of the 2023-24 school year, the percentage of students at SPCAS meeting their expected growth on MAP math will increase by at least 15% for all grade levels K-5th.

PM 1.1 By the Spring of 2020, the percentage of students at SPCAS meeting their expected growth on MAP math will increase by at least 3% for all grade levels K-5th.

### 2 Teacher/Administrator Quality\*

Performance Goal:

By the end of the 2023-24 school year, all required SPCAS staff will attain the SCDE R2S Endorsement.

PM 2.1 By the end of the 2019-2020 school year, 20% or more of the staff at SPCAS will attain the R2S Endorsement.

### 3 School Climate\*

Performance Goal:

By the end of the 2023-24 school year, SPCAS will reduce the number of discipline referrals by 15% for each grade level. Currently (4/2/2019), we have the following number of discipline referrals: K-7 1st-63 2nd-46 3rd-140 4th-23 5th-51

PM 3.1 By the Spring of 2020, SPCAS will reduce the number of discipline referrals by 3% for each grade level.

Go To

New wording: Sunset Park

By the year 2023-24 we **will increase positive student behavior** by 15% for each grade level **as demonstrated by documentation in power school.**

PM (Performance Monitoring) By the spring of 2020, SPCAS will increase the number of positive behaviors by 3% for each grade level **as indicated by the types of behavior documented in power school.**



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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - York Road Elementary (4603035) Public School - School Renewal Plan - Rev 0

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### 1 School Climate\*

Performance Goal:

By 2023-24 York Road Elementary School will increase the percentage of parents satisfied with school-home relations to 90% as measured by the school climate survey.

✚ **PM** 1.1 By the end of school year 2020, York Road Elementary will increase parent satisfaction with Home-School relations to 83.15%.

### 2 Teacher/Administrator Quality\*

Performance Goal:

By the end of the 2023-24 school year, all required York Road Elementary School certified staff will attain the mandatory SCDE R2S Endorsement. Currently the percentage of staff with R2S endorsement as indicated by district records is 18%.

✚ **PM** 2.1 By the end of 2019-2020 school year, 34.4% or more of the staff at York Road Elementary School will attain the required R2S Endorsement.

### 3 Student Achievement\*

Performance Goal:

By 2023-2024, York Road Elementary will increase the percentage of students scoring meeting and above on SC READY ELA to 50% or higher.

✚ **PM** 3.1 By 2019-2020, York Road Elementary School will increase the percentage of students meeting or above on SC READY ELA to 35.84% or higher.

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# Memo

**TO:** Dr. Bill Cook

**FROM:** Terri Smith

**DATE:** May 22, 2019

**SUBJECT:** Community Eligibility Provision (CEP) – Food Service Program

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Per Proviso 1.101 of the FY 2018-2019 General Appropriations Bill, H.4950, local Board of Trustees shall adopt a resolution indicating their participation in the Community Eligibility Provision (CEP) pursuant to section 1759(a) of Title 42 of the United States Code. If a school district is unable to participate in CEP, the local Board of Education shall adopt a resolution stating it is unable to participate and the reason(s) why.

**Proviso 1.101.** *(SDE: Student Meals) For the current fiscal year, all school districts shall identify students in poverty according to the provisions in Proviso 1.3 of this Act and increase access to free school meals for these students. School districts shall use the criteria to directly certify pupils eligible for free and reduced-price school meals to the extent permitted under federal law. The local board of trustees of a district in which all schools are eligible to receive the free federal reimbursement rate for all reimbursable school breakfasts and lunches served, pursuant to the Community Eligibility Provision in Section 1759(a) of Title 42 of the United States Code, shall adopt a resolution indicating participation. If a district is unable to participate, the local board of trustees shall adopt a resolution stating that it is unable to participate in CEP and demonstrate the reasons why. The resolution shall be published on a public meeting agenda concurrently with the proposed district budget as an action item and shall be approved by a majority of the board. School districts shall ensure that the parents or guardians of students eligible for free and reduced lunch receive the necessary applications and instructions and upon request are provided with assistance in completing the paperwork. Schools shall not publically identify a student who is unable to pay for a meal for any reason. Communications from the district regarding any meal debt owed must only be directed to the parent or guardian and may be sent home through the student.*

Rock Hill Schools is unable to participate in CEP for FY 2019-2020 because it will not be fiscally viable. Although the district has three schools that meet the minimum qualifying percentage (40% Identified Student Percentage) for the CEP program, it is projected that the Food Service program would have a monthly loss based on August 2018 - April 2019 participation. Per discussions with SC Department of Education, districts need a minimum of 50% Identified Student Percentage (ISP) to not lose money in the Food Service program.

