

Monthly Business Meeting of the Board of Trustees

Monday, May 22, 2017

6:00 p.m. – District Office Board Room

A G E N D A

I. Call to Order: Victoria Barber - Oakdale Elementary School

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 Riley Award Recipients (Ebinport & SPSHS SIC)
- B. Recognition of Lauren West, 2017 SC Athletic Administrators Association Distinguished Service Award
- C. Recognition of Bill Warren, 2017 5A Region Athletic Director of the Year
- D. Recognition of Kristen Starcher, 2016-17 Catawba Region Career Specialist of the Year
- E. Recognition of Cindy Koon, 2017 Reid H. Montgomery Adviser of the Year
- F. Recognition of SPiN Wired, Best in State
- G. Recognition of Bret McCormick – 2017 Albert T. Scroggins Award
- H. Recognition of Jimmy Chrismon – 2016 Deborah Smith Hoffman Outstanding Mentor Teacher Award
- I. Recognition of SC Economics “A Picture is Worth a Thousand Words” Winners
- J. Recognition of SC 4-H Engineering Challenge Winners
- K. Recognition of State Track Champions (NHS & SPSHS)

III. Citizen Participation

IV. Consent Action Agenda

A. Approval of Minutes

- 1. April 24, 2017 procurement panel meeting (Policy BEDG)
- 2. April 24, 2017 business meeting (Policy BEDG)
- 3. May 1, 2017 procurement panel meeting (Policy BEDG)
- 4. May 8, 2017 work session (incl. data session) (Policy BEDG)

B. Approval of Personnel Recommendations (Policy BDD)

C. Approval of Use of Facilities Requests (1) (Policy KF)

D. Revision to FY17-18 School Calendar

V. Action Agenda

1st Read Policies (Policy BG/BGD)

- A. Approval of Policy **GBA** – Open Hiring/Equal Employment Opportunity
- B. Approval of Policy **GBAA** – Employee Racial/Sexual Discrimination and Harassment
- C. Approval of **GBAA-R** – Employee Racial/Sexual Discrimination and Harassment
- D. Approval of **GBAA-E** – Employee Sexual Harassment Complaint Form
- E. Approval of Policy **GBEB** – Staff Conduct
- F. Approval of Policy **IKF** – Graduation Requirements
- G. Approval of Policy **ADF** – District Wellness
- H. Approval of Policy **EF** – Food Services
- I. Approval of **EF-R** – Food Services

Learn + Grow + Connect + Thrive

- J. Approval of Policy **JKE** – *Expulsion of Students*
- K. Approval of **JKE-R** – *Expulsion of Students*
- L. Approval of FY17-18 Food Service Meal Price Increase
- M. Approval of 5 Year Capital Plan
- N. Approval of District Strategic Plan & Schools Annual Updates

- VI. Communications:
 - A. Rick Lee – *Athletic Field @ Sullivan Middle School*
 - B. Roger Spangler – *Planned Changes @ Sullivan Middle School*
 - C. Chris Christopher – *Proposed Options for Football Field @ Sullivan Middle School*
- VII. Report of the Superintendent
 - A. Announcements
- VIII. Review of School Board Work Session(s)
- IX. Other and Future Business
- X. Executive Session(s) – *(Policy BEC)*
 - (1) Legal Matter – *Structured Debt Settlement*
 - (2) Personnel Matters - *Hirings*
- XI. Action as Required from Executive Session(s) *(Policy BEC)*
- XII. Adjournment

Learn + Grow + Connect + Thrive



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

Memorandum

TO: Dr. Kelly Pew
FROM: Mychal Frost
DATE: May 18, 2017
SUBJECT: Call to Order at May 22nd School Board Meeting

Victoria Barber, a 5th grader at Oakdale Elementary School, will provide the “Call to Order” at the May 22nd school board meeting.

Parents: Leonard and Laturia Barber

Principal: Ms. Denise Khaalid

Mailing Address:

158 Westerwood Drive
Rock Hill, SC 29732



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

Memorandum

TO: Dr. Kelly Pew
FROM: Mychal Frost
DATE: May 17, 2017
SUBJECT: Recognitions for May 22nd School Board Meeting

A. Recognition of Riley Award Recipients - Ebinport SIC and South Pointe SIC

The following groups have been previously recognized by our board for winning the distinguished Dick and Tunky Riley Award from the South Carolina School Improvement Council. This evening, Karen Utter from SC-SIC is here to make a presentation.

B. Lauren West, 2017 SC Athletic Administrators Association Distinguished Service Award

Congratulations to Northwestern High School athletic director Lauren West for receiving the 2017 SC Athletic Administrators Given to a SCAAA member, in recognition of their length of service, special accomplishments and contributions to interscholastic athletics at the school, region and state level. This award will be given at the discretion of the SCAAA Board.

C. Bill Warren, 2017 Region 4-A AAAA Athletic Director of the Year

Congratulations to Rock Hill High School athletics director Bill Warren. Last month, he was named the 2017 Region 4-A AAAA (Region 4 "five A") Athletic Director of the Year. Mr. Warren has been the Bearcats athletic director since 2011 after serving in the same role at Northwestern for four years.

D. Kristen Starcher, 2016-17 Catawba Region Career Specialist of the Year

Congratulations to Rock Hill High School's Kristen Starcher for being named the 2016-2017 Catawba Region Career Specialist of the Year. Earlier this year, Mrs. Starcher's dream to design first-class career resource center for students and families of Rock Hill High was realized. The RoHi Den College and Career Center was dedicated in March. At the dedication, Lisa Robbins who serves our area for the SC Department of Commerce said, "statewide we're moving toward a college and career ready program for students. It's not just graduating with a diploma, but actually becoming ready for work or ready for college, whichever your decision will be." Starcher added, "I can do so much more by having this space. It has been great for the career classes." Her credentials are now being evaluated by a panel of judges and we know she will represent us well next month at the Education and Business Summit where, hopefully, she is named the state winner.

E. Cindy Koon, 2017 Reid H. Montgomery Adviser of the Year

The award, established in memory of the former South Carolina Scholastic Press Association director and USC journalism professor Reid Montgomery, is presented yearly to an adviser who exemplifies a high standard of excellence in service to scholastic journalism. Koon has taught English and journalism at South Pointe HS since 2005. She also advises the school's award-winning SPiN newspaper and [SPiN Wired](#).

F. SPiN Receives State Awards from SC Scholastic Press Association

Last month at the SC Scholastic Press Association workshop, South Pointe High School's publications again received high praise. SPiN Wired, which earned the All State rating, was named 2017 Best Online Media for the third consecutive year. Editor-in-chief Shelby Beckler earned the first place individual honors in Digital Storytelling for her video on Stallion wrestler Nick Costello. Managing editor Kaylea Dresner had the year's best feature with her online package on senior Joseph Blackmon.

SPiN's printed newsmagazine earned a Superior ranking and brings home second place in the Excellence in Scholastic Newspaper Awards (ESNA) sweepstakes competition, which honors the top three schools that accumulate the most points in fall, spring and yearly judging in individual categories. The top three entries in 13 categories are selected for Class A and Class B, into which schools fall on their size.

Three Stallion seniors earned first place yearly ESNA awards. Editor-in-chief Kayla Thomason had the best advertisement for Class A; managing editor Tyler LeBleu and Tyrese Barber had the best staff editorial in Class A for opinion piece about the school's cleanliness; and contributor Kayla Stafford earned a first place for the best column, "The Policed Body."

G. Bret McCormick, 2017 Albert T. Scroggins Award

The award, established more than 30 years ago in honor of the dean emeritus of the USC College of Journalism, is given to an individual who has made outstanding contributions to South Carolina scholastic journalism from outside the classroom. McCormick, the sports editor of The Herald, takes a South Pointe HS student as an intern every semester. He acts as a mentor to aspiring journalists, critiquing their work and introducing them to the world of a local sports journalist.

H. Jimmy Chrismon, 2016 Deborah Smith Hoffman Outstanding Mentor Teacher Award

The outstanding mentor teacher award is a plaque awarded to that K-12 theatre educator judged to have contributed the most to rising, new, and even experienced theatre educators in South Carolina during the year most recently concluded.

I. SC Economics "A Picture is Worth a Thousand Words" Winners

One again this year, Rock Hill Schools has two winners in the SC Economics "A Picture is Worth a Thousand Words" contest! They are Rose Vittatone from York Road Elementary and Brandon Smith from Oakdale Elementary. There were almost 600 entries, and only 16 are chosen from across the state. Their winning entries will be featured in the 2017-18 Economic Concepts Calendar and distributed across SC. The students were recognized at the 28th Annual Awards Luncheon in Columbia this past Friday. Each winner receives a certificate, \$25, and a framed copy of their work as well as a copy of the calendar next school year. We'd also like to recognize teacher Charlene Crocker for implementing this program in her classroom and supporting this annual contest for our students.

J. SC 4-H Engineering Challenge Winners

Students from Oakdale Elementary School's Engineering Club competed in the South Carolina 4-H Engineering Challenge at Orangeburg Tech earlier this spring. We're excited to introduce our winning teams:

1st Place for Energy House Challenge: Darnell Lee, A'Leyah Walls-Toms, Makayla McClure, and Victoria Barber

3rd Place for Solar Ovens: London Boyd and Zion Brown

Honorable Mention for Solar Ovens: Brayden Archie, Jordan Pierce, Ahmad English, and Karmen Hayes

The Oakdale Engineering Club is sponsored by STEAM Coach Heather McNay.

K. SCHSL Track and Field State Champions

Track and field student-athletes from each of our high schools competed at the South Carolina High School League championship on Saturday, May 13 and finished atop the podium in their respective events.

- Northwestern High School junior Victoria Wilform bested teammates Ivana McLamb and Amber Ferguson to win the Class 5A girls' high jump. She cleared a height of 5 feet, 8 inches.
- The Trojans' 4x400-meter relay team won the 5A boys' state championship after clocking a time of 3 minutes, 19.88 seconds, that was nearly four full seconds in front of second place Wando. The relay team consisted of freshman Austin Simpkins, junior Tay'Anthony Pittman, seniors Davier Alston and Miles Mingo, junior Chris Wallace, and sophomore Myles Davis.
- South Pointe High School junior Steven Gilmore Jr. edged Lower Richland's Tyler Webber to win the 4A boys' long jump title after soaring 23 feet.

ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES

Called Executive Session of the Procurement Panel

Monday, April 24, 2017

District Office

A Procurement Panel meeting was held on Monday, April 24, 2017 at 5:00 p.m. in the District Office Board Room. Present were members of the panel: *Mildred Douglas, Terry Hutchinson, Helena Miller, and Jim Vining*. Others present were: *Kelly Pew, Tony Cox, Mychal Frost, Nikki Hatch, Terri Smith, and Brian Vaughan*.

Mr. Hutchinson called the meeting to order and noted that the local news media had been notified of the called meeting in writing on Friday, April 21, 2017.

Executive Session

A motion was made by Helena Miller, seconded by Jim Vining, to adjourn open session and enter into executive session for training and orientation regarding a contractual matter – construction procurement. This motion was unanimously approved, 4-0.

Open Session

A motion was made by Helena Miller, seconded by Jim Vining, to adjourn executive session and reconvene open session. This motion was unanimously passed, 4-0.

Action from Executive Session

There was no action from the executive session.

Adjournment

On a motion by Helena Miller, seconded by Jim Vining, to meeting adjourned.

Secretary

APPROVED: _____
Chairman



Meeting of the Board of Trustees

Monday, April 24, 2017

6:00 p.m. – District Office Board Room

I. Call to Order and Approval of Agenda

The Board of Trustees met on this date at 6:00 p.m. with members present as follows: Jim Vining, Chairman; Windy Cole; Mildred Douglas; Terry Hutchinson; Helena Miller; Ann Reid; and Jane Sharp. Chairman Vining called the meeting to order and Emily Clemens, a fifth grader at Old Pointe Elementary School, led in a moment of silence and the Pledge of Allegiance.

Chairman Vining stated that the local news media had been notified of the agenda, in writing, on Friday, April 21, 2017.

On a motion by Terry Hutchinson, seconded by Jane Sharp, to agenda was unanimously approved as presented.

II. Recognitions

A. National History Day Regional Winners

Instructional Specialist Queenie Hall introduced students who won awards at the 13th National History Day regional competition held last month at Winthrop University on March 10. Approximately 250 students participated, with students coming from all five Rock Hill Schools' middle schools, NHS and two York county home school associations.

B. Sodexo Future Chef Competition District Winner

Congratulations to Mt. Gallant Elementary School third grader Kyra Schrouder for winning the Future Chef competition sponsored by Sodexo. Her "wam-lette" creation in which she blended together a waffle, an omelet, and syrup impressed the judges in the fifth annual competition. In December, third through fifth grade students entered recipes and eight finalists competed last month in the kitchen at Castle Heights Middle School. Lillian Wren, a third grader at Ebinport, finished second with her "Wren's Nest" potato dish and Emily Clemens (who provided our call to order tonight), a fifth grader at Old Pointe, finished third with her "Caprese Grilled Cheese."

C. Keep America Beautiful Recycle-Bowl Winner

The Children's School at Sylvia Circle was crowned earlier this month as the South Carolina state champion of the Keep America Beautiful Recycle-Bowl, the national recycling competition for K-12 students, teachers and school communities. At the state level, Rock Hill Schools claimed the top three spots with Finley Road Elementary finishing second and Flexible Learning Center finishing in third place. In this national competition, The Children's School was also recognized as the Most Improved School in the entire country.

D. Employees of Excellence

Each quarter, the Rock Hill School District Administration recognizes Employees of Excellence. The purpose of the Rock Hill Schools Employee Recognition Program is to recognize those employees that have made extraordinary contributions throughout our district. Honorees include individual school of department employees. Dr. Luanne Kokolis introduced the February 2017 honorees for the Board of Trustees.

III. Citizen Participation - None

IV. Consent Action Agenda

On a motion by Windy Cole, seconded by Helena Miller, the following topics on the consent action agenda were unanimously approved with one minor wording change to the April 4 work session minutes: the minutes of the March 20, 2017 board retreat; the minutes of the March 20, 2017 called executive session; the minutes of the March 27, 2017 business meeting; the minutes of the April 4, 2017 work session (incl. data session); the personnel recommendations as submitted by the administration; Use of Facilities Request for *New Spring Church*; and, two activity bus rental requests for the RHPD Safety Patrol and the Worthy Boys/Girls Club.

