



# **SCHOOL BOARD WORK SESSION**

LOC **Comporium Conference Center @ Central Office**

LEADER: Helena Miller

TEAM: Board of Trustees

START: **6:00 p.m.**

SCRIBE: Chris Gammons

DATE: October 12, 2020

FINISH: 7:35 p.m. approximately

Item	Agenda Topic	Discussion Leader	Time
1	Call to Order	Chairman Helena Miller	5 minutes
2	Recognitions:	Dr. Bill Cook	20 minutes
	>Introduction of New Administrator		
	>Recognition of Assistant Principal of the Year		
	>Recognition of Principal of the Year		
3	Section "K" Policies - 2nd read		
	*KBC, KBC-R - Social Media Communications	Mr. Mychal Frost	5 minutes
	*KHC - Distribution/Posting of Promotional Materials	Mr. Mychal Frost	5 minutes
	*KEC, KEC-R, KEC-E - Public Concerns and Complaints about Instructional Resources	Dr. John Jones	5 minutes
	*KGBA - Student Mentoring Program	Dr. Luanne Kokolis	5 minutes
	*KI, KI-R(2) - Visitors	Mr. James Brown	5 minutes
	*KLG - Relations with Law Enforcement Authorities	Mr. James Brown	5 minutes
4	Policy IHBA - Special Education/Programs for Disabled Students - 1st read	Dr. Nancy Turner/Dr. Keith Wilks	5 minutes
5	Superintendent's Update		
	A. Accountability Update	Dr. John Jones/Ms. Naomi Morgan/Ms. Maria Linn	15 minutes
	B. Update on Return to School Plan	Dr. Kokolis/Dr. Campbell/Dr. Wilks/Mr. Vaughan/Ms. Kirell	10 minutes
6	Other and Future Business	Chairman Helena Miller	5 minutes
7	Executive Session(s):		
	>Contractual Matters - Intergovernmental Agreement, Tolling Agreement		
8	Action as Required from Executive Session		
9	Adjournment		

Call to Order

Chairman Miller

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** October 8, 2020  
**SUBJECT:** Recognitions for October 12<sup>th</sup> Board Meeting

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### A. New Administrator Introduction

**Dr. Keith Wilks**, who has spent the past 13 years as Executive Director of Student Services, has been selected to replace Dr. Luanne Kokolis as the Chief of Strategic Planning, Engagement and Program Support. Wilks will oversee the district's alternative and adult education programming, graduation coaches, student attendance, discipline and support, nursing and social work services, long-term strategic planning, middle and high school athletics, and serve as liaison for the superintendent to the Rock Hill Education Foundation. His experience as both an assistant principal in Rock Hill Schools (Rock Hill High School, 1997-2002, and Sullivan Middle School, 2005-2007) and principal in Darlington County School District (Darlington High School, 2002-2005) will provide him a needed perspective to help grow and expand supports for athletics and long-term planning.

In the community, Wilks is well-connected in civic and education organizations. Since February 2020, he has served on the board of directors of the Children's Attention Home. In 2018, he received a gubernatorial appointment to serve as a commissioner with York Technical College. Additionally, Wilks serves on the City of Rock Hill Freedom Walkway committee and as a board member with the All on Board Community Alliance.

He completed his undergraduate degree in mathematics and secondary education and graduate degree in secondary educational administration at Winthrop University. Wilks earned his doctorate from Gardner-Webb University in 2016 after completing his dissertation in the area of the self-determination of high school students in a blended learning environment and meeting goals for 21<sup>st</sup> century outcomes.

### B. Assistant Principal of the Year – Mr. Chris Chandler

Congratulations to Mr. Chris Chandler of Rock Hill High School for being named the first-ever District Assistant Principal of the Year. Chandler has served the students, staff, and community as an assistant principal at Rock Hill High since 2016. He joined the Bearcats staff in 2004.

As this year's honoree, Chandler will move on to the state recognition program managed by the South Carolina Association of School Administrators (SCASA).

Before moving into administration, Chandler taught social studies and history, including Advanced Placement and college-level dual credit courses through York Technical College, for 12 years at RHHS. As Rock Hill Schools has advanced its technology implementation in recent years, Chandler has been instrumental in both the selection of devices and training of teachers.

He holds degrees from Winthrop University. Chandler earned a B.A. in history in 2002, a Master's in history in 2004 and a Master's in educational leadership in May 2013.

#### **C. Principal of the Year – Ms. Denise Khaalid**

Congratulations to Ms. Denise Khaalid of Oakdale STEAM Elementary School for being named the first-ever District Principal of the Year. Khaalid has served as principal at Oakdale for seven years, and she has been on the Rock Hill Schools team since 1995.

As this year's honoree, Khaalid will move on to the state recognition program managed by the South Carolina Association of School Administrators (SCASA).

Previously, she has been named the SC Assistant Principal of the Year by SCASA and the 2012 National Assistant Principal of the Year by the National Association of Secondary School Principals. She earned both recognitions while an assistant principal at South Pointe High School. Before moving into administration, Khaalid taught English/Language Arts at Sullivan Middle School and Saluda Trail Middle School.

Khaalid is a graduate of Winthrop University and holds a B.A. in English and a Master of Education in Educational Leadership and Supervision. She is currently pursuing her doctorate in educational leadership from Gardner-Webb University.



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

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** October 5, 2020  
**SUBJECT:** KBC, KBC-R, and KHC Policy Revisions

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The Marketing and Communications team has reviewed the following policies and recommends the proposed changes, and we seek final approval from the Board of Trustees.

### KBC – Social Media Communications

- Include definition of “social media” and “social media content”
- Further define how the district and schools should use social media
- Outlines reasons for blocking users and removing content
- Affirms no racial or ethnic slur, profanity, personal insult or similar language will be used
- Includes statement about FERPA

*Following first reading, “publish personal opinions, beliefs or testimony” was added to the expectations of what school and district staff responsible for managing accounts should not do.*

### KBC-R – Social Media Communications Administrative Rule

*Following first reading, KBC-R was reworked to provide guidelines and definitions of what is considered to be inappropriate and subject to removal.*

### KHC – Distribution/Posting of Promotional Materials

- Broadens the scope of use from “teachers in the classroom” to the “school community”
- Maintains that promotional materials are not in direct competition with district programs or events

*No changes following first reading.*

Policy Review Committee:

Mychal Frost, Director of Marketing and Communications  
Aaron Sheffield, Multimedia Communications Specialist

# **Policy KBC**

## **Administrative Rule KBC-R**

## PROPOSED

### Policy KBC Social Media Communications

Issued 3/12

~~Purpose: To establish the board's vision for appropriate use of social media.~~

~~The Board believes a 21st century organization must utilize multiple communication channels~~

The Board recognizes the importance of incorporating current technology tools, including new methods of electronic communication and social media to keep our stakeholders informed on the works of the district. Frequent and two-way conversations, using the latest in communication technology is important. For purpose of this policy, “social media” is defined as any internet-based technology or website that facilitates or promotes interactive communication, participation or collaboration. “Social media content” includes any materials, documents, photographs, graphics and other information that is created, posted, or transmitted using social media.

The Board directs the Administration to develop procedures for utilizing all available channels in the communication of district and school news, including but not limited to: ~~successes; events, emergency information and; statements to manage public relations.~~

- ~~Good news/~~What's happening at your school/site;
- Picture of the Day or other school-related pictures;
- Event reminders;
- Congratulations on student and staff achievements;
- Notifications related to school bus operations; or
- Emergency notifications (weather or otherwise).

District and school staff responsible for the management of any official district or school social media account may:

- 1) Block users (i.e. subscribers, followers, likes, and connections) who post abusive or inappropriate content; or
- 2) Delete comments that contain inappropriate content.

District and school staff responsible for the management of any official district or school social media account shall not:

- 1) Publish or re-publish any racial or ethnic slur, profanity, personal insult, or similar language; ~~or~~
- 2) Discloses any information in violation of FERPA; or
- 3) Publish personal opinions, beliefs, or testimony.

The Administration should monitor comments about the district and remain proactive with a timely response.

Adopted \_\_\_\_\_

York 3/Rock Hill School District

## **Policy KBC Social Media Communications**

Issued 3/12

Purpose: To establish the board's vision for appropriate use of social media.

The Board believes a 21st century organization must utilize multiple communication channels to keep our stakeholders informed on the works of the district. Frequent and two-way conversations, using the latest in communication technology is important. The Board directs the Administration to develop procedures for utilizing all available channels in the communication of district news, including; successes; events, emergency information and; statements to manage public relations. The Administration should monitor comments about the district and remain proactive with a timely response.

Adopted 3/26/12

**York 3/Rock Hill School District**

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## PROPOSED

### AR KBC-R Social Media Communications

Issued 3/12

The superintendent or his/her designee will ensure that any website or social media page maintained by the district or any of its schools includes only appropriate material concerning the district's business and complies with any applicable terms of use and the district's acceptable use guidelines regarding Internet access and practices.