Qualifying School for FY 2019-2020	Identified Student Percentage
Bellevue Elementary	44.69%
Finley Road Elementary	40.23%
York Road Elementary	43.49%

Bellevue Elementary			
Month	Loss if CEP Using Actual Participation	CEP Loss if 5% increase in Participation	CEP Loss if 10% increase in Participation
August 2018	(2,938)	(2,967)	(2,996)
September 2018	(4,322)	(4,343)	(4,364)
October 2018	(6,065)	(6,098)	(6,131)
November 2018	(5,577)	(5,606)	(5,635)
December 2018	(4,542)	(4,562)	(4,582)
January 2019	(5,744)	(5,777)	(5,810)
February 2019	(5,973)	(5,989)	(6,005)
March 2019	(4,501)	(4,527)	(4,553)
April 2019	(5,254)	(5,269)	(5,284)
Totals	(44,916)	(45,137)	(45,359)

Finley Road Elementary			
Month	Loss if CEP Using Actual Participation	CEP Loss if 5% increase in Participation	CEP Loss if 10% increase in Participation
August 2018	(6,855)	(6,881)	(6,907)
September 2018	(3,588)	(3,620)	(3,652)
October 2018	(5,148)	(5,196)	(5,244)
November 2018	(4,236)	(4,268)	(4,300)
December 2018	(3,334)	(3,355)	(3,376)
January 2019	(4,499)	(4,533)	(4,567)
February 2019	(5,364)	(5,407)	(5,450)
March 2019	(6,040)	(6,121)	(6,202)
April 2019	(4,363)	(4,391)	(4,419)
Totals	(43,427)	(43,772)	(44,117)

York Road Elementary			
Month	Loss if CEP Using Actual Participation	CEP Loss if 5% increase in Participation	CEP Loss if 10% increase in Participation
August 2018	(2,039)	(2,067)	(2,095)
September 2018	(4,189)	(4,210)	(4,231)
October 2018	(4,950)	(4,978)	(5,006)
November 2018	(5,182)	(5,215)	(5,248)
December 2018	(3,679)	(3,694)	(3,709)
January 2019	(4,699)	(4,728)	(4,757)
February 2019	(5,024)	(5,053)	(5,082)
March 2019	(6,210)	(6,241)	(6,272)
April 2019	(4,077)	(4,099)	(4,121)
Totals	(40,048)	(40,284)	(40,520)

Total All Three Schools			
Month	Loss if CEP Using Actual Participation	CEP Loss if 5% increase in Participation	CEP Loss if 10% increase in Participation
August 2018	(11,831)	(11,914)	(11,997)
September 2018	(12,099)	(12,173)	(12,247)
October 2018	(16,163)	(16,272)	(16,381)
November 2018	(14,995)	(15,089)	(15,183)
December 2018	(11,555)	(11,611)	(11,667)
January 2019	(14,942)	(15,038)	(15,134)
February 2019	(16,360)	(16,448)	(16,536)
March 2019	(16,752)	(16,889)	(17,027)
April 2019	(13,694)	(13,759)	(13,824)
Totals	(128,391)	(129,193)	(129,996)

Administration will continue to monitor CEP eligibility for future school years. A copy of the resolution is attached.





RESOLUTION OF ROCK HILL SCHOOLS BOARD OF TRUSTEES REGARDING THE  
COMMUNITY ELIGIBILITY PROVISION OF  
THE HEALTHY, HUNGER-FREE KIDS ACT OF 2010

WHEREAS, the Board, recognizes the need to utilize effective methods to increase access to free school meals for students living in poverty;

WHEREAS, the Board, participates in the National School Lunch and Breakfast Programs;

WHEREAS, the Healthy, Hunger Free Kids Act of 2010 includes the Community Eligibility Provision (CEP), 42 U.S.C.A § 1759(a), allowing qualifying districts to serve all students free meals;

WHEREAS, the Board, makes the following factual findings:

Bellevue Elementary (44.69% ISP), Finley Road Elementary (40.23% ISP), and York Road Elementary (43.49%) meet the minimum qualifying percentage of 40 percent of identified students for free meals for the 2019-2020 school year;

WHEREAS, as a result of these factual findings, the Board has determined that participation in the CEP is not fiscally viable;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Board hereby elects not to participate in the CEP but will continue working toward implementation of methods to increase access to free school meals for students living in poverty.