V. Action Agenda

A. Approval of Policy DKA – *Payroll Procedures/Schedules* – 2nd reading

A motion was made by Terry Hutchinson, seconded by Mildred Douglas, to approve Policy **DKA – *Payroll Procedures/Schedules*** for 2nd reading. This motion was unanimously approved, 7-0.

B– Q. Approval of Section J Policies – 2nd reading

A motion was made by Terry Hutchinson, seconded by Mildred Douglas, to approve the following Section J policies for 2nd reading:

JLCEE, JLCEE-R – *Use of Automated External Defibrillator*

JLCEE-E(1)-(2) – *Use of Automated External Defibrillator*

JLCEF, JLCEF-R – *Concussions & Student/Student Athletes*

JLCEF-E – *Concussions & Student/Student Athletes*

JLCF – *School Nurses*

JLD – *Guidance and Counseling*

JLDBB – *Self-Esteem Promotion-Suicide Prevention*

JLF – *Student Welfare (*w/one minor wording change)*

JLIE – *Automobile Use and Parking*

JQ – *Student Fees, Fines and Charges*

JRA, JRA-R – *Student Records*

JRA-E(1) – *Notification Rights for Elementary & Secondary Schools*

JRA-E(2) – *Notice for Directory Information*

This motion was unanimously approved, 7-0.

R. Approval of Activity Bus Rental Request for St. Anne's Catholic School

A motion was made by Terry Hutchinson, seconded by Helena Miller, to approve the activity bus rental request for St. Anne's Catholic School to Columbia, SC on May 12. This motion was unanimously approved, 7-0.

S. Approval of Bond Resolution

A motion as made by Mildred Douglas, seconded by Windy Cole, to approve the 8% bond resolution not to exceed \$6.9M, which will not result in a tax increase. This motion was unanimously approved, 7-0.

VI. Communications - None

VII. Report of the Superintendent

A. Announcements

Superintendent Kelly Pew made the following announcements:

- In a new partnership with the Charlotte Knights, the Triple-A affiliate of the Chicago White Sox, Teachers of the Year from across York County will be recognized in a pre-game ceremony at the Knights game at 2 p.m. on Sunday, May 7. All Teachers of the Year have received a complimentary ticket to the game and discounted tickets can be purchased at www.CharlotteKnights.com using the promo code “yorkcounty.” You don’t want to miss this game – especially the ceremonial first pitch. This game is “York County Education Day” and is a partnership between the Knights and all four school districts in the county.
- Our 2016-2017 community open house series will wrap up next week with our final two visits. We look forward to your joining us on Friday, May 5 at our Transportation Center at 8:30 a.m. and then at Facilities Services at 10 a.m. The visits provide a tremendous opportunity to go “behind the scenes” of two vital service departments in the school district.
- For more information on the district’s capital building program, “Build on the Rock,” please visit www.rock-hill.k12.sc.us/BuildOnTheRock. This website is dedicated to providing 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 first of two move-out periods for district office departments was completed during Spring Break as the Personnel and Finance departments were relocated to temporary office space at the Flexible Learning Center. All remaining departments at the Anderson Road office will be moved to the Flexible Learning Center in June.
- The School Board will next meet on Monday, May 8 for a work session. The meeting will begin at 4 p.m. with a data review session and will be held in the district office board room. The next business meeting, and final school board meeting in the Anderson Road office, will be Monday, May 22 at 6:00 p.m. at the district office. Also, please note the location change for all board meetings beginning in June due to the relocation of the district office. From June through at least January 2018, the school board will hold its meetings at Rawlinson Road Middle School.

VIII. Review of School Board Work Sessions

Mr. Vining reviewed, for the viewing audience, the topics discussed at the April 4 work session. Mr. Vining also noted the Board recently toured all of the construction/renovation sites in the school district.

IX. Other and Future Business

*Dr. Sharp requested more info on suspension data.

*Mrs. Miller requested a “meet & greet” of student electronic devices.

X. Executive Session(s)

A motion was made by Windy Cole, seconded by Mildred Douglas, to adjourn open session and enter into executive session to discuss **(1) Personnel Matter – Hiring; (2) Property Matter – Edgewood; (3) Legal Matter – Structured Debt Settlement; and, (4) Property Matter – Sullivan Middle School Construction Update.** This motion was unanimously approved, 7-0.

XI. Action as required from Executive Session(s)

A motion was made by Terry Hutchinson, seconded by Helena Miller, to adjourn executive session and reconvene open session. This motion was unanimously approved, 7-0.

>A motion was made by Helena Miller, seconded by Terry Hutchinson, to accept the administration’s recommendation for approval of the new special education auditor’s position. This motion was unanimously approved, 7-0.

>A motion was made by Mildred Douglas, seconded by Jane Sharp, to accept the administration’s recommendation of the new hire for the position of Food Service Contract Administrator. This motion was unanimously approved, 7-0.

XII. Adjournment

On a motion by Terry Hutchinson, seconded by Jane Sharp, the meeting adjourned.

Secretary

APPROVED: _____
Chairman

Meeting of the Board of Trustees
Monday, April 24, 2017

PERSONNEL MATTERS – April 2017

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

Katherine S. Anderson..... Bellevue
Rochelle M. Stone Bellevue
Latasha Linen..... Castle Heights
Crystal McDaniel..... Castle Heights
Michael S. Small..... Ebinport
Tina J. Stukes..... Dutchman Creek
Catherine Hood..... Ebenezer Avenue/Richmond Drive
Tristan Langley..... Ebenezer Avenue
Laura K. Cobranchi..... Exceptional Student Education
Duane J. Green..... Exceptional Student Education
Madonna M. Lampley..... Finley Road
Cameron M. Hardee..... Mt. Gallant
Emily M. Marousek Independence
Andrea M. Walker Independence
Amy R. Haridster..... Northside
Betty Cardinale Northwestern
Calvin Hudgins Northwestern
Sarah M. Helms Old Pointe
Amanda N. Sabin..... Old Pointe
Vicky Wogan Rawlinson Road
Keyanna Duncan..... Richmond Drive
Emmanuelle Laval Rosewood
Sue Anne Radcliffe..... Richmond Drive
Olivia Rivard Richmond Drive
Yoland M. Campbell..... Rock Hill High
Miriam L. Edwards Rock Hill High
Lynn K. Helms..... Rock Hill High
Jason L. Layman Rock Hill High
Wardell J. Rouse Rock Hill High
Victoria L. Smith Rock Hill High
MSgt Jesse Thibodeau Rock Hill High
Tishahnah C. Roney..... Rosewood
Heather A. Salisbury..... Rosewood
Shunteca Simmons..... South Pointe
Janice Ann Blakeney South Pointe
Gabriella McDaniel..... York Road

AS INFORMATION TO THE BOARD

Reduction in Force – Administrative

Diana G. Fitzgerald DO/Food Service
Chad E. Mitchell..... DO/Food Service

Letter of Agreement Ending - Certified

Brittney G. Jensen Castle Heights
Cathleen J. NeSmith India Hook

Resignations – Certified

Diane M. Lawson Dutchman Creek
Susan L. Ayers Ebinport
Hannah M. Lunny..... Ebinport
Alyssa Long..... Finley Road
Judith A. Mauney Finley Road
Taylor D. Spencer..... Independence
Courtney A. Craig Northwestern
Calvin Hudgins..... Northwestern
Phyllis H. McGill Northwestern
Karen R. Hall..... Oakdale
Brittany J. Lenertz Oakdale
Gavin D. Singleton Oakdale
Gloria Baston..... Old Pointe
Vicky Wogon Rawlinson Road
Melanie B. Hornsby Richmond Drive
Jessica K. Cooper Rock Hill High
Lynn K. Helms Rock Hill High
Hannah C. Glenn Saluda Trail
Hannah P. Jones South Pointe
Richard Pickering South Pointe
Kenyetta N. Mitchell Sullivan
Diane M. Brown York Road

Transfers – Certified

Brandynne Thompson Castle Heights
Brandi B. King Rawlinson Road
Elizabeth Dillingham..... Rock Hill High

Resignations – Non-Certified

Catherine Dawkins ATC
Deborah L. Dix..... Central CDC
Carolyn Bartles..... Northwestern
Jibrille Fewell South Pointe

Terminated – Non-Certified

Samuel W. Peay South Pointe

ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES

Called Executive Session of the Procurement Panel

Monday, May 1, 2017

District Office

A Procurement Panel meeting was held on Monday, May 1, 2017 at 4:00 p.m. in the District Office Board Room. Present were members of the panel: *Mildred Douglas, Terry Hutchinson, Helena Miller, and Jim Vining*. Others present were: *Kelly Pew, Tony Cox, Mychal Frost, Nikki Hatch, and Chuck McDonald of Belsar & Belsar, PA (via Skype)*.

Mr. Hutchinson called the meeting to order and noted that the local news media had been notified of the called meeting in writing on Friday, April 28, 2017.

Executive Session

A motion was made by Jim Vining, seconded by Helena Miller, to adjourn open session and enter into executive session for a contractual matter – administrative review of construction procurement. This motion was unanimously approved, 4-0.

Open Session

A motion was made by Jim Vining, seconded by Helena Miller, to adjourn executive session and reconvene open session. This motion was unanimously passed, 4-0.

Action from Executive Session

A motion was made by Helena Miller to affirm the decision of the executive director of auxiliary services. This motion was seconded by Jim Vining and was unanimously approved, 4-0.

Adjournment

On a motion by Jim Vining, seconded by Mildred Douglas, to meeting adjourned.

Secretary

APPROVED: _____
Chairman

ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES

School Board Work Session / Business Meeting

Tuesday, May 8, 2017

District 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, Terry Hutchinson, Helena Miller, Jane Sharp and Jim Vining. Chairman Vining called the meeting to order

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

Data Session

The Board received their monthly data update from the administration. (*This session took place from 4:00-5:00 p.m.*) Also during this hour, the RHS' hearing officers – Mr. Robert Parker and Mr. Edward Newton – were introduced to the Board of Trustees; and, the Board had the opportunity to look over electronic devices that will be provided to the students of RHS next school year.

Call to Order (cont'd)

Kyra Schrouder, a third grader at Mt. Gallant Elementary School, led in a moment of silence and the Pledge of Allegiance. Mr. Vining stated that the local news media was notified of the agenda, in writing, on Friday, May 5, 2017. Amanda Harris, with *The Herald*, was present.

BUSINESS MEETING

Recognitions

A. *Sodexo Future Chef Competition District Winner*

Congratulations to Mt. Gallant Elementary School third grader Kyra Schrouder for winning the Future Chef competition sponsored by Sodexo. Her "wam-lette" creation, in which she blended together a waffle, an omelet, and syrup, impressed the judges in the fifth annual competition. Earlier in the evening, Kyra prepared her award-winning "wam-lette" creation for members of the school board.

B. Catawba Region Work-Based Learning Student of the Year

Congratulations to South Pointe High School senior Shelby Beckler for being named the 2016-2017 Catawba Region Work-Based Learning Student of the Year. In addition to her involvement at South Pointe as a member of the girls' soccer team and serving as the editor-in-chief of the award-winning SPiN (South Pointe in the News) news magazine, Shelby has served on Dr. Pew's student advisory council this year. However, it has been her work as an intern through the Applied Technology Center that has earned her recognition as the Catawba Region Work-Based Learning Student of the Year. This school year, Shelby has worked as an intern with The Herald's sports department where she has been a contributing writer and photographer to multiple pieces including serving as a sideline photographer at the 2016 state football championships. A panel of judges will now evaluate Shelby's nomination, and we believe she is a superb candidate to be name the state winner in June at the Education and Business Summit.

Action Agenda

A. School of Choice Waiver

Chief Personnel Officer Dr. Tanya Campbell informed the Board that the school district would like to apply for a Schools of Choice Waiver which would allow for Richmond Drive Elementary to not hire “certified” teachers, but instead be able to hire “adequately certified” teachers. The Board’s approval would grant the district permission to go to the State Department of Education to make this request. If approved, the waiver would eventually move to the new immersion school, but for now would be for Richmond Drive only.

The motion, made by Terry Hutchinson, and seconded by Jane Sharp, is as follows:

“I move that, pursuant to S.C. Code Ann. 59-19-350, the District create a school of choice within the District that is exempt from State statutes which govern other schools in the District and regulations promulgated by the State Board of Education. Specifically, the Board seeks a waiver from State laws and State Board of Education Regulations and guidelines that require early childhood or elementary certification for staff members who are assigned to teach in a world language immersion program at Richmond Drive Elementary School, which houses the Spanish language immersion program. Specifically, the District seeks a waiver from the following State statutes: S.C. Code 59-5-60, 59-25-110, and 59-26-10 through 30 (as they relate to certification requirements for teachers teaching in a world language immersion program). The District further seeks a waiver from State Board of Education Regulations 43-50 through 43-53, 43-55, 43-56 and 43-62; Guidelines and Requirements for Content Area Add-on Certifications and Endorsements; and the State Department of Education (SDE) Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina’s Public Schools (as they relate to certification requirements for teachers teaching in a world language immersion programs).”

This motion was unanimously passed, 7-0.

WORK SESSION

A motion was made by Terry Hutchinson, seconded by Helena Miller, to adjourn the business meeting and enter the work session. This motion was unanimously passed, 7-0.

South Pointe School Improvement Council

Mrs. Rebecca Gilliland, Chair of South Pointe’s SIC, presented to the Board and answered questions.

16th Circuit Solicitor’s Office

Chairman Vining had asked Ouida Dest, with the 16th Circuit Solicitor’s Officer, to talk to the Board about some new programs they are looking into, and to answer any Board member questions.

Policy JKE, JKE-R – *Expulsion of Students* – 1st reading

Associate Superintendent Luanne Kokolis presented to the Board for 1st read review Policy **JKE, JKE-R – *Expulsion of Students***.

The Board expressed their desire to minimize the time a child is out of school and to list offenses where a student would not be allowed back in school or into an alternative program automatically. Those offenses would be: *firearms, brandishing a weapon, drugs within a school or on school grounds; threats to self, others, or school officials; and, serious charges in the community.*

Dr. Pew reminded the Board that if a student who is suspended/expelled has an IEP, there are certain things that must happen, that could prolong the process.

After further discussion, it was noted that changes would be made to the policy to reflect the following:

- *parents can request a delay (to obtain legal counsel, etc.)
- *methods of communication spelled out in policy, various methods used to communicate
- *a student should be in an alternative program or in hearing process within a 5-10 day window

Dr. Kokolis stressed the issues that could arise with putting constraints within the policy that may cause administrators to work though something so fast that it's not done in a thorough manner, just to get it done within the timeframe dictated.