~~The principal of each school or his/her designee will be responsible for maintaining control of any website or social media page maintained by the school.~~

~~School officials must be mindful that all postings on the district or school websites or social media pages reflect on the school and district. For this reason, all such communications must be related to the education and related activities of our students and staff.~~

District and school staff responsible for the management of any official district or school social media account may block or delete users and comments that are considered to be inappropriate or abusive. We welcome your thoughts and comments and look forward to what you have to say; however, we will not leave postings that violate the following guidelines. The intent of these guidelines is not to keep any negative or critical information from being posted, but to protect the privacy and rights of Rock Hill School District staff and students.

Please do:

- Ask questions and post appropriate comments on items of interest.
- Be respectful. Personal attacks or offensive comments directed toward students, employees, or community members will not be tolerated. Inappropriate remarks and profanity will be removed.
- Keep in mind that our mission is education, and comments made here should be appropriate for all ages.
- Be factual. False/inaccurate information posted to district or school pages and accounts will be removed and/or replaced with accurate information.

Please do not:

- Attack, demean, or belittle other students, employees or community members.
- Use social media as a way of circumventing the proper channels for resolving personal and professional issues. Comments regarding a personal issue with the district, a school or staff member will be removed.
- Use district or school pages or accounts to sell, promote or market services or products.
- Break the law or encourage others to do so. This includes respecting copyright and fair use laws.

Adopted 3/26/12

York 3/Rock Hill School District

## **AR KBC-R Social Media Communications**

Issued 3/12

The superintendent or his/her designee will ensure that any website or social media page maintained by the district or any of its schools includes only appropriate material concerning the district's business and complies with any applicable terms of use and the district's acceptable use guidelines regarding Internet access and practices.

The principal of each school or his/her designee will be responsible for maintaining control of any website or social media page maintained by the school.

School officials must be mindful that all postings on the district or school websites or social media pages reflect on the school and district. For this reason, all such communications must be related to the education and related activities of our students and staff.

Adopted 3/26/12

**York 3/Rock Hill School District**

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# Policy KHC

## DISTRIBUTION/POSTING OF PROMOTIONAL MATERIALS

Code **KHC** Issued **PROPOSED**

Commercial organizations offer many materials for use by ~~the school community teachers in the classroom~~. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

The superintendent or his/her designee must approve supplementary printed or electronic materials from commercial, political, religious, or other non-school sources before they are ~~used~~ **distributed** in the schools. The superintendent ~~or his/her designee~~ may approve materials which are of obvious educational quality, which supplement and enrich instructional materials ~~and opportunities for definite school courses, and which are timely and up to date~~. **Materials must provide information on programs or events that are not in competition with district programs or events.**

Schools will not display or distribute advertising materials of commercial, political, or religious nature in the schools or on the school grounds. Schools may not use students as the agents for distributing non-school materials to homes without the approval of the superintendent or his/her designee.

Teachers must preview printed and electronic instructional materials prior to student viewing to ensure their educational value.

Adopted ^

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### Legal References:

#### A. Federal Cases:

1. *Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools*, 457 F.3d 376 (4th Cir. 2006).

## DISTRIBUTION/POSTING OF PROMOTIONAL MATERIALS

Code **KHC** Issued **MODEL/19**

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

The superintendent or his/her designee must approve supplementary printed or electronic materials from commercial, political, religious, or other non-school sources before they are used in the schools. The superintendent may approve materials which are of obvious educational quality, which supplement and enrich instructional materials for definite school courses, and which are timely and up to date.

Schools will not display or distribute advertising materials of commercial, political, or religious nature in the schools or on the school grounds. Schools may not use students as the agents for distributing non-school materials to homes without the approval of the superintendent or his/her designee.

Teachers must preview printed and electronic instructional materials prior to student viewing to ensure their educational value.

Adopted ^

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### Legal References:

#### A. Federal Cases:

1. *Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools*, 457 F.3d 376 (4th Cir. 2006).

## Policy KHC Distribution/Posting of Promotional Materials

Issued 10/13

Purpose: To establish the basic structure for the distribution/posting of promotional materials in the schools.

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

The superintendent/designee must approve supplementary printed materials that are to be distributed to parents by students or posted in the schools. Approved materials should be from partners invested with the district, such as the City of Rock Hill, the York County Library, educational institutions or organizations with a 501c3 non-profit status. Materials must be of obvious educational value, promote American democratic ideals and moral value, and provide information on programs or events that are not in competition with district programs or events.

Teachers may use special aids (non-printed materials) such as models, films, slides, pictures, charts and exhibits for educational purposes with the approval of the principal, although such materials may bear the name of a commercial business firm which may have provided the aid.

Teachers must preview educational films secured from or through commercial sources prior to student viewing to assure their educational value.

Adopted 8/26/85; Revised 11/27/89, 3/29/05, 3/27/06, 6/28/10, 10/28/13

Legal references:

Court cases:

*Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools*, 373 F. 3d 589 (4th Cir. 2004).

**York 3/Rock Hill School District**

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## **Memorandum**

To: Dr. Bill Cook

From: Dr. John Jones

RE: **BOARD REVIEW OF POLICIES**

Date: October 7, 2020

The following policies are being presented for second reading at the October 12, 2020 Rock Hill Schools Board of Trustees meeting.

- Policy KEC – Public Concerns and Complaints about Instructional Resources
- Administrative Rule KEC-R – Public Concerns and Complaints about Instructional Resources
- Policy KEC-E – Public Complaint About Instructional Materials

The following staff members of Rock Hill Schools were asked to provide input and feedback on the proposed changes to the policy:

Ms. Elizabeth Bridges, Elementary Literacy Coach/Teacher  
Mr. Chris Chandler, Secondary Assistant Principal  
Ms. Charlotte Evans, Elementary School Librarian  
Dr. Joya Holmes, Executive Director of Professional Learning and Choice Programs  
Mr. Joshua Hope, Secondary Teacher  
Dr. Luanne Kokolis, Chief of Strategic Planning, Engagement, and Program Support  
Mr. Clayton Moton, Secondary Principal  
Ms. Melisa Smith, Elementary School Librarian  
Ms. Randy Polk, Secondary School Librarian  
Ms. Patti Tate, Secondary Teacher  
Ms. Tennille Wallace, Executive Director of Technology Services  
Mr. Damon Ward, Director of Central Child Development Center  
Dr. Adrine Weeks, Secondary School Librarian  
Ms. Theresa Westphal, Elementary Teacher

# **Proposed Board Policy**

**KEC**

**KEC-R**

**KEC-E**



## **Policy KEC Public Concerns and Complaints about Instructional Resources**

Issued 3/05

Purpose: To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board of trustees recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent/**legal guardian** or citizen may lodge a complaint against any book(s) or instructional materials being used in the school system.

The complainant must submit criticism of book(s) or other instructional materials in writing to the **superintendent or designee** using the "Citizens Request for Review of Educational Materials" form (KEC-E). Committees will review all complaints (building level and district level) in accordance with approved administrative rules **accompanying this policy** (KEC-R).

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent that his/her own child not be assigned a specific book, **resource, or material. When such a request is presented, the teacher and/or principal should resolve the situation, perhaps by arranging for use of alternative resources meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and resources that the board has adopted.**

The superintendent will inform the board of all complaints about instructional materials.

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

Legal references:

S. C. Code, 1976, as amended:

**Section 59-19-90(7)** - The board of trustees shall control the educational interests of the district.

Case Law:

***Board of Education v. Pico***, 457 U.S. 853 (1982).

**York 3/Rock Hill School District**

## **AR KEC-R Public Concerns and Complaints about Instructional Resources**

Issued 3/05

Two committees will review all complaints about instructional materials. **Annually**, the principal will name a school level committee. The superintendent will name a district level committee. **Each committee should include persons knowledgeable in the subject area being reviewed. Appointment of a citizen representative as well as a school librarian/media specialist on each committee should be considered.**

The superintendent will submit the written complaint to the appropriate building principal for review by a school level committee. This three-member school level review committee will consist of a classroom teacher, an administrator and the media specialist/librarian. The school level review committee will meet within ten **(10) school** days of the receipt of a **request for review of education materials form** to consider the complaint. The committee will review the complaint, **review the disputed material**, and formulate a recommendation. The principal will send the recommendation to the district level review committee.

The superintendent will appoint the district level review committee annually. This committee will be composed of two secondary school teachers, one middle school teacher, two elementary school teachers, a representative from one school's advisory committee and a district level administrator. The district level review committee will meet to consider all school level review committee recommendations within **ten (10) school** days of their receipt of the school committee's recommendation. As a part of the review process, the committee will invite the complainant to appear before it to discuss the nature of the complaints. Following their review, the district committee will forward a recommendation to the superintendent for review and transmittal to the complainant.

The complainant may appeal the committee's decisions in writing through the superintendent to the board.

### **Instructions to evaluating committees**

**The board, though it is ultimately responsible for all curriculum and instructional resources including library books, recognizes the need and right of students to free access to many different types of books and resources. It also recognizes the right of the professional staff to select books and other resources supportive of the district's educational philosophy and goals.**

The board directs the evaluating committees to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee **will** study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools.