PASSED AND ADOPTED on \_\_\_\_\_, 2019.

ROCK HILL SCHOOLS BOARD OF TRUSTEES

By: \_\_\_\_\_  
Board Chair Signature



# Community Eligibility Provision (CEP)

Board Business Meeting

May 28, 2019

One Team. One Mission. One Rock Hill.

# Board Resolution Required by Legislation

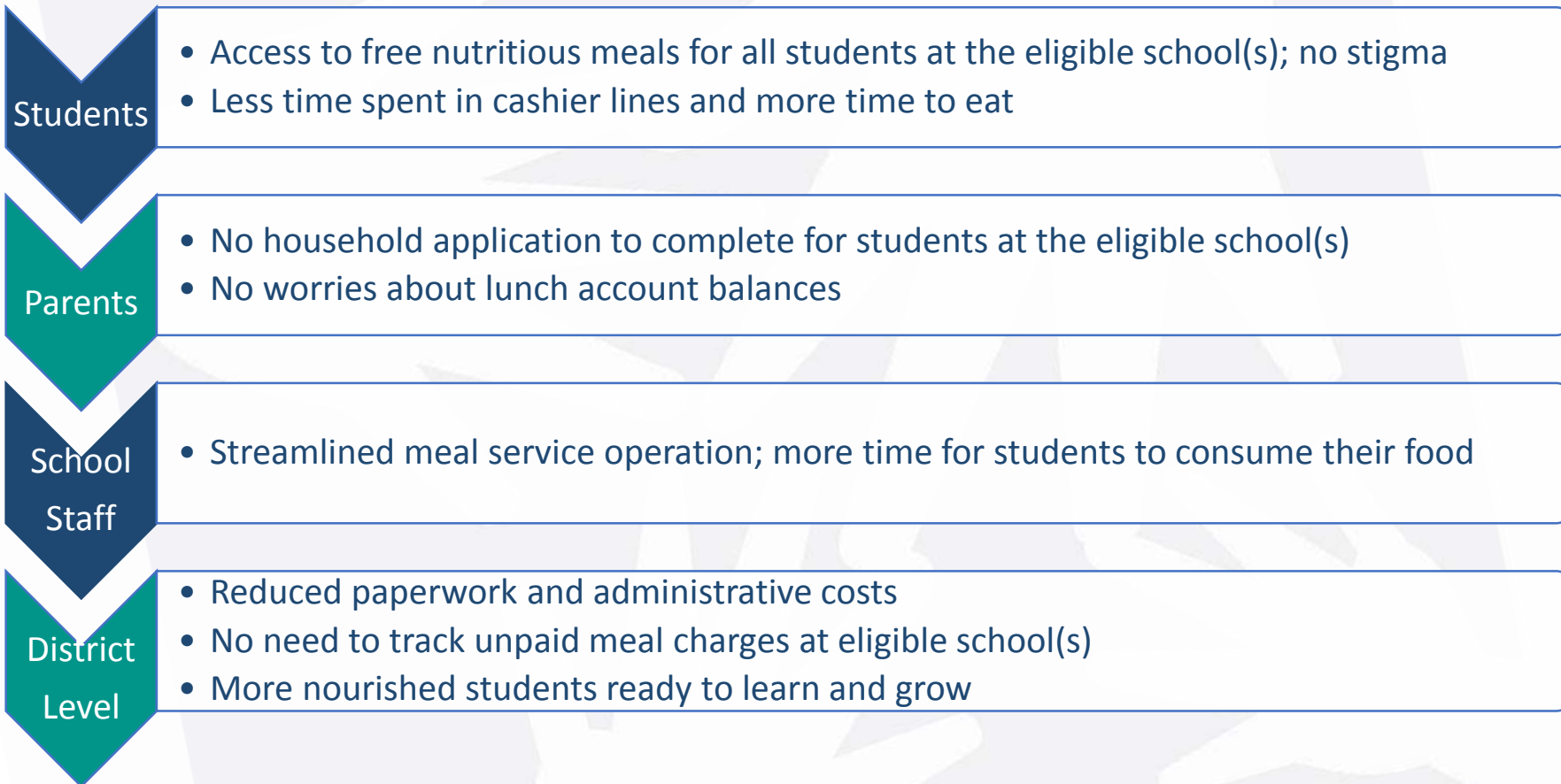
- FY 2018-2019 General Appropriations Bill, Proviso 1.101
- Must indicate if district will participate in the Community Eligibility Provision (CEP) program
- If no participation in CEP, resolution must indicate why