The Board will further review Policy **JKE, JKE-R** at the May 15 called work session.

Section “G” Policies – 1st Set – 1st reading

Chief Personnel Officer Dr. Tanya Campbell presented to the Board for review, the 1st set of Section “G” policies for 1st reading:

Policy **GBA – *Open Hiring/Equal Employment Opportunity***

Policy **GBAA – *Employee Racial/Sexual Discrimination and Harassment***

Admin. Rule **GBAA-R – *Employee Racial/Sexual Discrimination and Harassment***

Exhibit **GBAA-E – *Employee Sexual Harassment Complaint Form***

Policy **GBEB – *Staff Conduct***

These policies/administrative rules/exhibits will be on the Action Agenda for the May business meeting for 1st reading

Policy IKF – *Graduation Requirements* – 1st reading

Dr. Bill Cook, executive director of secondary education, presented to the Board for their review a revised Policy **IKF – *Graduation Requirements***. A minor wording change has been made to this policy to allow for multiple graduation ceremonies to accommodate those students who graduate in the middle of the school year, or after completion of summer school. This policy will be on the Action Agenda for the May business meeting for 1st reading.

Policy ADF – *District Wellness* – 1st reading

Associate Superintendent Luanne Kokolis and Mrs. Sadie Kirell, the district's lead nurse, presented to the Board for review revised Policy **ADF** - *District Wellness*. Dr. Kokolis stated that Mrs. Kirell and several groups within the school district have been looking at the wellness policy and the changes that have to be implemented must be in place by June 30. Dr. Kokolis also noted that the SCSBA is not recommending an administrative rule rather they have put everything into the policy. These revisions are due to federal guidelines, state guidelines, health guidelines, physical education standards and an overall wellness component which must exist in the schools and at the district level.

Mrs. Kirell told the Board that she met with the district wellness committee, the community health advisory committee, South Pointe's SIC, Richmond Drive's PTO, India Hook's school wellness committee, the superintendent's student advisory committee and the elementary PE PLC group. Many of these groups also took the policy back to their school level wellness committee for feedback.

Mrs. Helena Miller stated there needs to be clarification as to whether or not water is allowed in the classrooms, especially as we are promoting hydration within the policy.

Mrs. Miller questioned why we are stricter than the model is recommending, relating to "snack standards including classroom parties and celebrations. She stated principals need to be "king and queen of their kingdom."

Mrs. Miller stated she would not be able to support this policy with the "celebrations list" currently in the policy. She also stated the hyperlink to the USDA website should be removed from the policy and the requirements should be spelled out.

Mrs. Kirell stated, as information, that many of our schools have already moved toward implementing the celebrations requirements.

Mrs. Douglas stated she has no problem with the policy as presented.

Chairman Vining stated he liked it better when it was an administrative rule, but noted that as a district we have to comply with whatever the law dictates, especially when it comes to funding.

Mr. Vining also stated he sees unintended consequences and feels if it's not in law and there is no funding tied to it, we shouldn't do it. He indicated that he will have a hard time supporting this policy.

This policy will be on the Action Agenda at the May business meeting for 1st reading.

Policy EF, EF-R – *Food Services* – 1st reading

Chief Finance Officer Terri Smith presented to the Board for review revised Policy **EF, EF-R** – *Food Services (new policy title - Student Meal Accounts and Food Services)*. This policy and rule will be on the Action Agenda for the May business meeting for 1st reading.

Capital Improvement Program Update

Deputy Superintendent Tony Cox, et al., presented to the Board a modified document, “*Rock Hill Schools Capital Outlay Program*.” This new document updated cost estimates and explained changes to projects originally programmed or approved amounts. This item will be on the Action Agenda for the May business meeting.

FY 17-18 Food Service Meal Prices

Mrs. Terri Smith reviewed for the Board the district’s recommendation to increase breakfast and lunch meal prices, for both elementary and secondary students, by \$0.10 for FY 2017-2018. This item will be on the Action Agenda for the May business meeting.

Budget Update

Superintendent Pew requested the Board hold a special meeting on Monday, May 15 for a budget workshop. Dr. Pew told the board this workshop will allow the administration to provide projected revenues and expenditures for the FY18 general fund budget.

The Board will hold this budget workshop on Monday, May 15 beginning at 4:00 p.m.

Dr. Pew noted that the administration would hold three budget meetings for employees – Monday, May 22 at 4:00 p.m. at Saluda Trail; Wednesday, May 24 at 3:00 p.m. at York Road; Thursday, May 25 @ 4:00 p.m. at Rock Hill High.

Other and Future Business

- *Procurement Panel Meeting Briefing
- *From the meeting of the joint York County School Boards, Dr. Sharp will serve on the Reading Comm.
- *City of RH wants school district to financially support an arts initiative
- *Strategic Plan Updates will be placed in Dropbox

Adjournment

On a motion by Windy Cole, seconded by Ann Reid, the meeting adjourned.

MONTHLY BOARD REPORT

MAY 22, 2017

PERSONNEL DEPARTMENT

SUMMARY

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

1. BOARD ACTION REQUIRED

CERTIFIED

New Employees(36)

2. AS INFORMATION TO THE BOARD

ADMINISTRATIVE

Resigned(3)

Transfers(2)

CERTIFIED

Letter of Agreement Ending(1)

Resignations(47)

Transfers(10)

NON-CERTIFIED

New Employee.....(1)

Job Abandonment(1)

Resignations(5)

Transfers(3)

BOARD ACTION REQUIRED

NEW EMPLOYEES – CERTIFIED (36)

Samantha Maglaris	Bellevue	Grade two teacher
Lori Hodge	Ebenezer Avenue	Grade two teacher
Cynthia Watts	Ebenezer Avenue	Guidance counselor
Lindsay Westmoreland	Ebenezer Avenue	Grade three inquiry
Alberto Casellas	Ebinport	Grade five Spanish immersion
Kristen Jackson	Ebinport	Grade five teacher
Ashlyn Lake	Ebinport	Grade five teacher
Alexandra Manning	Ebinport	Grade four teacher
Danielle Harrison	Exceptional Student Education	Special education/HH teacher
Katherine Patrick	Exceptional Student Education	Speech therapist
Emily Sawyer	Independence	Grade four teacher
Shakira Weddington	Mt. Holly	Media specialist
Amanda Baer	Northwestern	Social studies teacher
Reanna Clawson	Northwestern	Special education resource teacher
Ashleigh Hailey	Northwestern	Family & consumer science teacher
Kimberly Ruff	Northwestern	Spanish teacher
Shelby Stewart	Northwestern	Special education teacher
Courtney Young	Oakdale	Grade four teacher
Lynn Hathcock	Rebound	Social worker
Christina Atkinson	Rawlinson Road	Guidance counselor
Jessica Burlamachi	Rawlinson Road	Grade eight English/LA teacher
Hope Figuero	Richmond Drive	Grade four teacher
Jessica Neel	Richmond Drive	Grade five teacher
Alexandra Best	Rock Hill High	Special education resource teacher
Whitney Davis	Rock Hill High	Social studies teacher
Kristen Jackson	Rock Hill High	Family & consumer science teacher
Roma Stutts	Rock Hill High	Spanish teacher
Kristen Crepeau	Rosewood	Guidance counselor
Eryn Price	Rosewood	Grade three teacher
Wanda King	Saluda Trail	Grade seven English teacher
Wesley Runyan	Saluda Trail	Chorus teacher
Brandon Machin	South Pointe	Social studies teacher
Robert Seckler	South Pointe	Social studies teacher
Sarita Herrera-Dandridge	South Pointe	Special education resource
Taylor Stephenson	South Pointe	Social studies teacher
Robert Yount, III	South Pointe	Social studies teacher

AS INFORMATION TO THE BOARD

RESIGNED – ADMINISTRATIVE (3)

Kristen K. Hahn	District Office	District elementary math coach
M. Stephanie Haselrig	District Office/Finance	Accounting manager
Kristin L. Nori	Exceptional Student Education	Compliance officer

TRANSFERS – ADMINISTRATIVE (2)

Donald R. Gillman	Adult Education	Director
Sarah Lynn Hayes	District Office/Instruction	Administrator

LETTER OF AGREEMENT ENDING – CERTIFIED (1)

Lisa B. Wright

Rosewood

Media specialist

RESIGNATIONS – CERTIFIED (47)

Paula Hobbs	Applied Technology Center	Career counselor
Diane R. Baker	Bellevue	Grade two teacher
Lacey L. Dillingham	Castle Heights	Grade seven math teacher
Kate T. Barnes	Central Child Development Center	K4 teacher
Megan E. Sexton	Central Child Development Center	Special education SC/PD teacher
Martha T. Smith	Central Child Development Center	Special education SC/DD/K4 teacher
James G. Cook	Dutchman Creek	Grade seven English/LA teacher
Tori R. Hill	Dutchman Creek	Special education resource teacher
Joya N. Holmes	Dutchman Creek	Instructional coach
Tionia N. Richardson	Dutchman Creek	Math interventionist
Harrelle P. Thompson	Dutchman Creek	Grade six math teacher
Lori Hodge	Ebenezer Avenue	Grade two teacher
Jennifer G. Wilson	Ebinport	Grade four teacher
Brittany E. Stefan	Exceptional Student Education	Special education hearing impaired teacher
Kathleen Stopchick	Exceptional Student Education	Special education/HH teacher
Nancy H. Thomason	Exceptional Student Education	Special education teacher
Andrea B. Phillips	Finley Road	Kindergarten teacher
Emily S. Allen	Independence	Grade four teacher
Thomasina L. Curenton	Lesslie	Grade five teacher
Kelli V. Mew	Northside	Grade four teacher
Margaret Niblock	Northside	Special education resource teacher
Joanne G. Shields	Northside	Special education SC/ED teacher
Kimberly W. Ruff	Northwestern	Spanish teacher
Tracy Y. Lee	Oakdale	Kindergarten teacher
Melissa S. Lyon	Oakdale	Reading recovery teacher
LeMeisha M. Woods	Oakdale	Special education SC/ED teacher
Tarrah P Jackson	Old Pointe	Special education resource teacher
Jeannie L. Durham	Rawlinson Road	Grade eight science teacher
Ilona J. Hackmon-Hill	Rawlinson Road	Special education intensive support teacher
Lynn Hathcock	Rebound	Social worker
Lynn Helms	Rock Hill High	Special education resource teacher
Martha Katie Jenkinson	Rock Hill High	English teacher
Anthony McFadden	Rock Hill High	Special education resource teacher
Antoinette P. Owens	Rock Hill High	Social studies teacher
Elizabeth A. Parra	Rock Hill High	Family & consumer science teacher
Emily K. Stover	Rock Hill High	Social studies teacher
Christine B. Wesson	Rock Hill High	Science teacher
Kristin N. Odum	Rosewood	Art teacher
Samantha A. Fulmer	Saluda Trail	Guidance counselor
Meagen R. Rowe	Saluda Trail	Grade seven math/social studies teacher
Misty D. Christensen	South Pointe	Business education teacher
Joann G. Keller	South Pointe	Social studies teacher
Lacy M. Adams	Sullivan	Grade six math/science teacher
Nicoleta Langley	Sullivan	ESOL teacher
Deron O. Wilson	Sullivan	Grade seven English/LA teacher
Nia C. German	Sunset Park	Grade five teacher
Gena M. Hines	Sunset Park	Grade four teacher

TRANSFERS – CERTIFIED (10)

Walter Wolff	Ebenezer Avenue	Grade four inquiry teacher
Adreanne M. Pemberton	Ebinport	Special education resource teacher
Britni A. Edwards	Finley Road	Kindergarten teacher
Anna Tomlin	Mt. Holly	Special education resource teacher
W. Maurice Herrington, Jr.	Northwestern	Guidance counselor
Shannon C. Higgins	Oakdale	Lead STEM/STEAM teacher
Michael G. Bolling	Rock Hill High	Social studies teacher
Jennifer N. Pittman	Rock Hill High	Special education multi-cat III teacher
Carla S. White	Rock Hill High	Math teacher
Teresa N. Allan	York Road	Media specialist

NEW EMPLOYEE – NON-CERTIFIED (1)

Jacquilla Adams	Northwestern	Special education assistant/SC/Multi-cat II
-----------------	--------------	---

JOB ABANDONMENT – NON-CERTIFIED (1)

Pamela B. Bilton	York Road	Special education assistant
------------------	-----------	-----------------------------

RESIGNATIONS – NON-CERTIFIED (5)

Lori Beaty	Exceptional Student Education	.8 FTE orthopedic therapist
Minta “Cathy” Terhune	Exceptional Student Education	Secretary/data clerk
Evelyn Burgan	Oakdale	Kindergarten assistant
Debra Shannon	ParentSmart	ParentSmart educator
Kimberly Raspa	Richmond Drive	Floater instructional assistant

TRANSFERS – NON-CERTIFIED (3)

Gina F. Wright	Applied Technology Center	Secretary/attendance clerk
Karen Kennedy	Northwestern	Secretary/receptionist
Jonathan “Cody” Boyd	Rawlinson Road	Building maintenance

(1) Approval of Use of Facilities – New Spring Church

At the February 22, 2016 business meeting the board voted to approve the Use of Facilities request, on a month-to-month basis, for New Spring Church to use Rawlinson Road Middle School's auditorium.

July 4
Independence Day -
District Closed

July 17-18
Teacher Professional
Development Conference

July 31
New Teacher Orientation

August 1 - 3
New Teacher Orientation

August 9
Teacher PD Exchange Day

August 10-11, 14-16
Teacher Days - No Students

August 17
First Day for Students

August 21
Half Day for Students

September 4
Labor Day - District Closed

October 9
Teacher PD Day

November 22 - 24
Thanksgiving Holiday -
District Closed

December 21
Half Day for Students
Last Day of First Semester

December 22 - 29
Winter Holidays -
District Closed

NOTE:
Teachers who do not attend
the July 17 - 18 Professional
Development Conference
are required to work on
August 9 and January 4.

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	-9-	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16*	17
18	19*	20	21	22	23	24
25	26	27	28			

March 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30*	31

April 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 1-3
Winter Holidays -
District Closed

January 4
Teacher PD Exchange Day

January 5
Teacher Work Day

January 8
Students Return

January 15
MLK Jr. Day - District Closed

February 16
Inclement Weather
Make-Up Day

February 19
President's Day
Inclement Weather
Make-Up Day

*District will be closed
if days are not needed*

March 30
Inclement Weather
Make-Up Day

*District will be closed
if day is not needed*

April 2 - 6
Spring Break -
District Closed

May 28
Memorial Day -
District Closed

May 31
Half Day for Students
Last Day of Second Semester

June 1
Teacher Day

June 2
Graduation Day
Northwestern - 10 am
South Pointe - 2 pm
Rock Hill - 6 pm

Ceremony is held at the
Winthrop Coliseum

HALF DAY DISMISSAL TIMES
Elementary - 11 a.m.
Middle - 11:30 a.m.
High - 11:45 a.m.