**In its deliberations, the review committee will consider the educational philosophy of the district, the professional opinions of other teachers of the same subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's own stated objectives in using the materials, and the objections of the complainant. The value of any book or other material will be judged as a whole, taking into account the purpose of the material, rather than individual, isolated expressions or incidents in the work. The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.**



Should a committee recommend the removal of a book or **material**, the committee's final report must demonstrate that its decision was not intended to remove books to deny students' access to ideas which committee members find to be repugnant. Such an intention would violate Constitutional standards. The committee must further demonstrate that the books **or material** in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials.

Suggested format or outline for report from evaluating committee

- list of committee members and their positions
- statement ensuring that each committee member **read and/or reviewed** the material in its entirety
- list of review source(s) consulted
- statement of majority opinion
- committee's final decision

### **Procedures for reconsideration of blocked websites**

In accordance with the Children's Internet Protection Act (CIPA) (Title XVII, United States Code), the school system provides Internet filtering to protect students from harmful and/or inappropriate content on the Internet. Board Policy makes clear that technology resources of Rock Hill Schools are to be used only for purposes of work or curriculum. As such, websites not meeting the criteria of federal law and/or local Board policy may be blocked from use. Examples of such sites include:

- Content specifically described in Title XVII, United States Code (CIPA): that which is obscene, pornographic, and/or harmful to minors. This definition explicitly lists those which lack serious literary, artistic, political or scientific value to minors.
- Email providers other than Rock Hill Schools. Technology staff is unable to monitor these email providers to ensure adequate virus protection, thus offering access to them is an unacceptable risk for district networks.
- Sites which school personnel request to have blocked for inappropriate content. These most often include images and/or language not suitable for minors.
- Sites without uses directly related to work or curriculum, such as online auction pages.
- Sites which require unacceptable use of bandwidth, such as Internet radio and video. These rob users engaged in legitimate use of bandwidth needed for their purposes.

If a staff member feels that a site with legitimate educational purposes has been blocked in error, a request to reconsider the decision should be made via help desk ticket. The Executive Director of Technology Services will review the request and make a determination. If satisfactory resolution is not achieved, the System Level Resources Review Committee will proceed as described above.

York 3/Rock Hill School District

PUBLIC COMPLAINT ABOUT INSTRUCTIONAL MATERIALS

Citizen's Request for Review of Instructional Materials

School in which the material is being used: \_\_\_\_\_

Your Name (please print): \_\_\_\_\_

Telephone #: \_\_\_\_\_ Address: \_\_\_\_\_

Complainant represents: Self \_\_\_\_\_ Organization/Group \_\_\_\_\_ (Name of group) \_\_\_\_\_

Do you have a student who attends the school listed above? ☐ Yes ☐ No

Please check the type of material in question:

☐

Book

☐

Magazine

☐

Pamphlet

☐

Video

☐

Audio

☐

Software

☐

Kit

☐

Website

☐

Other: \_\_\_\_\_

Title of material: \_\_\_\_\_

Author/Distributor: \_\_\_\_\_ Copyright Year: \_\_\_\_\_

*The following questions are to be answered after the complainant has read, viewed, or listened to the material. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)*

1. Did you read, view, or listen to the material in its entirety? If not, why? \_\_\_\_\_

\_\_\_\_\_

2. Where is the material being used? Classroom \_\_\_\_\_ Library \_\_\_\_\_

3. If it is being used in a classroom, please provide the following information:

Grade \_\_\_\_\_ Name of class or subject \_\_\_\_\_

Teacher \_\_\_\_\_

4. Are students required to use the material? ☐ Yes ☐ No ☐ I don't know

5. Have you read reviews of this material by reputable sources? If so, please list sources.

\_\_\_\_\_

6. To what do you object? (Please be specific. Cite pages, **websites**, or particular sequences of material.)

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7. What do you believe is the theme or purpose of this material?

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8. What do you feel might be the result of a student using this material?

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9. Would you recommend this material for a different age group?

10. What other materials of the same subject and format would you recommend?

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11. What is your request in regard to this material?

- |   |   |
|---|---|
| <input type="checkbox"/> Do not assign it to students at this grade level | <input type="checkbox"/> Withdraw it from use at the school               |
| <input type="checkbox"/> Require parental permission for use              |   |
| <input type="checkbox"/> <b>Unblock access to website</b>                 | <input type="checkbox"/> Refer it to an official committee for evaluation |

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Signature of complainant

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Date

*Please return completed form to the **superintendent or designee***

# **Model Board Policy**

**KEC**

**KEC-R**

**KEC-E**

## **PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES**

Code **KEC** Issued **MODEL**

The board recognizes its responsibility in the selection and provision of instructional materials. Any parent/legal guardian or citizen may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the superintendent using form KEC-E, *Citizens Request for Review of Educational Materials*. Committees will review all complaints (school-level and district-level) in accordance with the administrative rule accompanying this policy.

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book. When such a request is presented, the teacher and/or principal should resolve the situation, perhaps by arranging for use of alternative resources meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and resources that the board has adopted.

The superintendent will inform the board of all complaints about instructional materials.

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

### **Legal References:**

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

1. Section 59-19-90(7) - The board of trustees shall control the educational interests of the district.

**B. Federal Cases:**

1. *Board of Education v. Pico*, 457 U.S. 853 (1982).



## **PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES**

Code **KEC-R** Issued **MODEL**

Two committees will review all complaints about instructional materials. Annually, the principal will name a school-level committee, and the superintendent will name a district-level committee. Each committee should include persons knowledgeable in the subject area being reviewed. Appointment of a citizen representative on each committee should be considered.

The superintendent will submit the written complaint to the appropriate building principal for review by a school-level committee. The school-level review committee will meet within ten school (10) days of the receipt of a request for review of education materials form to consider the complaint. The committee will review the complaint, review the disputed material, and formulate a recommendation. The principal will send the recommendation to the district-level review committee.

The district-level review committee will meet to consider all school-level review committee recommendations within ten school (10) days of receipt of the school committee's recommendation. As a part of the review process, the committee may invite the complainant to appear before it to discuss the nature of the complaints. Following their review, the district committee will forward a recommendation to the superintendent for review and transmittal to the complainant.

The complainant may appeal the committee's decision in writing through the superintendent to the board.

### **Instructions to Evaluating Committees**

The board, though it is ultimately responsible for all curriculum and instructional resources including library books, recognizes the need and right of students to free access to many different types of books and resources. It also recognizes the right of the professional staff to select books and other resources supportive of the district's educational philosophy and goals.

The committee will study all materials thoroughly and read available reviews. In its deliberations, the review committee will consider the educational philosophy of the district, the professional opinions of other teachers of the same subject and of other competent authorities, review of the materials by reputable bodies, the teacher's own stated objectives in using the materials, and the objections of the complainant. The value of any book or other material will be judged as a whole, taking into account the purpose of the material, rather than individual, isolated expressions or incidents in the work.

Should a committee recommend the removal of a book, the committee's final report must demonstrate that its decision was not motivated by a desire to deny students' access to ideas which committee members personally find to be repugnant. Such an intention would violate Constitutional standards.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials.



## **PAGE 2 - KEC-R - PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES**

### **Suggested Format or Outline for Report from Evaluating Committee**

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety
- list of review source(s) consulted
- statement of majority opinion
- committee's final decision

Issued ^

# **PUBLIC COMPLAINT ABOUT INSTRUCTIONAL MATERIALS**

## **Citizen's Request for Review of Instructional Materials**

School in which the material is being used: \_\_\_\_\_

Your Name (please print): \_\_\_\_\_

Telephone #: \_\_\_\_\_ Address: \_\_\_\_\_

Complainant represents: Self \_\_\_\_\_ Organization/Group \_\_\_\_\_ (Name of group) \_\_\_\_\_

Do you have a student who attends the school listed above? ☐ Yes ☐ No

Please check the type of material in question:

- |                                   |                                   |                                      |
|-----------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Book     | <input type="checkbox"/> Video    | <input type="checkbox"/> Kit         |
| <input type="checkbox"/> Magazine | <input type="checkbox"/> Audio    | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Pamphlet | <input type="checkbox"/> Software | _____                                |

Title of material: \_\_\_\_\_

Author/Distributor: \_\_\_\_\_ Copyright Year: \_\_\_\_\_

*The following questions are to be answered after the complainant has read, viewed, or listened to the material. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)*

1. Did you read, view, or listen to the material in its entirety? If not, why? \_\_\_\_\_

2. Where is the material being used? Classroom \_\_\_\_\_ Library \_\_\_\_\_

3. If it is being used in a classroom, please provide the following information:

Grade \_\_\_\_\_ Name of class or subject \_\_\_\_\_

Teacher \_\_\_\_\_

4. Are students required to use the material? ☐ Yes ☐ No ☐ I don't know

5. Have you read reviews of this material by reputable sources? If so, please list sources.

6. To what do you object? (Please be specific. Cite pages or particular sequences of material.)

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7. What do you believe is the theme or purpose of this material?

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8. What do you feel might be the result of a student using this material?

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9. Would you recommend this material for a different age group?

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10. What other materials of the same subject and format would you recommend?

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11. What is your request in regard to this material?