# What is Community Eligibility Provision?

- Non-pricing meal service option for eligible schools / districts in low-income areas
- Breakfast and lunch served at no cost to students
- No collecting free & reduced meal applications
- Reimbursed using formula based on percentage of identified students:
  - Supplemental Nutrition Assistance Program (SNAP)
  - Temporary Assistance for Needy Families (TANF)
  - Foster, homeless, migrant, runaway students, Head Start students

# Benefits of CEP



# Who Can Participate?

Individual / group of schools or all schools in a district

- Minimum Identified Student Percentage (ISP)  $\geq 40$  percent in the prior school year
- Participate in National School Lunch Program and School Breakfast Program



# Financial Sustainability

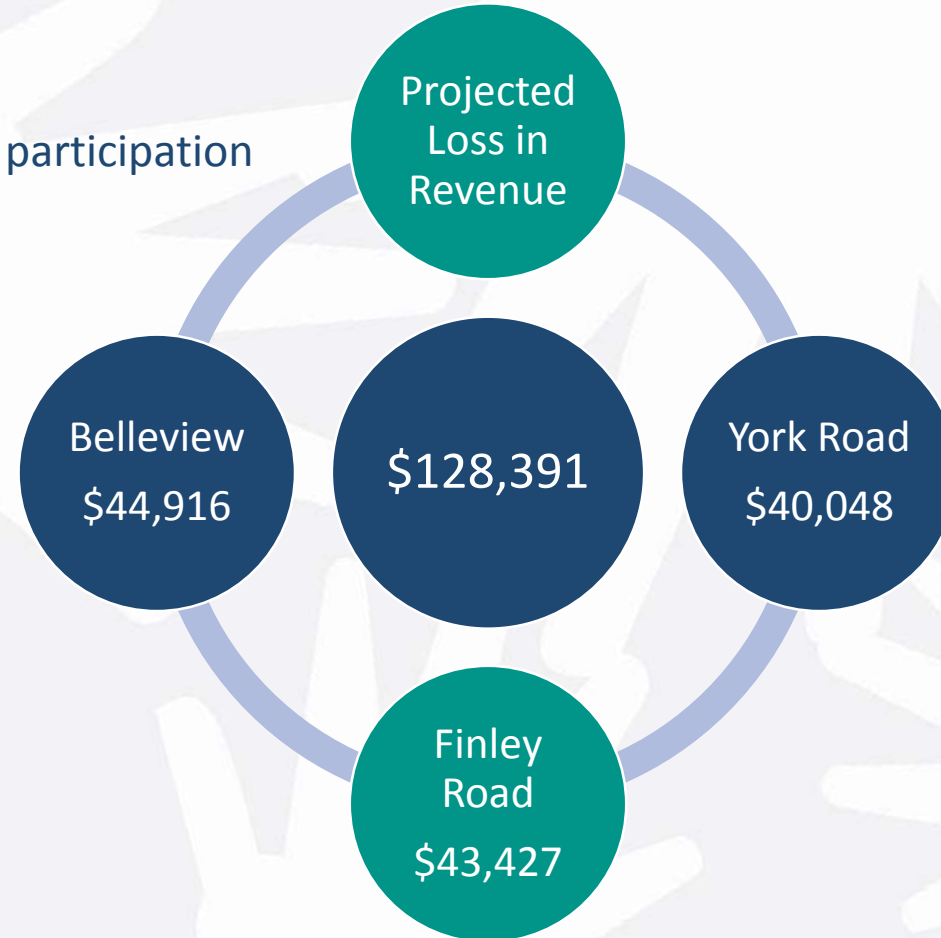
- Minimum identified student percentage (ISP) required to participate - 40%
  - May not be financially viable if ISP is between 40% - 49%
  - Recommendation - minimum of 50% ISP
- Schools may be grouped for combined percentage of minimum 50% ISP
- Any meal costs in excess of the total federal reimbursement must be covered through non-federal sources

# FY 2019-2020 Eligible Schools

- Belleview Elementary - 44.69% identified students
- Finley Road Elementary – 40.23% identified students
- York Road Elementary – 43.49% identified students

# Projected Loss

\*Based on August 2018 – April 2019 participation







# Questions?

One Team. One Mission. One Rock Hill.