Note: Report Card Dates will be published later and included on school websites.

Blue = New Teachers Only Purple = Teacher Day Red = First/Last Day of Semester
Orange = School Closed * = Inclement Weather Make-Up Day O = End of Grading Periods

Stay Connected!
Search "Rock Hill Schools"



Memo

TO: Dr. Kelly Pew

FROM: Dr. Tanya Campbell

DATE: May 22, 2017

SUBJECT: "G" Policies- Personnel Policies

Attached is the first set of "G" policies that have been prepared for first read. These policies have been revised with the assistance of our legal counsel, Kathy Mahoney. The recommendations are based on the firm's work with school districts throughout the State and knowledge of revisions to State and federal laws and regulations, and they take into consideration any policy update recommendations made by SCSBA. We will not be convening a committee to review personnel policies. Employees will be given the opportunity to give feedback on the suggested revisions when Mr. Frost solicits feedback via all user email.

Most additions and deletions within the policies below are updates for clarification, legal statutes, and/or wording. Additions are in red text and deletions are noted by strike through of text.

Attachments (4):

Policy GBA	Open Hiring/Equal Employment Opportunity
Policy GBAA	Employee Racial/Sexual Discrimination and Harassment
AR-GBAA -R	<i>Employee Racial/Sexual Discrimination and Harassment</i>
GBAA-E	<i>Employee Sexual Harassment Complaint Form</i>
Policy GBEB	Staff Conduct

[DRAFT]

Policy

OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

Code GBA Issued _____

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

The District is an equal opportunity employer.

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

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

The Superintendent will establish guidelines for organization of the ~~teaching, administrative and other certified~~ District's staff and will select, hire and promote such staff with approval of the Board. ~~The Superintendent will select, hire and promote all other District employees. The Superintendent will direct the work of District employees.~~

The District pursues a policy of equal opportunity applies, but is not limited to, in the following areas.

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

The Chief Personnel Officer has been designated to handle inquiries regarding non-discrimination, retaliation, and harassment matters:

Chief Personnel Officer

**PAGE 2 – GBA – OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY AND
AFFIRMATIVE ACTION**

P.O. Drawer 10072
Rock Hill, SC 29730

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

Legal references:

A. United States Code:

1. Title VII of Civil Rights Act of 1964, as amended, 42 USC 2000e - Prohibits discrimination in employment on basis of race, color, national origin, religion or sex.
2. Section 504(b) of Rehabilitation Act of 1973 - Prohibits recipients of Federal assistance from discriminating in employment of handicapped.
3. Title IX of the Education Amendments of 1972, 20 USC 1681, et seq. - Prevents discrimination on the basis of sex.
4. 42 USCA, Section 12101-12213 - Americans with Disabilities Act of 1990.
5. Age Discrimination in Employment Act of 1967, 20 USCA Section 621, et seq.

YORK 3 /ROCK HILL SCHOOL DISTRICT**G - Personnel****Policy GBA Open Hiring/Equal Employment Opportunity and Affirmative Action****Policy GBA Open Hiring/Equal Employment Opportunity and Affirmative Action**

Issued 9/00

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

The district is an equal opportunity employer. The district will recruit, hire, train, promote and make other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, handicap, sex, age, alienage or national origin as required by applicable state and federal laws.

The superintendent will establish guidelines for organization of the teaching, administrative and other certified staff and will select, hire and promote such staff with approval of the board. The superintendent will select, hire and promote all other district employees. The superintendent will direct the work of district employees.

The district pursues a policy of equal opportunity in the following areas.

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

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

Legal references:

United States Code:

Title VII of Civil Rights Act of 1964, as amended, 42 USC 2000e - Prohibits discrimination in employment on basis of race, color, national origin, religion or sex.

Section 504(b) of Rehabilitation Act of 1973 - Prohibits recipients of Federal assistance from discriminating in employment of handicapped.

Title IX of the Education Amendments of 1972, 20 USC 1681, *et seq.* - Prevents discrimination on the basis of sex.

42 USCA, Section 12101-12213 - Americans with Disabilities Act of 1990.

[DRAFT]

Policy

EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

Code **GBAA** Issued _____

Purpose: To establish the Board's vision for a working environment free of racial/sexual discrimination and harassment.

Racial harassment

Racial harassment is incompatible with equal educational opportunity and will not be tolerated in the District. It is the responsibility of every employee to strive to create an environment free of racial harassment. Racial harassment is racially motivated conduct by employees of the District toward any other employee or student that does any of the following.

- Discriminates on the basis of race under any of the following conditions.
 - in the terms, conditions, working environment or privileges of employment
 - in enrollment, course assignment, grade or opportunity for participation in any school benefit, service or offering
 - in school-sponsored extracurricular activities
- Is directed toward a specific person or persons and involves any of the following.
 - use of force
 - threat of the use of force
 - intentional infliction of severe mental or emotional distress through any means including the use of racial slurs, epithets or insults, or racially motivated actions undertaken with reckless disregard for the likely effect of inflicting severe mental or emotional distress

Employees are encouraged to express freely, responsibly and in an orderly way their opinions and feelings about any problem or complaint of racial harassment. Any act by a District employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment against any person responsibly complaining of harassment under this policy interferes with free expression and is itself a violation.

Any employee who feels that he/she has been subjected to racial harassment may file a complaint in accordance with board policy GBK. If the employee feels his/her immediate supervisor is the source of, contributes to, or condones the racial harassment, he/she may proceed to the next level administrator or the District's civil rights coordinator as the first step in the grievance process.

All allegations will be investigated promptly and confidentially. Any employee who is found to have engaged in racial harassment will be subject to disciplinary action. This policy will not be

PAGE 2 – GBAA – EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

used to bring frivolous or malicious charges against students, employees or agents of the District.

Sexual harassment

It is the Board's expectation that all personnel conduct themselves in a professional manner and respect other District employees, students, parents, and third parties at all times. In this regard, the Board prohibits sexual harassment, all forms of sexual discrimination, and other inappropriate conduct of a sexual nature.

All employees, including supervisory level employees, must avoid any action or conduct which could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, ~~Blackberry~~, or other telecommunication device, and includes text messaging and use of social media ~~instant messaging~~.

Sexual harassment of employees consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either expressly or impliedly a condition of employment; (2) submission to or rejection of such conduct by an individual is used as the basis for any employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any employee who believes he/she has been subjected to sexual harassment is encouraged to file a complaint in accordance with the administrative rule that accompanies this policy. All allegations will be investigated promptly and confidentially. Employees who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form. Any employee, including a supervisory level employee, who is found to have engaged in sexual harassment or inappropriate conduct of a sexual nature with another employee, will be subject to disciplinary action, up to and including termination and all other appropriate steps will be taken to correct or rectify the situation.

All employees must avoid any action toward or conduct with a student, which could be viewed as sexually inappropriate. Inappropriate conduct of a sexual nature will not be tolerated at any time. Inappropriate conduct of a sexual nature with a student occurs when an employee (1) makes a sexually suggestive advance toward a student, (2) makes a request for a sexual favor from a student, or (3) engages in a relationship of a sexual nature with a student.

Any employee who believes another employee or a student has directed inappropriate conduct of a sexual nature toward him/her is encouraged to file a complaint in accordance with the administrative rule that accompanies this policy. Any employee who has knowledge that an employee or a student has directed inappropriate conduct of a sexual nature towards another employee or student should also file a complaint. All allegations will be investigated promptly. Employees who file a complaint of inappropriate conduct of a sexual nature by another employee or a student will not be subject to retaliation or reprisal in any form. Any employee or student

PAGE 3 – GBAA – EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

who is found to have directed inappropriate conduct of a sexual nature towards an employee will be subject to disciplinary action, up to and including a recommendation of dismissal or expulsion, and all other appropriate steps will be taken to correct or rectify the situation.

Additionally, the District references Board Policy GBEB (Staff Conduct) which outlines the District's general expectations for staff conduct.

Adopted 6/24/91; Revised 9/25/00, 11/24/08, ___/17

Legal references:

- A. United States Code:
1. Title VII of the Civil Rights Act of 1964, as amended.
 2. 42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.
 3. 20 U.S.C. §1681, et seq. - Title IX of the Education Amendments of 1972.

YORK 3 /ROCK HILL SCHOOL DISTRICT

G - Personnel

Policy GBAA Employee Racial/Sexual Discrimination and Harassment**Policy GBAA Employee Racial/Sexual Discrimination and Harassment**

Issued 11/08

Purpose: To establish the board's vision for a working environment free of racial/sexual discrimination and harassment.

Racial harassment

Racial harassment is incompatible with equal educational opportunity and will not be tolerated in the district. It is the responsibility of every employee to strive to create an environment free of racial harassment. Racial harassment is racially motivated conduct by employees of the district toward any other employee or student that does any of the following.

- Discriminates on the basis of race under any of the following conditions.
 - in the terms, conditions, working environment or privileges of employment
 - in enrollment, course assignment, grade or opportunity for participation in any school benefit, service or offering
 - in school-sponsored extracurricular activities
- Is directed toward a specific person or persons and involves any of the following.
 - use of force
 - threat of the use of force
 - intentional infliction of severe mental or emotional distress through any means including the use of racial slurs, epithets or insults, or racially motivated actions undertaken with reckless disregard for the likely effect of inflicting severe mental or emotional distress

Employees are encouraged to express freely, responsibly and in an orderly way their opinions and feelings about any problem or complaint of racial harassment. Any act by a district employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment against any person responsibly complaining of harassment under this policy interferes with free expression and is itself a violation.

Any employee who feels that he/she has been subjected to racial harassment may file a complaint in accordance with board policy GBK. If the employee feels his/her immediate supervisor is the source of, contributes to, or condones the racial harassment, he/she may proceed to the next level administrator or the district's civil rights coordinator as the first step in the grievance process.

All allegations will be investigated promptly and confidentially. Any employee who is found to have engaged in racial harassment will be subject to disciplinary action. This policy will not be used to bring frivolous or malicious charges against students, employees or agents of the district.

Sexual harassment

It is the Board's expectation that all personnel conduct themselves in a professional manner and respect other District employees, students, parents, and third parties at all times. In this regard, the Board prohibits sexual harassment, all forms of sexual discrimination, and other inappropriate conduct of a sexual nature.

All employees, including supervisory level employees, must avoid any action or conduct which could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, Blackberry, or other telecommunication device, and includes text messaging and instant messaging.

Sexual harassment of employees consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either expressly or impliedly a condition of employment; (2) submission to or rejection of such conduct by an individual is used as the basis for any employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any employee who believes he/she has been subjected to sexual harassment is encouraged to file a complaint in accordance with the administrative rule that accompanies this policy. All allegations will be investigated promptly and confidentially. Employees who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form. Any employee, including a supervisory level employee, who is found to have engaged in sexual harassment or inappropriate conduct of a sexual nature with another employee, will be subject to disciplinary action, up to and including termination and all other appropriate steps will be taken to correct or rectify the situation.

All employees must avoid any action toward or conduct with a student, which could be viewed as sexually inappropriate. Inappropriate conduct of a sexual nature will not be tolerated at any time. Inappropriate conduct of a sexual nature with a student occurs when an employee (1) makes a sexually suggestive advance toward a student, (2) makes a request for a sexual favor from a student, or (3) engages in a relationship of a sexual nature with a student.

Any employee who believes another employee or a student has directed inappropriate conduct of a sexual nature toward him/her is encouraged to file a complaint in accordance with the administrative rule that accompanies this policy. Any employee who has knowledge that an employee or a student has directed inappropriate conduct of a sexual nature towards another employee or student should also file a complaint. All allegations will be investigated promptly. Employees who file a complaint of inappropriate conduct of a sexual nature by another employee or a student will not be subject to retaliation or reprisal in any form. Any employee or student who is found to have directed inappropriate conduct of a sexual nature towards an employee will be subject to disciplinary action, up to and including a recommendation of dismissal or expulsion, and all other appropriate steps will be taken to correct or rectify the situation.

(Cf. JL JICFAA)

Adopted 6/24/91; Revised 9/25/00, 11/24/08

Legal references:

United States Code:

Title VII of the Civil Rights Act of 1964, as amended.

42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

[DRAFT]

Administrative Rule

EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

Code GBAA-R Issued _____

These following procedures are intended to do the following:

- discourage employees from subjecting employees or students of the District to sexual harassment or inappropriate conduct of a sexual nature;
- promote a harassment-free work and/or learning environment;
- effectively and appropriately address all sexual harassment and inappropriate conduct of a sexual nature found to have occurred or be occurring;
- establish on-going education and awareness of the problem of sexual harassment and inappropriate conduct of a sexual nature; and
- provide information about how to report allegations of sexual harassment and inappropriate conduct of a sexual nature.

Types of Behavior Which Constitute Sexual Harassment of Employees

Sexual harassment of employees includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature which:

- is made an employment condition so that submission to such conduct is a term or condition of employment;
- has an employment consequence, so that submission to or rejection of such conduct is used as a basis for employment decisions affecting an individual employee; or
- is an offensive job interference, so that such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but is not limited to, the following:

- verbal harassment including epithets, sexually offensive comments or slurs;
- physical harassment or physical interference with movement or work; or
- visual harassment such as sexually offensive cartoons, drawings or posters.

Sexual harassment is prohibited against members of the opposite sex as well as against members of the same sex. Gender based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual's actual or perceived sex. These types of sex-based harassment are also prohibited.

Behavior Prohibited of Administrators/Supervisors

PAGE 2 – GBAA-R – EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

No administrator/supervisor may condition any offer of employment, employee benefit, or continued employment on an employee's agreement to any of the sexual behavior defined above. No administrator/supervisor may retaliate against any employee because that employee has opposed a practice prohibited by Title VII of the Civil Rights Act of 1964 and the South Carolina Human Affairs Law or has filed a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing conducted by an authorized agency.

No administrator/supervisor will cause or tolerate the creation of a sexually hostile or offensive work environment by any subordinate employee or third party associated with schools who engages in sexual harassment.

No administrator/supervisor will destroy evidence relevant to an investigation of sexual harassment.