☐ Do not assign it to students at this grade level

☐ Withdraw it from use at the school

☐ Require parental permission for use

☐ Refer it to an official committee for evaluation

\_\_\_\_\_  
Signature of complainant

\_\_\_\_\_  
Date

***Please return completed form to the school principal.***

# **Current Board Policy**

**KEC**

**KEC-R**

**KEC-E**

## **Policy KEC Public Concerns and Complaints about Instructional Resources**

Issued 3/05

**Purpose:** To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board of trustees recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent or citizen may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the building principal using the "Citizens Request for Review of Educational Materials" form (KEC-E). Committees will review all complaints (building level and district level) in accordance with approved administrative rules (KEC-R).

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent that his/her own child not be assigned a specific book.

The superintendent will inform the board of all complaints about instructional materials.

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

### **Legal references:**

S. C. Code, 1976, as amended:

Section 59-19-90(7) - The board of trustees shall control the educational interests of the district.

### **Case Law:**

Board of Education v. Pico, 457 U.S. 853 (1982).

**York 3/Rock Hill School District**

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## **AR KEC-R Public Concerns and Complaints about Instructional Resources**

Issued 3/05

Two committees will review all complaints about instructional materials. The principal will name a school level committee. The superintendent will name a district level committee.

The superintendent will submit the written complaint to the appropriate building principal for review by a school level committee. This three-member school level review committee will consist of a classroom teacher, an administrator and the media specialist/librarian. The school level review committee will meet within 10 days of the receipt of a completed book action request form to consider the complaint. The committee will review the complaint and formulate a recommendation. The principal will send the recommendation to the district level review committee.

The superintendent will appoint the district level review committee annually. This committee will be composed of two secondary school teachers, one middle school teacher, two elementary school teachers, a representative from one school's advisory committee and a district level administrator. The district level review committee will meet to consider all school level review committee recommendations within 10 days of their receipt of the school committee's recommendation. As a part of the review process, the committee will invite the complainant to appear before it to discuss the nature of the complaints. Following their review, the district committee will forward a recommendation to the superintendent for review and transmittal to the complainant.

The complainant may appeal the committee's decisions in writing through the superintendent to the board.

### **Instructions to evaluating committees**

The board directs the evaluating committees to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee should study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools.

The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.

Should a committee recommend the removal of a book, the committee's final report must demonstrate that its decision was not intended to remove books to deny students' access to ideas which committee members find to be repugnant. Such an intention would violate Constitutional standards. The committee must further demonstrate that the books in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials.

### **Suggested format or outline for report from evaluating committee**

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety
- list of review source(s) consulted
- statement of majority opinion
- committee's final decision

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

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR  
LIBRARY MATERIALS**

Type of Material (Book, Video, etc.) \_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher \_\_\_\_\_

Request initiated by \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Challenger represents:

\_\_\_\_\_ Individual

\_\_\_\_\_ Organization (Please specify) \_\_\_\_\_

Where in the school is the material/book located? \_\_\_\_\_

1. Did you read or view the entire material/book? \_\_\_\_\_

If no, what parts? \_\_\_\_\_

2. Have you read or obtained any reviews from professional journals or organizations that support your challenged of this material? \_\_\_\_\_

**If yes, please attach copies.**

3. To what in the material/book do you object? Please be specific. Cite pages.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you feel might be the result of reading/viewing the material?

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5. For what age group would you recommend this material/book? \_\_\_\_\_

6. What valuable/positive points are in this material? \_\_\_\_\_

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7. What do you believe is/are the theme(s) of this material/book?

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8. What would you like done about this material/book?

\_\_\_\_\_ Do not assign it to my child.

\_\_\_\_\_ Withdraw it from all students.

9. In its place, what book/material would you recommend?

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\_\_\_\_\_  
Signature of Challenger

\_\_\_\_\_  
Date





Planning Department  
Telephone: 981-1045

## Memorandum

**TO:** Dr. Bill Cook

**FROM:** L. Kokolis

**DATE:** October 7, 2020

**SUBJECT:** KGBA – Student Mentoring Program – Second Read

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Attached is the current board policy KGBA Student Mentoring that was last approved in March of 2008.

Through the efforts of Ms. Serena Williams, Coordinator of Community Services, we have entered into a partnership agreement with the Big Brothers Big Sisters to offer one on one mentoring in one of our elementary schools. In addition, following the protocols of the Big Brothers Big Sisters, we can now offer mentoring training and assistance to enhance our mentor program. The program will be supervised by Ms. Williams. A revised draft policy KGBA is attached for second read.

# **Policy KGBA**

# Student Mentoring Program

Code **KGBA** Issued **Proposed**

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The board supports and encourages a vibrant and productive district wide mentoring program. Such a program provides students with an opportunity to connect with **another adult during their school day that can result in higher academic achievement, improve discipline and enhance social skills. Mentoring programs provide caring adults to students facing adversity in Rock Hill Schools.**

Rock Hill Schools community members and employees are encouraged to support this program by volunteering to serve as mentors. **Mentors play a key role in advising and guiding students in achieving educational goals.**

**Recruitment of mentors will be targeted to recruit appropriate volunteers for the specific needs of students. Thorough assessments will be conducted of volunteers to include criminal background and reference checks. Approved volunteers will be matched with eligible students in a one on one relationship or in a group setting.**

**Categories of mentoring will include one on one mentoring relationships, group mentoring, lunch buddies, reading buddies, math buddies, and others. Prior to initiating a mentor/mentee relationship, parent/guardian permission will be obtained.**

**All approved mentors will be required to attend an initial training session prior to being matched with students. Mentors will be provided with training specific to the guidelines and policies of Rock Hill Schools mentoring program. The training agenda will cover program guidelines, confidentiality, safety issues, mandatory reporting, and communication/relationship building skills.**

**To provide mentors for students who would benefit from the relationships, the board encourages district employees to participate in the district wide mentoring program. Since most mentoring activities occur during the work day, the board endorses a ~~flex-time~~ **work-day** schedule (of up to one hour per week) to allow employees time during the day to meet with their mentee. Such a schedule must be approved by each employee's supervisor and must not interfere with or inhibit the work of the employee. ~~Time missed should be made up on the same day if possible, by arriving early, staying late or foregoing a lunch hour.~~**

Adopted <sup>^</sup>**Draft**

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## **Policy KGBA Student Mentoring Program**

Issued 3/08

The board supports and encourages a vibrant and productive district-wide mentoring program. Such a program provides students with another adult in their academic lives and can result in higher academic achievement, better discipline and improved social skills.

The entire Rock Hill Schools community, individuals, and businesses are encouraged to support this program by volunteering to be mentors.

### **Flex-time policy**

In an effort to provide more mentors to students who need them, the board encourages employees to participate in the district mentoring program.

Since most mentoring activities occur during the work day, the board endorses a flex-time schedule to allow employees time during the day to meet with their mentee. Such a schedule must be approved by each employee's supervisor and must not interfere with or inhibit the work of the employee. Time missed should be made up on the same day if possible, by arriving early, staying late or foregoing a lunch hour.

Adopted 3/24/08

**York 3/Rock Hill School District**

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## MEMORANDUM

**TO:** Dr. Bill Cook

**FROM:** James E. Brown, Jr.

**DATE:** October 6, 2020

**SUBJ: Proposed KI – Visitors – 2<sup>nd</sup> Read**

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Attached please find the proposed Policy KI-*Visitors* in addition to the current policy and SCSBA model policy as proposed by the 2019 SCSBA legislative update.

Our proposed policy includes these recently received updates and incorporates our own district's relations with visitors.

We will present the revised Policy KI - *Visitors* for 2<sup>nd</sup> read at the October 12 work session.

# Policy KI

## Policy

### VISITORS

Code **KI** Issued **Proposed (9-14-2020)**

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The board encourages parents/legal guardians and other citizens of the district to visit classrooms at any time to observe the work of the school.

The board requires that all visitors, including parents/legal guardians, report to the school office and receive the principal's authorization **and guest name badge to be displayed at all times while on the premises** before visiting elsewhere in the building. **At the discretion of the principal, when parents are invited to school for an assembly program, stopping by the main office may not be required.** Students may not bring siblings or other family members to school with them without prior authorization.

Principals will not permit unauthorized persons in school buildings or on school grounds. Both state law and board policy authorize principals to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on grounds.

Further, state law allows school administrators to conduct reasonable searches of the person and property of visitors on school premises.

It is against the law for school administrators or officials to conduct a strip search.

Schools will post notice of the search law at all regular school entrances and any other access point to the school grounds.

Adopted ^

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#### Legal References:

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

1. Section 16-17-420 - Disturbing school and penalties, therefore.
2. Section 59-19-90(5) - Board in control of property of district.
3. Section 59-19-120 - Board may issue regulations governing use of school buildings for other than normal school activity.
4. Section 59-63-110, *et seq.* - Search of persons and effects on school property.

## VISITORS

Code **KI** Issued **MODEL**

---

The board encourages parents/legal guardians and other citizens of the district to visit classrooms at any time to observe the work of the school.