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

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** May 22, 2019  
**SUBJECT:** Announcements for May 28<sup>th</sup> School Board Meeting

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### High School Graduation

On Saturday, June 8, more than 1,100 students in the Class of 2019 are expected to participate in graduation commencement at the Winthrop Coliseum. This year, Rock Hill High School will begin our day of celebration at 10 a.m., followed by Northwestern at 2 p.m., and South Pointe at 6 p.m. As a reminder to our community, this is a ticket-only event, and we look forward to celebrating this academic milestone with our students and their families while maintaining the dignity of the ceremony. Safety and security plans have been reviewed with Winthrop University Police, Rock Hill Police, and contracted security guards in an effort to ensure each ceremony operates smoothly. For the second consecutive year, each ceremony will be broadcast live on the district website as well as the district Facebook page. To view on our website, please visit [www.rock-hill.k12.sc.us/graduation](http://www.rock-hill.k12.sc.us/graduation).

### Football City USA Night of Champions and Skills Camp

Join Rock Hill Schools and the Rock Hill Schools Education Foundation as we recognize and celebrate Rock Hill Schools alumni who have gone on to play in the National Football League. On June 28, we are hosting the first-ever Night of Champions at Southern Charm Events to raise funds that will benefit each District Three high school athletics program and the Rock Hill Schools Education Foundation. We have invited many District Three alumni home for this event, including 2019 Super Bowl champions Stephon Gilmore and Cordarelle Patterson, as well as Ben Watson, Chris Hope, Mason Rudolph, Rick Sanford, Jadeveon Clowney, DeVonte Holloman, Tori Gurley, Jaleel Scott, Johnathan Joseph, Derek Ross, Ko Simpson, and more. A free skills camp will be held on Saturday, June 29 for more than 350 area children where they will receive coaching from coaches from our high schools and our NFL alumni. If interested in purchasing tickets or sponsorship packages to the Night of Champions, please visit the foundation's website at [www.rhsdfoundation.org](http://www.rhsdfoundation.org).

### Rock Hill Adult Education Graduation

On Tuesday, June 11, Rock Hill Schools Adult Education will host its graduation ceremony at Castle Heights Middle School. The ceremony will begin at 7 p.m.

### 2019-2020 Preliminary Budget

Last week, Chief Financial Officer Terri Smith presented an overview of the preliminary general fund budget for 2019-2020. For those who were unable to attend the Budget Listen and Learn, the recording of the meeting can be viewed on the school district's website. On Monday, June 10, at 5:30 p.m., district administration will host the official public hearing on the proposed 2019-2020 general fund budget. Two weeks later, on June 24 at 6 p.m., the Board of Trustees is expected to vote on the budget.

### **Follow Capital Program Updates**

You are encouraged to visit the district's capital building program, "Build on the Rock," website – [www.rock-hill.k12.sc.us/BuildOnTheRock](http://www.rock-hill.k12.sc.us/BuildOnTheRock) -- for more information on capital projects. The website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.

### **Upcoming Board Meetings**

The School Board will next meet on Monday, June 10<sup>th</sup> for a work session. The meeting will begin at 4 p.m. Our next business meeting will be Monday, June 24<sup>th</sup> at 6 p.m. in the Central Office. Meetings are streamed on our website and available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at [Facebook.com/RockHillSchools](https://Facebook.com/RockHillSchools).



At its work session on May 13, 2019, held at the Central Office, the board:

- held a Board Professional Development session;
- recognized numerous students;
- heard a report from the DCMS SIC;
- reviewed Section “A” Policies for 2<sup>nd</sup> read;
- reviewed Section “A” Policies for 1<sup>st</sup> read;
- reviewed Policy JIHC, JIHC-R for 1<sup>st</sup> read;
- received information on the Community Eligibility Provision for the Food Service program;
- reviewed administrative rule IJOA-R – Field Study;
- reviewed the Healthy Snack List;
- received information on meal prices for 2019-20;
- reviewed school renewal plans for approval;
- heard a general fund budget update;
- received an Energy Management Update;
- discussed other and future business; and,
- held an executive session for personnel matters and contractual matters.

Other and Future Business

Helena Miller

## Executive Session

- Personnel Matters
  - *Hirings*

## Action as Required from Executive Session

## Adjournment