Types of Behavior Which Constitute Inappropriate Conduct of a Sexual Nature with Students

Inappropriate conduct of a sexual nature with students includes inappropriate sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Inappropriate conduct of a sexual nature may include, but is not limited to, the following:

- engaging or participating in any dates, sexual activity, or other activity which contains a sexual or romantic overture;
- leering at a student's body;
- touching, grabbing, and/or pinching;
- making comments, gestures, or jokes of a sexual nature;
- manipulating clothing in a sexual manner;
- displaying sexual pictures or objects;
- spreading sexual rumors or commenting about sexual behavior;
- teasing and/or bullying in sexual terms;
- inflicting sexual assault or abuse; or
- any other behavior by an employee toward a student that would reasonably cause the student to feel uncomfortable or that would reasonably give the appearance of impropriety or unprofessional conduct, regardless of whether the behavior is overtly sexual and regardless of whether such behavior would constitute a crime.

Certain “inappropriate conduct of a sexual nature” that District employees direct towards students may also be criminal conduct as defined by State law, including S.C. Code Ann. § 16-3-755. However, the District will take appropriate action against any employee who engages in inappropriate conduct of a sexual nature, as defined in District policy, regardless of whether the conduct rises to the level of a crime.

Inappropriate conduct of a sexual nature is prohibited against students of the opposite sex as well as against students of the same sex. Additionally, students are prohibited from directing inappropriate conduct of a sexual nature toward employees, whether of the same sex or opposite

PAGE 3 – GBAA-R – EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

sex. Gender-based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual's actual or perceived gender. These types of sex-based harassment are also prohibited.

Behavior Prohibited of All Employees

No administrator, supervisor, or any other employee of this District will create a sexually hostile or offensive work environment for any employee by engaging in any sexual harassment.

No administrator, supervisor, or any other employee of this District will create a sexually hostile, offensive, or charged educational environment for any student by engaging in any sexual harassment or inappropriate sexual conduct with a student.

No administrator, supervisor, or any other employee of this District will encourage or assist any individual in performing any act that constitutes sexual harassment or inappropriate sexual conduct against any employee or student.

Preventive Action

The administration will ensure the following:

Policy GBAA and this administrative rule will be fully referenced in employee handbooks and/or a copy will be provided to each employee.

Policy GBAA and this administrative rule will be available on-line at www.rock-hill.k12.sc.us, in each school, and at the District Office.

All employees will be informed about the nature of sexual harassment and inappropriate conduct of a sexual nature, the procedures for registering a complaint, and the possible redress that is available.

Administrators and designated sexual harassment contact persons are expected to be knowledgeable of the District's procedures regarding sexual harassment and inappropriate conduct and should know how to address and/or investigate complaints. For example, they should be made aware of the kinds of acts that constitute sexual harassment and inappropriate conduct of a sexual nature, the District's commitment to eliminating and preventing sexual harassment and inappropriate conduct of a sexual nature in the schools, the penalties for engaging in harassment or inappropriate conduct of a sexual nature, the procedures for reporting incidents of sexual harassment and inappropriate conduct of a sexual nature, and the procedures for conducting a sexual harassment or inappropriate conduct of a sexual nature investigation.

The District Office will make available information from the Equal Employment Opportunity Commission and the South Carolina Human Affairs Commission about filing claims of sexual harassment with these entities.

The District will designate a Title IX Coordinator. The name, address, and business telephone

PAGE 4 – GBAA-R – EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

number of the Title IX Coordinator will be disseminated throughout the system.

Reporting and Response Procedures

Any employee who believes that he/she has been the object of sexual harassment or inappropriate conduct of a sexual nature is encouraged to file a complaint with his/her immediate supervisor or principal except for situations covered below. (See Employee Sexual Harassment Complaint Form GBAA-E which may be used to file a complaint.)

Any employee who believes that he/she has witnessed inappropriate conduct of a sexual nature toward an employee or a student must immediately report such a situation to his/her immediate supervisor or principal except for situations covered below.

Under no circumstances will an employee be required to first report allegations of harassment or inappropriate conduct of a sexual nature to his/her immediate supervisor if that person is the individual who is accused of the harassment or inappropriate conduct. In such cases, the employee will file the complaint with the District's Title IX Coordinator.

All administrators/supervisors/contact persons will initiate an investigation of any incident of alleged sexual harassment or inappropriate conduct of a sexual nature reported to them or observed by them in consultation with the District's Title IX Coordinator. The administration will be responsible for ensuring that reasonable efforts are made to prevent public disclosure of the names of all parties involved in the sexual harassment or inappropriate conduct of a sexual nature allegation, except to the extent necessary to carry out an investigation and comply with statutory obligations.

All administrators/supervisors will report to the Title IX Coordinator and/or Superintendent in writing the results of any investigation of sexual harassment or inappropriate conduct of a sexual nature, including corrective or disciplinary action taken. The employee or student who brought the sexual harassment or inappropriate conduct of a sexual nature allegation will be informed that appropriate actions were taken and will be advised as to how to report any subsequent problems.

If an employee is determined to have sexually harassed another employee or engaged in inappropriate conduct of a sexual nature with a student, the administration will take whatever disciplinary action is warranted, up to and including termination from employment. If a student is found to have directed inappropriate conduct of a sexual nature toward an employee, the student will be subject to disciplinary action.

All administrators/supervisors will follow up periodically on any incident of sexual harassment or inappropriate conduct of a sexual nature they were involved in investigating to determine whether the employee or student has been subjected to any further sexual harassment or inappropriate sexual conduct since the corrective action was taken.

No administrator/supervisor or other employee of this District will retaliate in any way against an employee or student who has provided information as a witness to or victim of an incident of

PAGE 5 – GBAA-R – EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

sexual harassment or inappropriate conduct of a sexual nature.

Additional Obligations of All Employees

All employees will report to their immediate supervisor any conduct on the part of non-employees, such as sales representatives or service vendors, which is believed to constitute sexual harassment or inappropriate conduct of a sexual nature.

Any employee who has received information in his/her professional capacity which gives him/her reason to believe that a child under the age of 18 has been or may be sexually abused by an employee or third party must report such a situation. The employee must make the report to either a law enforcement agency in the City of Rock Hill or York County or to the York County Department of Social Services. If such a report is made, the employee must also advise either his/her principal or the District's Title IX Coordinator.

All employees will cooperate with and maintain the confidentiality of any investigation of alleged acts of sexual harassment or inappropriate conduct of a sexual nature conducted by the District or by an appropriate State or federal agency. Failure to do so could result in disciplinary action against the individual who failed to cooperate or who violated the confidentiality of the matter.

No employee of this District will take any action to discourage any other employee or student from reporting alleged sexual harassment or inappropriate conduct of a sexual nature. Any person who intentionally provides false information in connection with a report or investigation of sexual harassment or inappropriate conduct of a sexual nature will be subject to disciplinary action.

No employee will retaliate in any way against an employee or a student who has provided information regarding an incident of sexual harassment or inappropriate conduct of a sexual nature.

All employees will be informed about the nature of sexual harassment and inappropriate conduct of a sexual nature, and procedures for registering a complaint, and the possible redress that is available.

Administrators and designated sexual harassment contact persons are expected to be knowledgeable of the District's procedures regarding sexual harassment and inappropriate conduct of a sexual nature and should know how to address and/or investigate complaints. For example, they should be made aware of the kinds of acts that constitute sexual harassment and inappropriate conduct of a sexual nature; the District's commitment to eliminating and preventing sexual harassment and inappropriate conduct of a sexual nature in the schools; the penalties for engaging in sexual harassment and inappropriate conduct of a sexual nature; the procedures for reporting incidents of sexual harassment and inappropriate conduct of a sexual nature; and the procedures for conducting a sexual harassment and inappropriate conduct of a sexual nature investigation.

Sexual battery with a student as defined in South Carolina law

Section 16-3-755 provides, in part:

(B) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is sixteen or seventeen years of age, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(C) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is eighteen years of age or older, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a misdemeanor and, upon conviction, must be fined not more than five hundred dollars or imprisoned for thirty days, or both.

(D) If a person affiliated with a public or private secondary school in an official capacity has direct supervisory authority over a student enrolled in the school who is eighteen years of age or older, and the person affiliated with the public or private secondary school in an official capacity engages in sexual battery with the student, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

Adopted 11/24/08 Revised ___/17

YORK 3 /ROCK HILL SCHOOL DISTRICT**G - Personnel****Policy GBAA Employee Racial/Sexual Discrimination and Harassment****AR GBAA-R Employee Racial/Sexual Discrimination and Harassment****AR GBAA-R Employee Racial/Sexual Discrimination and Harassment**

Issued 11/08

These following procedures are intended to do the following:

- discourage employees from subjecting employees or students of the District to sexual harassment or inappropriate conduct of a sexual nature;
- promote a harassment-free work and/or learning environment;
- effectively and appropriately address all sexual harassment and inappropriate conduct of a sexual nature found to have occurred or be occurring;
- establish on-going education and awareness of the problem of sexual harassment and inappropriate conduct of a sexual nature; and
- provide information about how to report allegations of sexual harassment and inappropriate conduct of a sexual nature.

Types of Behavior Which Constitute Sexual Harassment of Employees

Sexual harassment of employees includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature which:

- is made an employment condition so that submission to such conduct is a term or condition of employment;
- has an employment consequence, so that submission to or rejection of such conduct is used as a basis for employment decisions affecting an individual employee; or
- is an offensive job interference, so that such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but is not limited to, the following:

- verbal harassment including epithets, sexually offensive comments or slurs;
- physical harassment or physical interference with movement or work; or
- visual harassment such as sexually offensive cartoons, drawings or posters.

Sexual harassment is prohibited against members of the opposite sex as well as against members of the same sex.

Behavior Prohibited of Administrators/Supervisors

No administrator/supervisor may condition any offer of employment, employee benefit, or continued employment on an employee's agreement to any of the sexual behavior defined above.

No administrator/supervisor may retaliate against any employee because that employee has opposed a practice prohibited by Title VII of the Civil Rights Act of 1964 and the South Carolina Human Affairs Law or has filed a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing conducted by an authorized agency.

No administrator/supervisor will cause or tolerate the creation of a sexually hostile or offensive work environment by any subordinate employee or third party associated with schools who engages in sexual harassment.

No administrator/supervisor will destroy evidence relevant to an investigation of sexual harassment.

Types of Behavior Which Constitute Inappropriate Conduct of a Sexual Nature with Students

Inappropriate conduct of a sexual nature with students includes inappropriate sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Inappropriate conduct of a sexual nature may include, but is not limited to, the following:

- engaging or participating in any dates, sexual activity, or other activity which contains a sexual or romantic overture;
- leering at a student's body;
- touching, grabbing, and/or pinching;
- making comments, gestures, or jokes of a sexual nature;
- manipulating clothing in a sexual manner;
- displaying sexual pictures or objects;
- spreading sexual rumors or commenting about sexual behavior;
- teasing and/or bullying in sexual terms;
- inflicting sexual assault or abuse; or
- any other behavior by an employee toward a student that would reasonably cause the student to feel uncomfortable or that would reasonably give the appearance of impropriety or unprofessional conduct, regardless of whether the behavior is overtly sexual and regardless of whether such behavior would constitute a crime.

Inappropriate conduct of a sexual nature is prohibited against students of the opposite sex as well as against students of the same sex. Additionally, students are prohibited from directing inappropriate conduct of a sexual nature toward employees, whether of the same sex or opposite sex.

Behavior Prohibited of All Employees

No employee of this District will create a sexually hostile or offensive work environment for any employee by engaging in any sexual harassment.

No employee of this District will create a sexually hostile, offensive, or charged educational environment for any student by engaging in any sexual harassment or inappropriate sexual conduct with a student.

No employee of this District will encourage or assist any individual in performing any act that constitutes sexual harassment or inappropriate sexual conduct against any employee or student.

Preventive Action

The administration will ensure the following:

Policy GBAA and this administrative rule will be fully referenced in employee handbooks and/or a copy will be provided to each employee.

Policy GBAA and this administrative rule will be available on-line at www.rock-hill.k12.sc.us, in each school, and at the District Office.

All employees will be informed about the nature of sexual harassment and inappropriate conduct of a sexual nature, the procedures for registering a complaint, and the possible redress that is available.

Administrators and designated sexual harassment contact persons are expected to be knowledgeable of the District's procedures regarding sexual harassment and inappropriate conduct and should know how to address and/or investigate complaints. For example, they should be made aware of the kinds of acts that constitute sexual harassment and inappropriate conduct of a sexual nature, the District's commitment to eliminating and preventing sexual harassment and inappropriate conduct of a sexual nature in the schools, the penalties for engaging in harassment or inappropriate conduct of a sexual nature, the procedures for reporting incidents of sexual harassment and inappropriate conduct of a sexual nature, and the procedures for conducting a sexual harassment or inappropriate conduct of a sexual nature investigation.

The District Office will make available information from the Equal Employment Opportunity Commission and the South Carolina Human Affairs Commission about filing claims of sexual harassment with these entities.

The District will designate a Title IX Coordinator. The name, address, and business telephone number of the Title IX Coordinator will be disseminated throughout the system.

Reporting and Response Procedures

Any employee who believes that he/she has been the object of sexual harassment or inappropriate conduct of a sexual nature is encouraged to file a complaint with his/her immediate supervisor or principal except for situations covered below. (See Employee Sexual Harassment Complaint Form GBAA-E which may be used to file a complaint.)

Any employee who believes that he/she has witnessed inappropriate conduct of a sexual nature toward an employee or a student must immediately report such a situation to his/her immediate supervisor or principal except for situations covered below.

Under no circumstances will an employee be required to first report allegations of harassment or inappropriate conduct of a sexual nature to his/her immediate supervisor if that person is the individual who is accused of the harassment or inappropriate conduct. In such cases, the employee will file the complaint with the District's Title IX Coordinator.

All administrators/supervisors/contact persons will initiate an investigation of any incident of alleged sexual harassment or inappropriate conduct of a sexual nature reported to them or observed by them in consultation with the District's Title IX Coordinator. The administration will be responsible for ensuring that reasonable efforts are made to prevent public disclosure of the names of all parties involved in the sexual harassment or inappropriate conduct of a sexual nature allegation, except to the extent necessary to carry out an investigation and comply with statutory obligations.

All administrators/supervisors will report to the Title IX Coordinator and/or Superintendent in writing the results of any investigation of sexual harassment or inappropriate conduct of a sexual nature, including corrective or disciplinary action taken. The employee or student who brought the sexual harassment or inappropriate conduct of a sexual nature allegation will be informed that appropriate actions were taken and will be advised as to how to report any subsequent problems.