The board requires that all visitors, including parents/legal guardians, report to the school office and receive the principal's authorization before visiting elsewhere in the building. Students may not bring siblings or other family members to school with them without prior authorization.

Principals will not permit unauthorized persons in school buildings or on school grounds. Both state law and board policy authorize principals to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on grounds.

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It is against the law for school administrators or officials to conduct a strip search.

Schools will post notice of the search law at all regular school entrances and any other access point to the school grounds.

Adopted ^

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### Legal References:

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

1. Section 16-17-420 - Disturbing school and penalties therefore.
2. Section 59-19-90(5) - Board in control of property of district.
3. Section 59-19-120 - Board may issue regulations governing use of school buildings for other than normal school activity.
4. Section 59-63-110, *et seq.* - Search of persons and effects on school property.



## Policy KI Visitors

Issued 3/05

Purpose: To establish the basic structure for public visits to the school.

The board encourages parents and other citizens of the district to visit classrooms at any time to observe the work of the school.

The board requires that all visitors report to the school office and receive the principal's authorization and guest name badge to be displayed at all times while on the premises before visiting elsewhere in the building. At the discretion of the principal, when parents are invited to school for an assembly program, stopping by the main office may not be required. Students may not bring sisters, brothers, cousins, etc., to school with them.

Principals will not permit unauthorized persons in school buildings or on school grounds. Both state law and the school board authorize principals to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on grounds.

Further, state law allows school administrators to conduct reasonable searches of the person and property of visitors on school premises.

It is against the law for school administrators or officials to conduct a strip search.

Schools must post notice of the search law at all regular school entrances and any other access point to the school grounds.

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

Legal references:

S. C. Code, 1976, as amended:

[Section 16-17](#)-420 - Disturbing school and penalties therefore.

[Section 59-19](#)-90(5) - Board in control of property of district.

[Section 59-19](#)-120 - Board may issue regulations governing use of school buildings for other than normal school activity.

[Section 59-63](#)-110 *et. seq.* - Search of persons and effects on school property.

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**York 3/Rock Hill School District**

## MEMORANDUM

**TO:** Dr. Bill Cook

**FROM:** James E. Brown, Jr.

**DATE:** October 6, 2020

**SUBJ:** **KI-R (2) - Visitors to District Properties – 2<sup>nd</sup> Read**

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A stakeholder team has been gathered through electronic methods to create a temporary administrative rule, KI-R (2) - *Visitors to District Properties*. The stakeholder team included: Mrs. Sadie Kirell, Dr. Keith Wilks, and Mr. James E. Brown, Jr.

Attached please find the proposed temporary administrative rule in addition to the SCSBA model temporary administrative as proposed by the 2019 SCSBA Legislative update.

Our proposed rule includes these recently received updates and incorporates our own district's relations with visitors.

The team presents Administrative Rule KI-R (2) - *Visitors to District Properties* for 2<sup>nd</sup> read at the October 12<sup>th</sup> Business Meeting.

**Temporary  
Administrative Rule  
KI-R (2)**

## Temporary Administrative Rule

### VISITORS TO DISTRICT PROPERTIES

Code **KI-R (2)** Issued **Proposed 9-14-20**

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In order to secure the health and safety of students and staff during the coronavirus disease 2019 (COVID-19), nonessential visitors will not be allowed access to school buildings before, during, or after the school day.

This restriction will not apply to ~~authorized volunteers or~~ visitors who need access to facilities to process paperwork, to attend meetings with school officials, or to attend a meeting of the board or other public event.

#### Visitors

Visitors to district property will be limited according to recommendations provided by the South Carolina Department of Health and Environmental Control (SCDHEC) and the CDC. Visitors include, but are not limited to, parents/legal guardians, school volunteers, contract service providers, and delivery persons. Visitors will wear a face covering/mask while on district property. Visitors will be asked to leave district property if they refuse to wear a face covering/mask. All efforts will be made to keep necessary visitors to a minimum, including the use of virtual or telephone meetings with families and guests. Parents/Legal guardians meeting on-site with school staff must follow social-distancing guidelines and wear masks when appropriate.

~~Parents/Legal guardians~~ Visitors will enter the main entrance of a school facility and access the lobby and/or front office in order to sign a student in or out or to drop off items such as medication, class projects, etc.

To the greatest extent possible, staff are encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. However, parents/legal guardians may have access to designated locations within a school facility, as needed, to attend scheduled conferences and meetings.

#### Symptoms of Illness

Visitors who are ill or otherwise demonstrating symptoms of illness should not be present at a district facility for any reason including, but not limited to, meetings, conferences, events, or to drop off or pick up students.

~~(Option: Staff will conduct symptom screening of any person entering a school district building, including parents/legal guardians.)~~

#### Physical Distancing

Visitors will maintain a six-foot distance from other individuals in the school facility in accordance with safety measures established by state health officials.

#### Masks/Face Coverings (Personal Protective Equipment)

Visitors ~~(option: may/will)~~ wear face coverings/masks ~~masks/face coverings~~ for the protection of students and staff in the facility unless a written exemption has been granted. ~~from doing so for medical or religious reasons.~~ Reasonable accommodations will be made under such circumstances.

## **PAGE 2 - KI-R - VISITORS**

### **Healthy Hygiene**

All visitors will engage in hand hygiene which includes, but is not limited to, washing hands with soap and water for at least twenty (20) seconds. Alcohol-based hand sanitizers with at least 60 percent alcohol can be used if soap and water are not readily available.

### **Facilities Use Agreements**

The board suspends community use of district facilities. Unless an event is specifically identified as necessary by the board or administration, facilities use agreements and other similar requests will not be considered during the public health emergency.

These temporary restrictions will remain in effect for the duration of the public health emergency or until repealed by the district.

Issued ^

## *Temporary Administrative Rule*

### **VISITORS**

Code **KI-R** Issued **MODEL/20**

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In order to secure the health and safety of students and staff during the coronavirus disease 2019 (COVID-19), nonessential visitors will not be allowed access to school buildings before, during, or after the school day.

This restriction will not apply to authorized volunteers or visitors who need access to facilities to process paperwork, to attend meetings with school officials, or to attend a meeting of the board or other public event.

Parents/Legal guardians will enter the main entrance of a school facility and access the lobby and/or front office in order to sign a student in or out or to drop off items such as medication, class projects, etc.

To the greatest extent possible, staff are encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. However, parents/legal guardians may have access to designated locations within a school facility, as needed, to attend scheduled conferences and meetings.

#### **Symptoms of Illness**

Visitors who are ill or otherwise demonstrating symptoms of illness should not be present at a district facility for any reason including, but not limited to, meetings, conferences, events, or to drop off or pick up students.

*(Option: Staff will conduct symptom screening of any person entering a school building, including parents/legal guardians.)*

#### **Physical Distancing**

Visitors will maintain a six-foot distance from other individuals in the school facility in accordance with safety measures established by state health officials.

#### **Masks/Face Coverings (Personal Protective Equipment)**

Visitors *(option: may/will)* wear masks/face coverings for the protection of students and staff in the facility unless exempt from doing so for medical or religious reasons. Reasonable accommodations will be made under such circumstances.

#### **Healthy Hygiene**

All visitors will engage in hand hygiene which includes, but is not limited to, washing hands with soap and water for at least twenty (20) seconds. Alcohol-based hand sanitizers with at least 60 percent alcohol can be used if soap and water are not readily available.

#### **Facilities Use Agreements**

The board suspends community use of district facilities. Unless an event is specifically identified as necessary by the board or administration, facilities use agreements and other similar requests will not be considered during the public health emergency.

## **PAGE 2 - KI-R - VISITORS**

These temporary restrictions will remain in effect for the duration of the public health emergency or until repealed by the district.

Issued ^

## AR KI-R School Visitors Code

Issued 9/13

In a proactive measure to ensure the safety of students in Rock Hill Schools, a nation-wide offender check will be conducted on each visitor by the district's Visitor Management System.

**Definition:** A visitor is any person who visits on the premises of district property.

### Procedures:

1. Upon entering the school and signing in, an offender check is conducted by the Visitor Management System on all visitors.
2. All visitors are required to present a valid State Issued Driver's License or Government Issued Photo Identification card to sign into the Visitor Management System. Exceptions to this rule are:
  - a. Children of minor age may be allowed to enter the school without photo identification if directly escorted by a parent, legal guardian or responsible adult at all times.
  - b. International visitors, who may use a valid visa or passport as identification.
  - c. Private visitor tour groups, whose entry into the school is arranged by the school or district ahead of time, and who would normally be escorted on campus.
3. In the event that a visitor does not possess a valid State Issued Driver's License or Government Issued Photo Identification card, or does not meet one of the exceptions above, front office personnel will notify a building level administrator immediately. The building level administrator will determine if access to the school facility will be granted. If granted access, such undocumented visitors will be under the immediate and escorted supervision of the Principal or his/her designee at all times during the visit.
4. The printed visitor/volunteer badge will serve as verification of approval for the visitor to enter the building/event. The visitor/volunteer badge should include a name, date, time and purpose of the visit to the school or event. Each visitor/volunteer should wear his/her badge at all times.
5. "In the case of large groups visiting for the purpose of meetings, trainings, school arts performances, athletic events or other public assemblies, the principal may suspend the requirement for all visitors to sign in using the Visitor Management System." Such groups are expected to be supervised by an administrator of the school and to provide adequate security in accordance with Board Policy and , Community Use of School Facilities.
6. If a visitor's identification is matched against the National Sex Offender Registry, front office personnel will notify a school administrator immediately. The school administration will deny entry to the school/event. Under the immediate and escorted supervision of the Principal, parental offenders will be permitted to enter the school and conduct business related to his or her child.
7. Random audits will be conducted and documented by district level administrators to monitor the frequency of offender checks and to ensure that volunteer name badges are visible at school related activities.

### Classroom Visits and Observations

Classroom visits and observations by parents/guardians of current students:

1. Parent/guardian may either visit their student's classroom at the teacher's/school's invitation or make a request to the school principal to have a formal observation of the classroom.
2. Classroom visits and/or conferences by parent/guardian must be arranged in advance.
3. Classroom observations are at the discretion of the school principal.
4. Building level administrator or designee may remain with parent/guardian during a classroom observation, and the administrator may conduct a post observation conference with parent/guardian.
5. Classroom visits and conferences must be conducted in such a manner that the visits and/or conferences do not interfere with the classroom activities of any student in the class. Principals retain the authority to deny access to the school for any individual who has or may disrupt or disturb the learning environment.
6. Classroom observations should be scheduled for no longer than 45 minutes to an hour.

Issued 3/6/08, Revised 2/9/09, 5/29/09, 9/11/09, 9/23/13





## MEMORANDUM

**TO:** Dr. Bill Cook

**FROM:** James E. Brown, Jr.

**DATE:** October 6, 2020

**SUBJ: Proposed KLG-Relations with Law Enforcement Agencies – 2<sup>nd</sup> Read**

---

A stakeholder team has been gathered through electronic methods to update the policy, *KLG - Relations with Law Enforcement Agencies*. The stakeholder team included: Lt. Timothy Ayers (RHPD); Sgt. Timothy Lee (Supervisor, YCSD); Ms. Cynthia Robinson (Principal, Castle Heights); and Mr. James E. Brown, Jr.

Attached please find the team's proposed policy in addition to the current policy and the SCSBA model policy as proposed by the 2019 SCSBA legislative update.

Our proposed policy includes these recently received updates and incorporates our own district's relations with Law Enforcement Agencies.

The team presents revised Policy *KLG - Relations with Law Enforcement Authorities* for 2<sup>nd</sup> read at the October 12<sup>th</sup> Business Meeting.

# Policy KLG

## RELATIONS WITH LAW ENFORCEMENT AGENCIES

Code **KLG** Issued **PROPOSED (9-14-2020)**

---

The board recognizes the importance of district cooperation with law enforcement agencies in the interest of the welfare of all students and the community at large. Such agencies work with the district to protect students, to maintain a safe educational environment, to minimize disruption, and to safeguard all school personnel and property.

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones that may result, or do in fact result, in injury, or serious threat of injury to the person or to another person or his/her property.

### Student Interviews

Law enforcement agencies should make every effort to interview students outside of school hours and outside of the school setting. The officer will first report to the principal's office to notify him or her of the probable cause to investigate on school grounds.

Should it become necessary to conduct formal police interviews with students, the School Resource Officer (SRO), will inform the principal or his/her designee, and adhere to law enforcement policy, as well as legal requirements regarding such interviews.

Prior to a student interview, school officials will call the student's parent/legal guardian to inform them unless there is a legal reason to prevent such contact. The principal or his/her designee will be present during the interview absent exceptional circumstances. **Principal or designee must not interfere with investigation.** Any such interview will take place in a location and manner that maintains confidentiality.

### Custody/Arrest

If custody and/or arrest is involved, the principal will assist the law enforcement agency in assuring that all procedural safeguards as prescribed by law are observed.

~~School officials will attempt to notify parents/legal guardians if their child is taken into custody.~~ Unless articulable facts can be relayed to the Principal where the safety of a victim, or the integrity of an investigation could be compromised, the principal or designee will notify parents/legal guardians.

### FERPA

The SROs are designated by the School District as the law enforcement unit under the Family Educational Rights and Privacy Act ("FERPA"). The School District further designates the SROs as school officials with a legitimate educational interest with respect to personally identifiable information from a student's education records disclosed to them in order to perform duties under the Agreement. The SROs are under the control of the School District with respect to the use and maintenance of such education records. Nothing contained in this paragraph shall be construed to govern and control records and information outside of FERPA, including law enforcement records.

Adopted ^

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Legal References:

**SCSBA**

- A. United States Code of Laws, as amended:
  - 1. Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232(g).
- B. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-24-60 - Requires administrators to contact law enforcement.

## **RELATIONS WITH LAW ENFORCEMENT AGENCIES**

Code **KLG** Issued **MODEL**

---

The board recognizes the importance of district cooperation with law enforcement agencies in the interest of the welfare of all students and the community at large. Such agencies work with the district to protect students, to maintain a safe educational environment, to minimize disruption, and to safeguard all school personnel and property.

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones that may result, or do in fact result, in injury, or serious threat of injury to the person or to another person or his/her property.

### **Student Interviews**

Law enforcement agencies should make every effort to interview students outside of school hours and outside of the school setting. The officer will first report to the principal's office to notify him or her of the probable cause to investigate on school grounds.

Prior to a student interview, school officials will call the student's parent/legal guardian to inform them unless there is a legal reason to prevent such contact. The principal or his/her designee will be present during the interview absent exceptional circumstances. Any such interview will take place in a location and manner that maintains confidentiality.

### **Custody/Arrest**

If custody and/or arrest is involved, the principal will assist the law enforcement agency in assuring that all procedural safeguards as prescribed by law are observed.

School officials will attempt to notify parents/legal guardians if their child is taken into custody.

Adopted ^

---

#### **Legal References:**

- A. United States Code of Laws, as amended:
  - 1. Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232(g).
- B. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-24-60 - Requires administrators to contact law enforcement.

## Policy KLG Relations with Law Enforcement Authorities

Issued 3/05

Purpose: To establish the basic structure for the district's relations with law enforcement authorities.

The school administration may call police to the schools. If the police wish to come to a school for official business, they must first contact the school principal or his/her designee.

When a police officer wishes to question a student on a police matter, the school administrator will first inform the parents or guardian of such a request and the parent will be asked to attend the interview. The police must present proper authorization for questioning. The police will not use schools for conducting routine interrogations.

If the parent can not be reached or does not wish to be present, the principal or his/her designee will be present during the questioning and parents will be notified as soon as possible.

If custody and/or arrest is involved and an official warrant has been issued, the principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed.

School officials will make every effort to notify parents if their child is taken into police custody.

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in or has engaged in certain activities on school property or at a school sanctioned or sponsored activity and parents will be notified as soon as possible. Those activities are ones that may result, or do in fact result, in injury or serious threat of injury to the person or to another person or his/her property.

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

Legal references:

S.C. Code, 1976, as amended:

[59-24](#)-60 - Requires administrators to contact law enforcement.

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**York 3/Rock Hill School District**



# Memo

**TO:** Dr. Bill Cook, Superintendent

**FROM:** Dr. John Jones, Chief of Academics and Accountability  
Dr. Nancy Turner, Director of Exceptional Student Education Services  
Dr. Keith Wilks, Executive Director of Student Services

**DATE:** October 6, 2020

**SUBJECT:** Policy IHBA—Special Education/Programs for Disabled Students –  
Considerations for Recommendations

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The statement in Policy IHBA encompasses the various notice and placement appeal rights provided to parents of students with disabilities under the IDEA, and, as required by the IDEA, parents are routinely notified of these rights through the district's special education parents' rights handbook.

Our recommendation is to clarify and assure parents that the changes to Policy KBB will not remove or diminish their rights to be informed of special education programs in the district and/or their rights to appeal decisions to place students in special education programs.

It is recommended that amending Policy IHBA, *in the final sentence of Policy IHBA*, may state: "The district will provide special education programs in accordance with the provisions ***in special education legislation under the IDEA and to appeal the placement, in accordance with*** state and federal laws and regulations, of their child receiving a special education service."

## **The Policy IHBA Special Education/Programs for Disabled Students**

**Purpose:** To establish the board's vision for educating children with exceptional educational needs.

In keeping with its responsibilities to educate all children in the district, the board will provide special education programs for those children with various disabilities.

The Board believes that students with exceptional educational needs should be served in regular education programs offered to all students.

Every child has a right to an appropriate educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs.

The district will provide special education programs in accordance with the provisions in special education legislation under the IDEA and to appeal the placement, in accordance with state and federal regulations of their child receiving a special education service.



# Policy IHBA

# Special Education/Programs for Disabled Students

Code **IHBA** Issued **Proposed**

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Purpose: To establish the board's vision for educating children with exceptional educational needs. In keeping with its responsibilities to educate all children in the district, the board will provide special education programs for those children with various disabilities.

The board believes that students with exceptional educational needs should be served in regular classrooms whenever possible. To this extent, the board views special education as an integral part of the general education program offered to all students.