If an employee is determined to have sexually harassed another employee or engaged in inappropriate conduct of a sexual nature with a student, the administration will take whatever disciplinary action is warranted, up to and including termination from employment. If a student is found to have directed inappropriate conduct of a sexual nature toward an employee, the student will be subject to disciplinary action.

All administrators/supervisors will follow up periodically on any incident of sexual harassment or inappropriate conduct of a sexual nature they were involved in investigating to determine whether the employee or student has been subjected to any further sexual harassment or inappropriate sexual conduct since the corrective action was taken.

No administrator/supervisor or other employee of this District will retaliate in any way against an employee or student who has provided information as a witness to or victim of an incident of sexual harassment or inappropriate conduct of a sexual nature.

Additional Obligations of All Employees

All employees will report to their immediate supervisor any conduct on the part of non-employees, such as sales representatives or service vendors, which is believed to constitute sexual harassment or inappropriate conduct of a sexual nature.

Any employee who has received information in his/her professional capacity which gives him/her reason to believe that a child under the age of 18 has been or may be sexually abused by an employee or third party must report such a situation. The employee must make the report to either a law enforcement agency in the City of Rock Hill or York County or to the York County Department of Social Services. If such a report is made, the employee must also advise either his/her principal or the District's Title IX Coordinator.

All employees will cooperate with and maintain the confidentiality of any investigation of alleged acts of sexual harassment or inappropriate conduct of a sexual nature conducted by the district or by an appropriate state or federal agency. Failure to do so could result in disciplinary action against the individual who failed to cooperate or who violated the confidentiality of the matter.

No employee of this District will take any action to discourage any other employee or student from reporting alleged sexual harassment or inappropriate conduct of a sexual nature. Any person who intentionally provides false information in connection with a report or investigation of sexual harassment or inappropriate conduct of a sexual nature will be subject to disciplinary action.

Adopted 11/24/08

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

EMPLOYEE SEXUAL HARASSMENT COMPLAINT FORM

GBAA-E

Name of employee complainant: _____

Address: _____

Home telephone number: _____

Position with the District: _____

Job site: _____

Immediate supervisor: _____

Name(s) of alleged harasser(s): _____

Approximate date(s) of alleged harassment or when began, if ongoing: _____

Location or situation where alleged harassment occurred or is occurring: _____

Nature of the harassment: _____

Other individual(s) in whom you have confided about the alleged sexual harassment:

Individuals you believe may have witnessed or also been subjected to, the alleged sexual harassment:

Remedy sought: _____

Signature of Complainant

Date

Signature of individual receiving complainant

Date

EMPLOYEE SEXUAL HARASSMENT COMPLAINT FORM

GBAA-E

Name of employee complainant: _____

Address: _____

Home telephone number: _____

Position with the District: _____

Job site: _____

Immediate supervisor: _____

Name(s) of alleged harasser(s): _____

Approximate date(s) of alleged harassment or when began, if ongoing: _____

Location or situation where alleged harassment occurred or is occurring: _____

Nature of the harassment: _____

Other individual(s) in whom you have confided about the alleged sexual harassment:

Individuals you believe may have witnessed or also been subjected to, the alleged sexual harassment:

Remedy sought: _____

Signature of Complainant

Date

Signature of individual receiving complainant

Date

[DRAFT]

Policy

STAFF CONDUCT

Code **GBEB** Issued _____

Purpose: To establish the Board's vision for appropriate staff conduct.

The Board reaffirms one of the oldest beliefs in education: One of the best methods of instruction is that of setting a good example.

The Board expects the staff of the District to strive to set the kind of example for students that will serve them well in their own conduct and behavior and subsequently contribute to an appropriate school atmosphere.

To that end, in dress, conduct and interpersonal relationships, all staff should recognize that they are being continuously observed by students, other employees, parents, and community members, and that their actions and demeanor may impair their effectiveness as an employee ~~will be reflected in the conduct of the students.~~

The personal life of an employee, including the employee's personal use of non-District issued electronic equipment outside of working hours (such as through social networking sites and personal portrayal on the internet), will be the concern of and warrant the attention of the Board if it impairs the employee's ability to effectively perform his/her job responsibilities or if it violates local, State or federal law or contractual agreements. Unprofessional conduct may subject the employee to disciplinary actions consistent with State law, federal law, and/or Board policy.

No employee will engage in immoral or criminal conduct or commit or attempt to induce students or others to commit an act or acts of immoral or criminal conduct. If it appears an employee may have violated the law, the District will cooperate with law enforcement agencies.

All employees shall maintain a professional relationship with students at all times, both inside and outside of school. No employee may engage in inappropriate conduct of a sexual nature with a student at any time. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, PDA, or other telecommunication device, and includes text messaging and social networking ~~instant messaging~~.

Employees of the District, while on duty and in the presence of students, will not use profanity, will not use tobacco in any form, and will not consume or be under the influence of intoxicating beverages. They will not be involved in drug abuse or drug trafficking~~king~~.

PAGE 2 – GBEB – STAFF CONDUCT

Violations of this policy by employees will be grounds for placing an employee on administrative leave, with pay, pending an investigation, and possible termination of employment, consistent with District policy and State law. ~~In such cases, an employee will be informed of his/her right to a hearing.~~

~~The following list includes some of the actions that are considered misconduct while on duty on or off District premises.~~

- ~~• possessing, using, manufacturing, distributing, consuming, or dispensing any illegal drugs~~
- ~~• fighting or deliberately harming another~~
- ~~• being absent without approval~~
- ~~• refusing to follow a supervisor's instructions and directions~~
- ~~• failure to adhere to safety and health rules as established by State law and the District~~
- ~~• destroying school property intentionally~~
- ~~• using obscene language which is unsuitable in the school setting~~
- ~~• having any interaction/activity of a sexual nature or intent with a student~~
- ~~• possessing weapons on school property (unless otherwise authorized by law)~~
- ~~• using District property without proper authorization~~
- ~~• behaving in any inappropriate manner to the extent of adversely affecting the employee's ability to perform his/her work~~
- harassment, intimidation or bullying of a student or another adult.

Arrest of an employee

The Board delegates specific authority to the Superintendent to take appropriate employment action with regard to an employee who has been arrested, consistent with State law. Employees who are arrested must notify their supervisor immediately.

Adopted 1/29/04, 9/24/07, 11/23/09, 2/27/12, __/__/17

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 16-23-420 and 430 – Concealed weapons, school property exception.

YORK 3 / ROCK HILL SCHOOL DISTRICT**G - Personnel****Policy GBEB Staff Conduct****Policy GBEB Staff Conduct**

Issued 2/12

Purpose: To establish the board's vision for appropriate staff conduct.

The board reaffirms one of the oldest beliefs in education: One of the best methods of instruction is that of setting a good example.

The board expects the staff of the district to strive to set the kind of example for students that will serve them well in their own conduct and behavior and subsequently contribute to an appropriate school atmosphere.

To that end, in dress, conduct and interpersonal relationships, all staff should recognize that they are being continuously observed by students and that their actions and demeanor will be reflected in the conduct of the students.

The personal life of an employee will be the concern of and warrant the attention of the board if it impairs the employee's ability to effectively perform his/her job responsibilities or if it violates local, State or federal law or contractual agreements. Unprofessional conduct may subject the employee to disciplinary actions consistent with State law, federal law, and/or Board policy.

No employee will engage in immoral or criminal conduct or commit or attempt to induce students or others to commit an act or acts of immoral or criminal conduct. If it appears an employee may have violated the law, the District will cooperate with law enforcement agencies.

All employees shall maintain a professional relationship with students at all times, both inside and outside of school. No employee may engage in inappropriate conduct of a sexual nature with a student at any time. This includes any action of conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, PDA, or other telecommunication device, and includes text messaging and instant messaging.

Employees of the district, while on duty and in the presence of students, will not use profanity, will not use tobacco in any form, and will not consume or be under the influence of intoxicating beverages. They will not be involved in drug abuse or drug traffic.

Violations of this policy by employees will be grounds for placing an employee on administrative leave, with pay, pending an investigation, and possible termination of employment, consistent with District policy and State law. In such cases, an employee will be informed of his/her right to a hearing.

The following list includes some of the actions that are considered misconduct while on duty on or off district premises.

- possessing, using, manufacturing, distributing, consuming, or dispensing any illegal drugs
- fighting or deliberately harming another
- being absent without approval

- refusing to follow a supervisor's instructions and directions
- failure to adhere to safety and health rules as established by state law and the district
- destroying school property intentionally
- using obscene language which is unsuitable in the school setting
- having any interaction/activity of a sexual nature or intent with a student
- possessing weapons on school property (unless otherwise authorized by law)
- using district property without proper authorization
- behaving in any inappropriate manner to the extent of adversely affecting the employee's ability to perform his/her work
- harassment, intimidation or bullying of a student or another adult.

Arrest of an employee

- The board delegates specific authority to the Superintendent to take appropriate employment action with regard to an employee who has been arrested, consistent with State law. Employees who are arrested must notify their supervisor immediately.

Adopted 1/29/04, 9/24/07, 11/23/09, 2/27/12

Legal references:

South Carolina Code of Laws, 1976 as amended:

Section 16-23-420 and 430 – Concealed weapons, school property exception.

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY



Instruction Department
Phone: 803-981-1055

Memo

TO: Dr. Kelly Pew

FROM: Dr. Harriet L. Jaworowski
Dr. William Cook

DATE: May 18, 2017

SUBJECT: IKF Graduation Requirements

Attached is policy IKF for first read.

Attachment

Policy **IKF** Graduation Requirements

Issued 8/15

Purpose: To establish the basic structure for high school graduation.

The South Carolina state board of education regulates the South Carolina state high school diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit earned when the student satisfactorily completes 120 hours of instruction in a given subject area.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule **IKF-R**.

Students must meet all requirements outlined in administrative rule **IKF-R** to be eligible to participate in the graduation ceremony ~~at the end of the school year~~ ceremonies.

Students who have an Individual Education Plan (IEP non-diploma students), who will be eligible to receive a certificate of attendance or local education diploma, may participate in graduation ceremonies if all requirements of their IEP are met successfully or if the student reaches the age of 21, whichever comes first.

Adopted 10/23/89; Revised 8/27/90, 5/27/02, 11/23/09, 8/24/15

Legal references:

S.C. Code, 1976, as amended:

Section 59-26-70 - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.

Section 59-29-190 - Advanced placement courses for academically talented students.

Section 59-39-110 - Accelerated program of study.

State Board of Education Regulations:

#

Memo

TO: Dr. Luanne Kokolis and Dr. Kelly Pew

FROM: Sadie Kirell

CC: Board Members

DATE: May 22, 2017

SUBJECT: Policy ADF- District Wellness - revisions

Please find the revisions of the proposed policy ADF –District Wellness that will replace the current ADF – School Wellness and ADF-R.

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) requires each LEA participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. On July 29, 2016, the USDA Food and Nutrition Service finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. The final rule expands the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA's jurisdiction can be addressed.

The final rule requires LEAs to develop a revised local school wellness policy by June 30, 2017 in order to comply with these regulations.

I have attached the following documents:

1. Revisions of proposed policy ADF (There is not a proposed model ADF-R)

DISTRICT WELLNESS

Code **ADF** Issued **DRAFT17**

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 as indicated below

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) ^{e,d}	0	0	0	¾ (¾)	¾ (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)

PAGE 2 - ADF – DISTRICT WELLNESS

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.					

^aIn 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 ½ cup.

^cOne 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.

^dFor 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).

^eThe fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014- 2015).

^fLarger 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).

^hAny vegetable subgroup may be offered to meet the total weekly vegetable requirement.

ⁱAt 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).

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

^kThere 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. ^lFluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

^mThe 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).

ⁿDiscretionary 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.

^oIn the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

^pFinal 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.

PAGE 3 - ADF – DISTRICT WELLNESS

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 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 (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 party will be excluded from these standards.

~~All food and beverages made available to students during the school day at the elementary level shall comply with current USDA Smart Snack standards including classroom parties and celebrations. <https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>~~

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:

PAGE 4 - ADF – DISTRICT WELLNESS

- 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

~~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. The district is committed to providing these 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 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. 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 will provide students with 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. using an age appropriate, sequential physical education curriculum consistent with national and state standards for physical education and the Students Health and Fitness Act. <http://www.ed.sc.gov/sedoe/assets/file/agency/ceer/Standards-Learning/documents/SHFA2005.pdf>~~ 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.

PAGE 5 - ADF – DISTRICT WELLNESS

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 (such as 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

PAGE 6 - ADF – DISTRICT WELLNESS

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 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

PAGE 7 - ADF – DISTRICT WELLNESS

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 student's 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 ^

Legal References:

A. Federal Law:

1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

B. Federal Regulations:

1. 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).
2. Local School Wellness Policy Implementation, 7 C.F.R. Parts 210 and 220 (2016).

PAGE 8 - ADF – DISTRICT WELLNESS

C. S.C. Code, 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(A)(1)-(3) - Comprehensive health education program; guidelines and restrictions.

D. 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. State Board of Education Academic Standards:

1. 2014 SC Academic Standards for Physical Education.
2. 2009 Academic Standards for Health and Safety Education.
3. 2015 SC “Smart Snacks” and Exempt Fundraisers Memorandum.

F. Other References:

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).

Memo

TO: Dr. Kelly Pew
FROM: Terri Smith
DATE: May 16, 2017
SUBJECT: Policy EF and EF-R

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, the US Department of Agriculture is requiring school districts to establish a written and clearly communicated student charging policy no later than July 1, 2017. This policy is to ensure that unpaid student meal charges do not adversely affect cash flow and fund balances in the food service program as well as to clarify local decisions regarding the use of alternative meals. SCSBA recommends this information to be in an administrative rule.

Attached, is a copy of the proposed, model, and current version of policy EF and administrative rule EF-R. The changes in red of the proposed administrative rule addresses all of the USDA requirements for students charging for meals as well as the use of alternative meals.

Policy EF **Student Meal Accounts and Food Services**

Issued 7/06 xx/17

Purpose: To establish the board's vision and the basic structure for district food services.

The district participates in the national school lunch program and provides nutritional, well-balanced breakfasts and lunches in all schools.

The purpose of the district food program is as follows.

- to maintain and improve the health and physical fitness of the school child by providing him/her with an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of the child
- to provide free or reduced-price meals for students from economically deprived families

The board, with the recommendation of the ~~food service director~~ **Chief Financial Officer and Food Service Contract Administrator**, sets meal prices for students and adults.

The principals are responsible for the cafeteria in their schools. Individual school lunchroom managers work under the supervision of the ~~food service director~~ **Food Service Contract Administrator and Food Service Management Company**. The principals, ~~and the food service director~~ **Food Service Contract Administrator, and Food Service Management Company** will work collaboratively on the overall operation of the food service program.

The food service program will be operated under ~~the general recommendations and standards established by the South Carolina State Board of Education.~~ in compliance with state and federal regulations and requirements.

The administration will establish rules and procedures which conform to state and federal ~~regulations and requirements regarding participation in programs for free and reduced price meals and supplementary food. The administration will report such regulations to the board from time to time for its approval.~~

Adopted 7/24/06, ^

Federal law:

Healthy Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

~~Section 10(a) of the~~ Child Nutrition Act of 1996 (CNA), as amended by P.L.95-166 in 1997.

Federal Regulations:

National School Lunch Program ~~Regulations, Section 210.11.~~ 7 C.F.R. Section 210.10.

School Breakfast Program ~~Regulations, Section 220.12.~~ 7 C.F.R. Section 220.8.

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

Students Health and Fitness Act of 2005, Sections 59-10-310 through 380 - Nutrition standards.

State Board of Education Regulations:

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

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

FOOD SERVICES

Code **EF** Issued **MODEL**

The district food service program operates under the current guidelines and standards established by state and federal laws and the South Carolina State Board of Education.

The purpose of the district food program is as follows:

- to maintain and improve the health and physical fitness of students by providing an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of students
- to provide free or reduced-price meals for students from economically deprived families

The administration will establish rules and procedures which conform to state and federal requirements regarding participation in programs for free and reduced price meals and supplementary food. The administration will report such regulations to the board from time to time for its approval.

Eligibility for students to receive free or reduced price meals will be determined by current federal and state laws. Schools will make every effort to eliminate any social stigma attached to the program and prevent the overt identification of students who are eligible for free or reduced price meals.

The district will not deny any child who a principal or teacher believes is improperly nourished a free lunch, milk, or other food simply because the district has not received proper application from the child's parent/legal guardian.

The board, with the recommendation of the food service supervisor, sets meal prices for students annually based upon South Carolina Department of Education guidelines.

Students/parents/legal guardians wishing to initiate a complaint concerning discrimination in the delivery of benefits or services in the district's school nutrition program should go to the link below or mail a written complaint to the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.S., Washington D.C. 20250-9410, or email, program.intake@usda.gov.

http://www.ascr.usda.gov/complaint_filing_cust.html

Cf. ADF, EFE, IHAE

Adopted ^

Legal references:

A. Federal Law:

1. Child Nutrition Act of 1996 (CNA), 42 U.S.C.A. Section 1771, *et seq.*
2. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

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

1. Sections 59-10-310, *et seq.* - Nutrition standards.

PAGE 2 - EF - FOOD SERVICES

C. Federal Regulations:

1. National School Lunch Program, 7 C.F.R. Section 210.10.
2. School Breakfast Program, 7 C.F.R. Section 220.8.

D. State Board of Education Regulations:

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

MODEL

YORK 3 /ROCK HILL SCHOOL DISTRICT

E - Business Management

Policy EF Food Services

Policy EF Food Services

Issued 7/06

Purpose: To establish the board's vision and the basic structure for district food services.

The district participates in the national school lunch program and provides nutritional, well-balanced breakfasts and lunches in all schools.

The purpose of the district food program is as follows.

- to maintain and improve the health and physical fitness of the school child by providing him/her with an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of the child
- to provide free or reduced-price meals for students from economically deprived families

The board, with the recommendation of the food service director, sets meal prices for students and adults.

The principals are responsible for the cafeteria in their schools. Individual school lunchroom managers work under the supervision of the food service director. The principals and the food service director will work collaboratively on the overall operation of the food service program.

The food service program will be operated under the general recommendations and standards established by the South Carolina State Board of Education.

The administration will establish rules and procedures which conform to state and federal requirements regarding participation in programs for free and reduced price meals and supplementary food. The administration will report such regulations to the board from time to time for its approval.

Adopted 7/24/06

Federal law:

Section 10(a) of the Child Nutrition Act of 1996 (CNA), as amended by P.L.95-166 in 1997.

National School Lunch Program Regulations, Section 210.11.

School Breakfast Program Regulations, Section 220.12.

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

Students Health and Fitness Act of 2005, Sections 59-10-310 through 380 - Nutrition standards.

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

YORK 3 /ROCK HILL SCHOOL DISTRICT

E - Business Management

Policy EF Food Services

AR EF-R Food Service

AR EF-R Student Meal Accounts and Food Service

Issued ~~6/16~~ xx/17

Student Meal Accounts

All cafeteria purchases should be prepaid before meal service. The district offers a variety of methods for parents/legal guardians to fund their students' meal accounts including cash, check, money order, or online payments using MYPAYMENTSPLUS.COM.

Charge accounts

A student may charge up to \$10.00 maximum. A student who charges a meal may not charge any à la carte items or additional items that would result in a cost above and beyond the base meal cost. Parents/legal guardians will receive at least two written notifications prior to a student being denied the ability to charge meals.

Food service employees and each building principal will work together to prevent meal charges from accumulating. Parents/legal guardians are expected to pay all meal charges in full by the last day of the school year. Negative balances that remain will be carried forward to the following school year.

Alternate meals

Once a student has received the maximum number of charged meals, he/she will be provided with an alternate meal consisting of a turkey or cheese sandwich, fresh or cup fruit, and milk. Students will not be charged for alternate meals. In order to safeguard the dignity and confidentiality of students, reasonable efforts must be used to avoid calling attention to a student's unpaid balances and/or inability to pay.

No student will be denied an alternate meal. If a student comes to school with no lunch and no money on an ongoing basis, food service employees or other mandated reporters will report this information to the building principal as this may be a sign of abuse or neglect, and the proper authorities will be contacted.

Modifications will be made to alternate meals to ensure that any students with medically documented special dietary needs are provided with appropriate accommodations.

Unpaid balances

Students with unpaid balances will not be denied a meal if they have money in hand for a meal on a given day.

The food service manager and other school personnel will coordinate communications to parents/legal guardians to resolve unpaid balances in meal accounts. Parents/legal guardians will be contacted via written notices (twice per week), automated call systems, and/or phone calls to parents/legal guardians. These communications will include providing families with information about the free and reduced lunch programs and the programs' application process.

Parents/legal guardians are encouraged to discuss payment arrangements with the food service manager and building principal. In establishing the terms of repayment plans, the district will assess each household's particular circumstances and will consider factors including, but not limited to, employment status, family member medical circumstances, etc. Negative balances of more than \$25.00 not paid in full within five school days of the last instructional day of the school year will be turned over to the Chief Financial Officer, or his/her designee, to initiate formal collection efforts, up to and including legal action if appropriate, to recover the costs for unpaid meal charges.

Surplus balances

At the end of the school year, surplus balances in student meal accounts for those students who pay full or reduced prices for meals will remain in the account and the balance will roll to the next school year or can be reimbursed at the request of the parent.

Students who graduate or withdraw will be notified by mail and given the option to receive a refund for balances of \$5.00 or more. If no response is received within 30 days of the mailing of this notification, the student's meal account will close and the funds will be transferred to the food service program account.

Dissemination of procedures

At the beginning of each school year, the information contained in this administrative rule and any associated procedures will be shared with administrators, principals, school food service professionals, and other district stakeholders charged with the duties related to the food service program. Parents/legal guardians and students will be notified in writing of this rule and any associated procedures at the beginning of the year, upon transferring into the district, or upon transferring into a new school within the district.

Food Service

During each full school day the school food service program will offer breakfast and lunch, as well as snacks for students in organized after-school education or enrichment programs. Each school will encourage all students to participate in these meal opportunities. Schools will make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and the eligible families are encouraged to apply. The program will maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

Upon a physician's request, modified meals will be prepared for students with food allergies or other special food needs. Information on the ingredients used in preparation of school meals will be provided to parents upon request. A diet order form must be completed by a physician to accommodate modified meals. These accommodations will remain in place until the physician discontinues or changes the order. Changes from a physician must be received in writing.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

Each school cafeteria will be staffed by a food service manager who is qualified, certified, and/or credentialed according to current professional standards to administer the school food service program and satisfy reporting requirements.

All food service personnel will have adequate pre-service training in food service operations and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Elementary school students will have 20 minutes to eat lunch once served.

School food service (SFS) guidelines based on South Carolina School Food Service Regulations, South Carolina Student Nutrition and Physical Activity Task Force Recommendations, and the National School Lunch Act and The Dietary Guidelines for Americans will be implemented as follows:

- School food service will offer a minimum of two entree choices at lunch (one choice may be an entree salad).

- School food service will encourage input regarding the selection of food items in schools to be offered in the school meal programs by promoting and encouraging administration, staff, student, and parent participation in taste-tasting events.
- Require that school cafeteria managers meet with student advisory committees in grades four and up twice each year.

- Allow students to purchase at a la carte prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).
- Offer one percent fat and nonfat milk for all grade levels at breakfast and lunch.
- Offer a low-fat meal choice (30 percent or less of calories from fat) at every meal.
- Provide low-fat and nonfat salad dressing.
- Provide information on calories, percentages of fat, and serving sizes of school meal items to help students select appropriate portions of foods.
- Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season. Students can take two to four servings based on school district discretion.
- Offer whole-grain foods in all programs whenever possible to meet bread and cereal requirements.
- Encourage students to try a variety of foods by serving the full reimbursable meal.
- Follow state elementary guidelines for snacks, sweets, and side dishes which have no more than 30 percent of calories from fat, less than 10 percent calories from saturated fat, 10 percent or less of calories from trans fatty acids, and no more than 35 percent of added sugar by weight.
- Limit single-serving food items sold to elementary students to 1/25 ounces for snacks; two ounces for cookies or cereal bars; three ounces for other bakery items; ~~and one half cup for fried potatoes or other fried vegetables.~~
- No beverages will be sold or served to elementary students until after the last regularly scheduled class, including soda, soft drinks, sports drinks, punches, iced teas and coffees, and fruit-based drinks that contain less than 100 percent real fruit juice or that contain added sweeteners.
- All a la carte items at the secondary level will follow these guidelines:
 - Food and/or beverage items served will contain no more than 10 grams of fat (excluding nuts and dairy).
 - Food and/or beverage items served will contain no more than 225 calories.
 - Fruits and vegetables will be offered at any location on the school site where foods are sold whenever possible.

Adopted 7/24/06, Revised 9/25/06, 6/13/16,

FOOD SERVICES

Code **EF-R** Issued **MODEL**

Student Meal Accounts

All cafeteria purchases should be prepaid before meal service. The district offers a variety of methods for parents/legal guardians to fund their students' meal accounts including *[Insert district payment methods here. Note: At least one method must be cost-free and accessible offline.]*

Charge accounts

[Option: The district may implement varying charging policies for students in different grade levels should it so desire. Varying charging policies may also be established for breakfast and lunch service.]

A student may charge up to *[option: dollar amount or number of meals]* maximum. A student who charges a meal may not charge any à la carte items or additional items that would result in a cost above and beyond the base meal cost. Parents/Legal guardians will receive at least one written notification prior to a student being denied the ability to charge meals.

Food service employees and each building principal will work together to prevent meal charges from accumulating. Parents/Legal guardians are expected to pay all meal charges in full by the last day of the school year. Negative balances that remain will be carried forward to the following school year.

Alternate meals

Once a student has received the maximum number of charged meals, he/she will be provided with an alternate meal consisting of *[describe in detail the alternate meal that will be provided]*. Students *[option: will be charged for alternate meals at a rate of \$ ____/will not be charged for alternate meals]*. In order to safeguard the dignity and confidentiality of students, reasonable efforts must be used to avoid calling attention to a student's unpaid balances and/or inability to pay.

No student will be denied an alternate meal. If a student comes to school with no lunch and no money on an ongoing basis, food service employees or other mandated reporters will report this information to the building principal as this may be a sign of abuse or neglect, and the proper authorities will be contacted.

Modifications will be made to alternate meals to ensure that any students with medically documented special dietary needs are provided with appropriate accommodations.

Unpaid balances

Students with unpaid balances will not be denied a meal if they have money in hand for a meal on a given day.

The food service manager and other school personnel will coordinate communications to parents/legal guardians to resolve unpaid balances in meal accounts. *[Option: Insert methods by which schools with contact parents/legal guardians and frequency of such contacts regarding*

PAGE 2 - EF-R - FOOD SERVICES

balances owed; i.e. automated call systems, letters sent out weekly, etc. Written notice must be provided. These communications will include providing families with information about the free and reduced lunch programs and the programs' application process.

Parents/legal guardians are encouraged to discuss payment arrangements with the food service manager and building principal. In establishing the terms of repayment plans, the district will assess each household's particular circumstances and will consider factors including, but not limited to, *[Option: family size, employment status, family member medical circumstances, etc.]*. Negative balances of more than *[Option: insert amount]* not paid in full within ***** days of the last instructional day of the school year *[Note: The district can require payment of these unpaid balances whenever it desires. It does not have to wait until the end of the school year, or it is permissible to wait through the beginning of the next school year.]* will be turned over to the *[Option: insert job title; e.g., food services director or his/her designee]* to initiate formal collection efforts, up to and including legal action if appropriate, to recover the costs for unpaid meal charges.

Surplus balances

At the end of the school year, surplus balances in student meal accounts for those students who pay full price for meals will be *[Option: carried forward to the next year, reimbursed, etc.]*. Students who qualify for reduced price lunch will receive a full refund of any surplus balances.

Students who graduate or withdraw will be notified by mail and given the option to receive a refund or to transfer the surplus meal account funds to students with negative balances. If no response is received within 30 days of the mailing of this notification, the student's meal account will close and the funds will be transferred to *[Option: insert name of fund]*.

Dissemination of procedures

At the beginning of each school year, the information contained in this administrative rule and any associated procedures will be shared with administrators, principals, school food service professionals, and other district stakeholders charged with duties related to the school food services program. Parents/Legal guardians and students will be notified in writing of this rule and any associated procedures at the beginning of the year, upon transferring into the district, or upon transferring into a new school within the district.