Every child has a right to an appropriate educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs.

The district will provide special **education** programs in accordance with the provisions of the state and federal laws and regulations, **including, but not limited to, the rights of parents and legal guardians to be informed of all programs in special education and to appeal the placement, in accordance with established guidelines, of their child in a special education class.**

Adopted 7/23/79; Revised 8/27/90, 10/25/93, 5/27/02, 5/25/15

Legal references:

Federal Law:

Individuals with Disabilities Education Act of 1975 (IDEA), [20 U.S.C.A. Section 1400](#).

McKinney-Vento Homeless Education Improvements Act of 2001, [P.L. 107-110, 42 U.S.C.A Sections 11431-11435](#).

S.C. Code, 1976, as amended:

[Section 59-21-510](#), *et seq.* - Education of physically and mentally disabled children.

[Section 59-33-10](#), *et seq.* - Special education for disabled children.

State Board of Education Regulations:

[R43-80](#) - Transportation.

[R43-243](#) - Special education; education of students with disabilities; discipline.

[R43-243.1](#) - Criteria for entry into programs of special education for students with disabilities.

## Policy IHBA Special Education/Programs for Disabled Students

Issued 5/15

Purpose: To establish the board's vision for educating children with exceptional educational needs.

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York 3/Rock Hill School District



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

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## **Memorandum**

To: Dr. Bill Cook

From: Dr. John Jones

RE: **STUDENT ACHIEVEMENT DATA AND ACCOUNTABILITY UPDATE**

Date: October 7, 2020

Attached, you will find the presentation for the Student Achievement Data and Accountability Update that will be presented to the Rock Hill Schools Board of Trustees on Monday, October 12, 2020. Please let me know if you have any questions.

Thank you.



# Student Achievement Data & Accountability Update

Rock Hill Schools Board of Trustees Meeting

Oct. 12, 2020

Ms. Naomi Morgan, RHSD Research Specialist, M.A.T.

Ms. Maria Linn, RHSD Research Specialist, M.L.A.

Dr. John A. Jones, Jr., Chief of Academics and Accountability

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

On March 27, 2020, the USDE approved SC's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary & Secondary Education Act (ESSA) for the 2019-2020 school year due to widespread school closures. SCDE submitted a similar request for 2020-2021 but does not anticipate it being approved.

## **Not Administered in 2019-2020**

- SC READY
- SCPASS
- End-of-Course Exams (sem 2 & full-year)
- Alternate Assessments/SC-Alt
- WIN Ready to Work
- NWEA MAP (spring)
- Student Climate Survey (grades 5, 8, 11)
- Teacher Climate Survey
- Parent Climate Survey

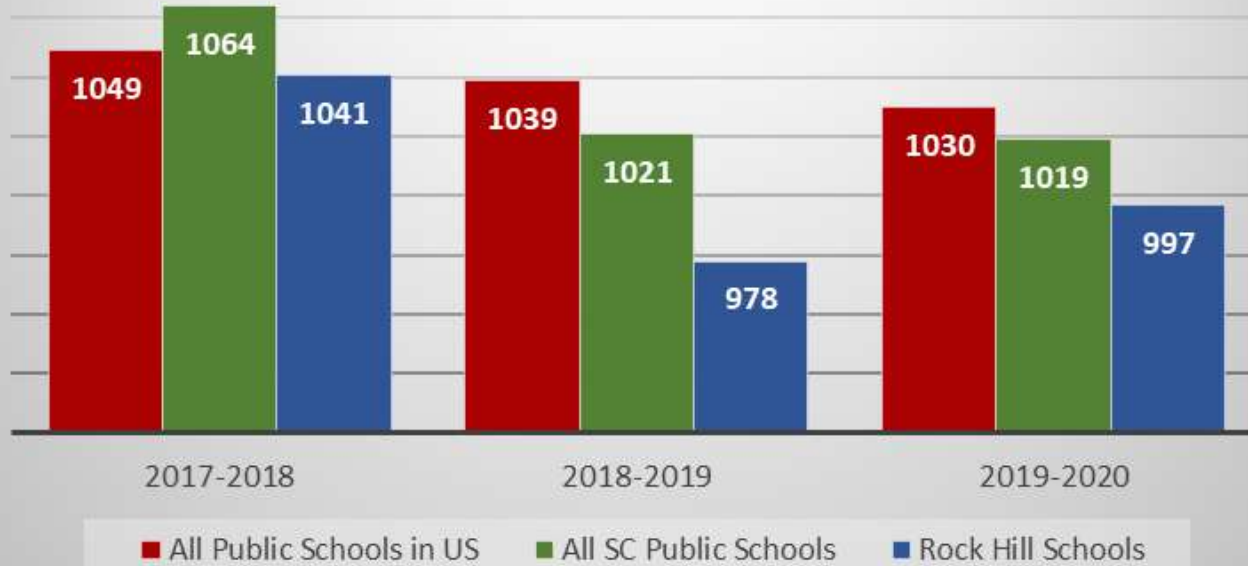
## **Currently Under Embargo**

- ACT (embargo releases 10/16)
- End-of-Course Exams (semester 1)
- Kindergarten Readiness Assessment (KRA)
- WIDA ACCESS for English Language Learners
- English Learners' Progress
- Graduation rates

School Report Cards Released October 30, 2020

# SAT Data Overview

## Average SAT Scores: 3 Years of Testing

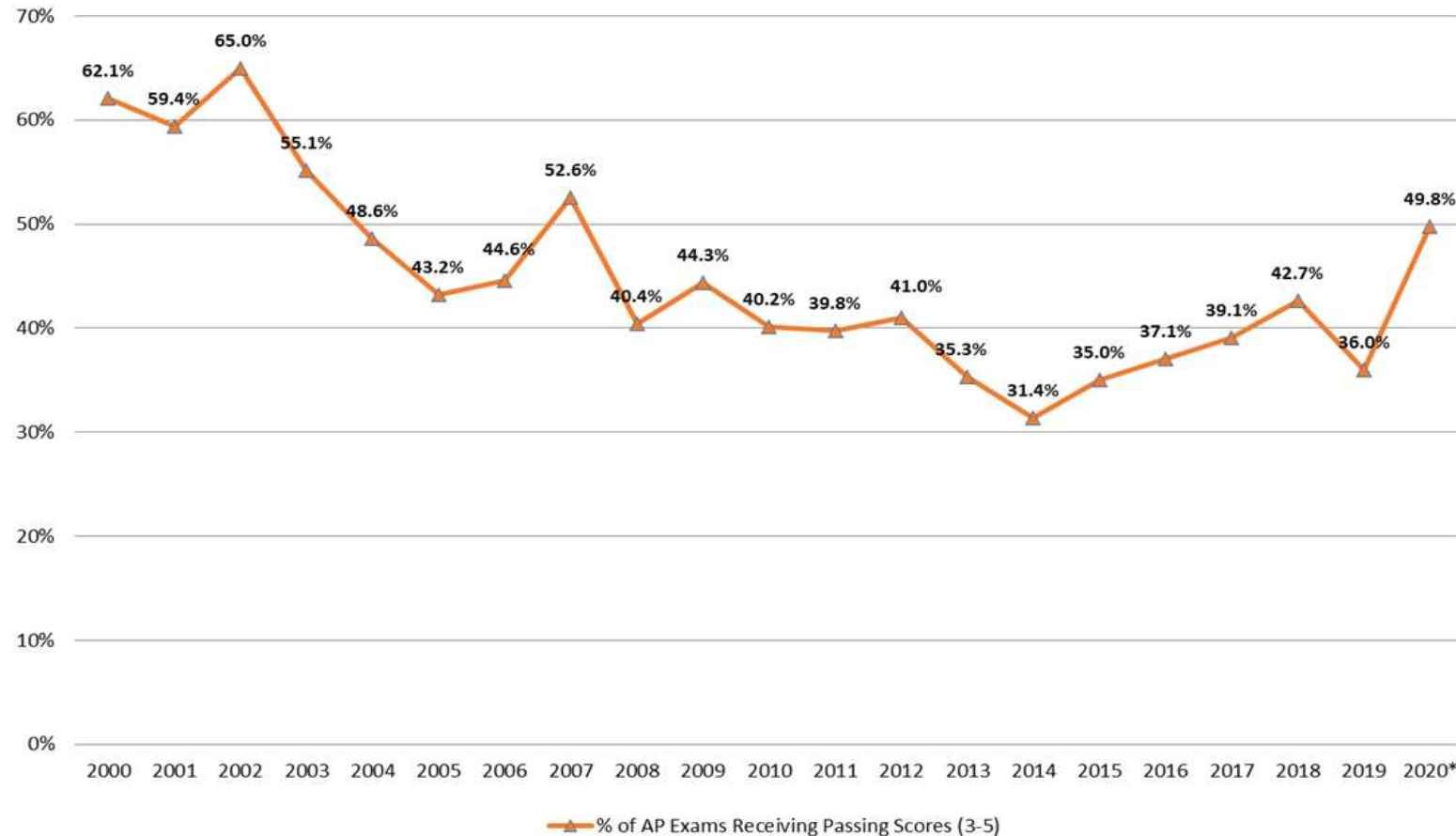


- These data are based on students who reported they would graduate in 2019-20 and include only the student's *latest* score.
- The average SAT score for RHSD tested seniors is 997. This reflects an increase of 19 points from last year.
- The percentage of seniors tested (57.2%) slightly exceeds the percentage tested in the state (56.0%).

Year	Percent of Graduating Seniors Tested	
	District	State
2017-2018	50.9%	44.8%
2018-2019	68.3%	57.2%
2019-2020	57.2%	56.0%

# AP Data Overview

Percentage of AP Exams Receiving Passing Scores  
Rock Hill School District (2000-2020)



- In spring 2020, 598 RHSD students took a total of 1,062 AP exams (down from last year when 705 students took a total of 1,204 exams)
- 49.8% of RHSD exams resulted in a score of 3, 4, or 5
- This reflects the district's highest AP pass rate since 2007 and exceeds the 10-year average pass rate of 38.5%
- SC public school pass rate was 62.2% (up from 58.3% in 2019) and the national pass rate among public schools was 62.5% (up from 58%)



# Fall 2020 Pre-assessments

- Per Act 142, all students from kindergarten to ninth grade were pre-assessed in Math and English Language Arts during the first ten days of school. Districts were required to use one of six state-approved tests.

Fall 2020 Pre-Assessment Participation Rates of Students in Grades K-9			
Student Type	Total n	Completed Tests (n)	Completed Tests (%)
Hybrid Students	7,481	7,100	94.9%
VA Students	5,137	3,769	73.4%
Not coded	46	4	8.7%
All Students	12,664	10,873	85.9%

- SCDE initially required assessments to be taken in person but later allowed students to complete pre- and post-assessments remotely (with stipulations). Kindergarten screeners had to be administered face-to-face.

Number and Percentage of Students in Grades 1-9 Pre-Assessed in Person						
Student Group	Tested In-School		Tested Remotely		Total n	Total %
	n	%	n	%		
A Day/B Day	6350	99.1%	59	0.9%	6409	100%
RH Virtual Academy	2180	62.2%	1324	37.8%	3504	100%
Grand Total	8530	86.0%	1383	14.0%	9913	100%

- Post-assessments will take place in December and will be reported to the state for analysis.

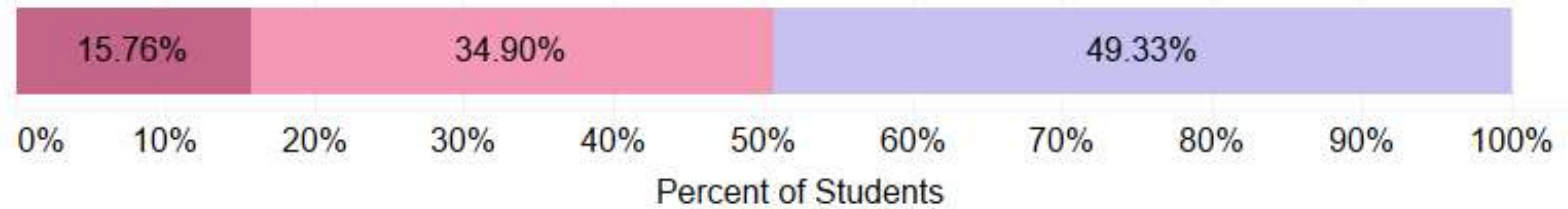
# Fall 2020 FastBridge Results



**Percent of Kindergarten Students by Benchmark Categories**

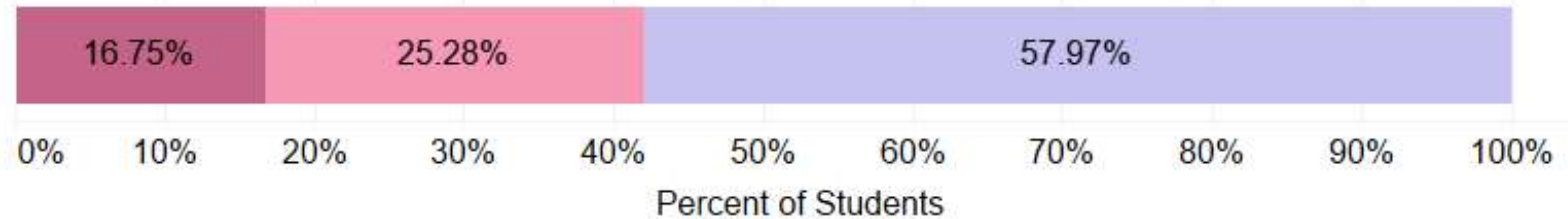
**FastBridge Assessment**

Early Reading English



**FastBridge Assessment**

Early Math



**Fall Early Reading English Risk Level**

- Low Risk
- Some Risk
- High Risk



Planning Department  
Telephone: 981-1045

## Memorandum

**TO:** Dr. Bill Cook

**FROM:** Keith Wilks, Luanne Kokolis, Brian Vaughan, Tanya Campbell, Sadie Kirell

**DATE:** October 7, 2020

**SUBJECT:** Return to School Plan Updates

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Dr. Wilks will present a draft plan for our students to return to a 5-day face to face learning environment.

We have met with our principals and a team of district educators to share the draft plan. To initiate this plan, data will need to be continuously reviewed and the number of positive virus cases will need to remain low in each grade level. This is a plan that will remain fluid and may be altered as weekly data is compiled and reviewed.



# Return-to-School Plan Updates

School Board Meeting  
October 12, 2020

One Team. One Mission. One Rock Hill.

## Committee Leadership

Dr. Keith Wilks

Dr. Tanya Campbell

Mr. Brian Vaughan

Mrs. Sadie Kirell

Dr. Luanne Kokolis

# Task Force Committee

Heather Andrus  
Kimberly Grant  
Dr. John Jones  
Jennifer Morrison  
Cindy Taubenkimel  
Janice Hyatt  
Pat Maness  
Melanie Whitesell

Dr. Missy Brakefield  
Julianne Haley  
Kristie McGuirt  
Rahsaan Perry  
Dr. Nancy Turner  
Brianna Barnette  
Kimberly Odom

Bridget Elmore  
Sally Jackson  
Loren McNeal  
Dr. Jackie Persinski  
Mychal Frost  
Deborah Greenwood  
James Turner

- National Metrics
- State Metrics
- County Metrics
- District Metrics
- Grade level confirmed cases
- DHEC and CDC guidelines
- Directive from the State Superintendent

## Excerpt from Superintendent Spearman's Memo dated September 16, 2020

While many students and their families have chosen virtual options and are able to successfully navigate this new instructional environment, others are struggling and desperately need a return to face to face learning as quickly as possible. To this end, I strongly encourage you to prioritize offering a return to face to face learning in as traditional a model as possible for those students who need it the most. These populations include, but are not limited to, students with disabilities, English learners, students who are homeless, in foster care, or group homes, students in kindergarten through fifth grades, students who are academically delayed, and those with poor or intermittent internet connectivity at home.



# District Positive Confirmed Cases by Grade Level



Students Positive and Isolated for COVID-19				
9/8/20 - 10/7/20				
Grade	Positive COVID-19	Isolated (showing symptoms)	Negative COVID test	Not Tested
K3	0	1	57	108
K4	0	8		
K5	1	18	% of isolated students w/ negative test	
1	0	18	34%	
2	0	17		
			% of isolated students not tested	
3	1	13		
4	0	16		65%
5	3	11		
6	2	8		
7	2	7		
8	2	16		
9	1	4		
10	3	10		
11	2	12		
12	2	6		
Total	19	165		
Staff				
	Positive COVID-19	Isolated (showing symptoms)		
	9	40		

One Team. One Mission. One Rock Hill.

# Plan for Return to 5 Day Face to Face Instruction

- Return for those students currently in Hybrid A/B model
- Staggered entry

Mrs. Kirell – Mr. Vaughan

- Safety protocols – Plexiglass, masks, contained classroom model (elementary)
- Change in social distancing parameters - implications

## The Plan – May be adapted/alterd based on ongoing data collection

PreK-2<sup>nd</sup> grade

Monday, November 9 (End of first quarter)

Three week review of data

3<sup>rd</sup>-5<sup>th</sup> grade

Monday, November 30 (Return after Thanksgiving break)

December – January review of data

6<sup>th</sup> – 12<sup>th</sup> grade

To Be Monitored and Determined

## Challenges Identified by Working Committee

- Maintaining student and staff safety
- Flu season
- Increase documented COVID cases
- Staffing – ESOL, ESE, Absences
- Scheduling – Related Arts
- Excluding entire class due to inability for social distancing – close contacts
- Contact tracing
- A/B students wanting to remain on Hybrid Schedule
- Feedback from surveys

## Next Steps

- Parents of A/B students will receive a survey
- Teachers and staff of A/B students will receive a survey

# Comments or Questions

Other and Future Business

Chairman Miller

## Executive Session(s)

>Contractual Matters: *Intergovernmental Agreement; Tolling Agreement*

## Action as Required from Executive Session

## Adjournment