Issued ^

YORK 3 /ROCK HILL SCHOOL DISTRICT**E - Business Management****Policy EF Food Services****AR EF-R Food Service****AR EF-R Food Service**

Issued 6/16

During each full school day the school food service program will offer breakfast and lunch, as well as snacks for students in organized after-school education or enrichment programs. Each school will encourage all students to participate in these meal opportunities. Schools will make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and the eligible families are encouraged to apply. The program will maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

Upon a physician's request, modified meals will be prepared for students with food allergies or other special food needs. Information on the ingredients used in preparation of school meals will be provided to parents upon request. A diet order form must be completed by a physician to accommodate modified meals. These accommodations will remain in place until the physician discontinues or changes the order. Changes from a physician must be received in writing.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

Each school cafeteria will be staffed by a food service manager who is qualified, certified, and or credentialed according to current professional standards to administer the school food service program and satisfy reporting requirements.

All food service personnel will have adequate pre-service training in food service operations and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Elementary school students will have 20 minutes to eat lunch once served.

School food service (SFS) guidelines based on South Carolina School Food Service Regulations, South Carolina Student Nutrition and Physical Activity Task Force Recommendations, and the National School Lunch Act and The Dietary Guidelines for Americans will be implemented as follows:

- School food service will offer a minimum of two entrée choices at lunch (one choice may be an entrée salad).
- School food service will encourage input regarding the selection of food items in schools to be offered in the school meal programs by promoting and encouraging administration, staff, student, and parent participation in taste-tasting events.
- Require that school cafeteria managers meet with student advisory committees in grades four and up twice each year.

- Allow students to purchase at á la carte prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).
- Offer one percent fat and nonfat milk for all grade levels at breakfast and lunch.
- Offer a low-fat meal choice (30 percent or less of calories from fat) at every meal.
- Provide low-fat and nonfat salad dressing.
- Provide information on calories, percentages of fat, and serving sizes of school meal items to help students select appropriate portions of foods.
- Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season. Students can take two to four servings based on school district discretion.
- Offer whole-grain foods in all programs whenever possible to meet bread and cereal requirements.
- Encourage students to try a variety of foods by serving the full reimbursable meal.
- Follow state elementary guidelines for snacks, sweets, and side dishes which have no more than 30 percent of calories from fat, less than 10 percent calories from saturated fat, 10 percent or less of calories from trans fatty acids, and no more than 35 percent of added sugar by weight.
- Limit single-serving food items sold to elementary students to 1/25 ounces for snacks; two ounces for cookies or cereal bars; three ounces for other bakery items; and one half cup for fried potatoes or other fried vegetables.
- No beverages will be sold or served to elementary students until after the last regularly scheduled class, including soda, soft drinks, sports drinks, punches, iced teas and coffees, and fruit-based drinks that contain less than 100 percent real fruit juice or that contain added sweeteners.
- All á la carte items at the secondary level will follow these guidelines:
 - Food and/or beverage items served will contain no more than 10 grams of fat (excluding nuts and dairy).
 - Food and/or beverage items served will contain no more than 225 calories.
 - Fruits and vegetables will be offered at any location on the school site where foods are sold whenever possible.

Adopted 7/24/06, Revised 9/25/06, 6/13/16

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

Memo

TO: Dr. Kelly Pew

FROM: Luanne Kokolis

CC: Board Members

DATE: May 16, 2017

SUBJECT: JKE Expulsion and JKE-R Expulsion Rule

Attached are Policy JKE and Administrative Rule JKE-R for first read. The policy and rule have been reviewed by our attorney, Mr. Vernie Williams, with Halligan, Mahoney & Williams, to be certain that the most recent edits meet federal and state statutes.

DRAFT 5/15/2017

EXPULSION OF STUDENTS

Code **JKE** Issued **Draft**

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

A student may be expelled for any reason listed in the Student Code of Conduct (policy JICDA) or for the commission of any crime, gross immorality, gross misbehavior or the violation of any other written policies, rules or regulations established by the board or the state board of education or when the presence of the student is deemed to be detrimental to the best interest of the school.

If procedures for expulsion are initiated, the parent/legal guardian of the student will be notified **using multiple methods of communication (phone and in writing)** ~~in written~~ of the time and the place of a hearing before the district hearing officer. The hearing will take place within **40 5 - 7** school days of the ~~written notification~~ **incident** **barring unforeseen circumstances, such as incarceration, illness, etc., of at** a time and place designated by the school, **unless parent/guardian has requested to delay or if a manifestation determination must be held.** ~~and~~ A decision will be rendered within ~~seven~~ **three** school days of the hearing. The student may be suspended from school and all activities during the time of the expulsion procedures. **It is the district's intention to process hearings and appeals as quickly as possible. in a timely manner in an effort to limit the number of school days missed by the student.**

At the hearing, the parents or legal guardian will have the right to legal counsel and to all other regular legal rights, including the right to question witnesses in a manner determined by the district hearing officer. The student and/or parent/legal guardian has the right to appeal the decision of the district hearing officer. **The first line of appeal is to the superintendent or his/her designee. The superintendent or his/her designee may provide an opportunity for the expelled student to re-enroll and attend classes at an alternative educational setting. The decision of the superintendent or his/her designee may be appealed to the Rock Hill School District Three of York County Board of Trustees. or a subcommittee of three board members.**

Within ~~seven~~ **three** school days of the hearing, the hearing officer will **notify student, parent/legal guardian of the decision as to whether** the student committed the alleged rule violation(s) or misconduct, based upon the evidence presented at the hearing, and the appropriate consequence. If the hearing officer determines that grounds for expulsion exist, he/she may expel for the remainder of the first semester, the remainder of the current school year, or permanently expel. **With a decision to expel, the superintendent, the hearing officer or his/her the superintendent's designee, may make a recommendation that the student receive an application to attend an alternative program.**

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

A student who has been expelled is not permitted on the grounds of any of the district's schools; not permitted to attend school activities, functions or events on or off school grounds, **except for a prearranged conference with an administrator**, and not permitted to board school buses. A student found on school grounds; at school activities, functions or events; or on a school bus, **without permission from administrator**, while expelled will be subject to further discipline.

PAGE 2 – JKE EXPULSION OF STUDENTS

Acts of criminal conduct that may prohibit an expelled student from applying to the alternative program, but are not limited to, the following:

- Firearm on campus
- Selling/distributing drugs on school property or within one-half mile of school grounds
- Brandishing a weapon
- Threats to take life or inflict bodily harm upon a teacher, principal, or members of their family
- Serious crimes in the community

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

Legal references:

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

1. Section 59-19-90(3) - Gives district trustees authority to prescribe rules of pupil conduct, including provisions for suspension or dismissal of those failing to comply with such rules.
2. Section 59-63-210, *et seq.* - Grounds for suspension, expulsion or transfer.
3. Section 59-63-235 - District must expel student.
4. Section 59-63-240 - Expulsion hearings - times, procedures, legal rights appeals.
5. Section 59-63-217 Barring enrollment of student; grounds; notice and hearing; duration of bar.

B. S.C. Cases:

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

DRAFT May 15, 2017

EXPULSION OF STUDENTS

Code **JKE-R** Issued **Draft**

Investigation and Action Taken by the Administrator

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

Notice of expulsion recommendation

By the end of the school day following his or her recommendation of an expulsion, the school administrator will notify the student's parent/guardian of the recommendation by phone and in writing of the following:

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

- the rule(s) or infraction alleged to have occurred
- the right of the student to review his/her record, including the investigative documents the administration intends to present at the expulsion hearing
- the right of the student to a hearing on the evidence
- the time and place of the hearing, which must be held within ~~10~~ **5-7** school days of the date of **the incident** ~~notification barring unforeseen circumstances, such as incarceration, illness, etc., unless the parent/legal guardian or his/her representative~~ **ask for a delay** ~~agree otherwise~~
- the procedure to be followed at the hearing, including the right to be represented by legal **counsel**

Hearing procedure

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

Action following the hearing

Within ~~seven~~ **three** school days of the hearing, the hearing officer **will notify the student, the parent/legal guardian of the decision as to whether the student** ~~will decide whether the student~~ committed the alleged rule violation(s) or misconduct, based upon the evidence presented at the hearing, and the appropriate consequence. If the hearing officer determines that grounds for expulsion exist, he/she may expel for the remainder of the first semester, the remainder of the

PAGE 2 - JKE-R - EXPULSION OF STUDENTS

current school year, or permanently expel. **With a decision to expel, the superintendent, the hearing officer or his/her or the superintendent's designee, may make a recommendation that the student receive an application to attend an alternative program in lieu of expulsion.**

During the investigation, the hearing officer will be guided by doing the right thing over policy if doing so allows the student to stay in their home school. After considering all the evidence and testimony presented at the hearing, the hearing officer has the discretion to return the student to his or her homeschool. The hearing officer may consult with the Superintendent or the Superintendent's designee prior to returning a student to his or her homeschool.

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

Expulsion appeals

If the hearing officer has determined that grounds for expulsion exist, the student/parent/legal guardian may appeal the decision of the district hearing officer. **The first line of appeal is to the superintendent or his/her designee within five days of the hearing officer's decision. The superintendent or his/her designee may provide an opportunity for the expelled student to re-enroll and attend classes at an alternative educational setting. The decision of the superintendent or his/her designee may be appealed to the Rock Hill School District Three of York County Board of Trustees. or a subcommittee of three board members. The appeal must be made in writing within five days of the superintendent or his/her designee's decision.**

~~The appeal may be heard by the full board or may be heard by a subcommittee comprised of three members of the board, provided written notice of appeal is made to the Superintendent or his/her designee within five school days of notification of the executive director's decision. The decision of the three member panel or the **The decision of the** full board is final. An appeal will normally be limited to the established record, and no new testimony will be allowed unless the board desires to hear additional testimony. The board may uphold, reverse or alter the expulsion or reassignment **alternative placement** decision of the hearing officer reassignment of the superintendent or his/her designee. If the recommendation for expulsion or reassignment or **alternative placement** is reversed on appeal, all absences resulting from the suspension will be excused and the student's record cleared. The student will be allowed to make up all missed work.~~

~~The board will conduct an expulsion or reassignment **alternative placement** appeal within 10 school days at the next scheduled meeting of the board after receiving of the written notification of an appeal, **unless a delay is requested by the parent/guardian.** —at a time and place designated by The board and will render a decision within seven **in writing within three after the meeting and will send confirmation by mail the next school day,** school days of the hearing.~~

Petitions for readmission

Students who have been expelled for the remainder of the current school year or for the remainder of a semester, in some cases in high school, may make a written request to the Superintendent or his/her designee for readmission for the subsequent semester or school year. The request must be in the form of a reflection letter written by the student and signed by both the parent/legal guardian and the student. The letter will meet the guidelines described in the attached expulsion reentry course description. All students must complete the mandatory portion

Rock Hill School District Three of York County

PAGE 2 - JKE-R - EXPULSION OF STUDENTS

~~of the expulsion reentry course. Students in high school who have been expelled and are reenrolled in an alternative program do not need to complete the reentry course. Middle school students will not have to complete all parts of the expulsion reentry course.~~

If the Superintendent or his/her designee denies the student's request, or in all cases of permanent expulsion, the student may make a written request to the school board for readmission, and may include a request to appear before the board. If the request is denied by the board, the student may submit another request prior to the following school year.

Issued 5/14/12; Revised ^

Memo

TO: Dr. Kelly Pew
FROM: Terri Smith
DATE: May 16, 2017
SUBJECT: Meal prices for FY 2017-2018

USDA (US Department of Agriculture) requires school districts participating in the National School Lunch Program to ensure sufficient funds are provided to cover meals served to students not eligible for free or reduced meals. School districts that charge less than \$2.86 for paid lunches must either increase their meal prices using the weighted average formula provided by USDA or transfer funds from the general fund to the food service program.

Based on the USDA weighted average price calculator, the required price increase for FY 2017-2018 is \$0.10. If the district does not increase the meal price by \$0.10, the district would be required to transfer \$167,261 from the general fund to the food service program.

The recommendation is to increase breakfast and lunch meal prices by \$0.10 for FY 2017-2018 for both elementary and secondary.

Current year (FY 2016-2017) meal prices for all York County school districts are listed below for comparison.

FY 2016-2017	Elem breakfast	Elem lunch	Secondary breakfast	Secondary lunch
York 1	1.00	2.25	1.00	2.35
York 2	1.60	2.40	1.60	2.65
York 3	1.00	2.10	1.00	2.35
York 4	1.30	2.20	1.30	2.45

Note: FY 2016-2017 lunch meal prices reflect a \$0.10 increase from FY 2015-2016 meal prices as required by USDA.

Memo

TO: Dr. Kelly Pew
FROM: Anthony Cox, P.E.
DATE: May 18, 2017
SUBJECT: CAPITAL OUTLAY PROGRAM – Construction Management Document
CC: Brian Vaughan / William Klein (JM Cope) / Terri Smith / Beth Lifsey /
Lorine Edwards (JM Cope) / Kathy Fletcher (JM Cope)

A proposed revision to the Master Plan 2015-2020 Five Year Projects List was reviewed at the April 4, 2017 Work Session of the Board of Trustees. The purpose of the revision was to shift format and structure of the Projects List from a Master Planning document to a Construction Projects Management Application. As presented to the Board in April, justification for the change is outlined in the attached Discussion Paper.

Questions and requests for further information by the Board have resulted in a modified document, "Rock Hill Schools Capital Outlay Program", which is attached for the Board's use. This new document now includes all capital outlay project estimates, including the Five Year Technology Plan and special capital funding for the new District Office.

The new document also updates cost estimates and explains changes to projects originally programmed or approved amounts. For brevity, only those line items whose change from the original cost estimate is plus or minus 20% or greater have specific explanations. In general, however, changes in projects stem from:

1. **Contract/procurement "packaging"** of separate projects or elements of projects for best value.
2. Continuing **changes to instructional / school needs**.
3. Unforeseen **code compliance** requirements.

4. Construction **market conditions** including workforce availability.
5. Unforeseen requirements found in detailed **construction phase planning & assessments**.
6. Results of our recent **Demographics Study** on capacity.
7. Results of our **High School Athletics Facilities Assessment Report**.

An index listing original project titles by project tracking number is also included for the reference of the Board. Our team looks forward to sharing this new document with the Board at its upcoming Work Session on May 8, 2017.

Requesting the Board's Approval of the 2016/2020 Five Year Capital Improvements Plan

CAPITAL OUTLAY PROGRAM:

Project Site/Title (Modifier)	Original Project Estimate (\$110 Million Referendum)	Internal Reallocations (\$110 Million Referendum)	Current Project Estimate (\$110 Million Referendum)	Capital Funds 2014 & Prior (586)	Transfer from General Fund (515)	Land Sale Proceeds (515)	Sinking Fund from Debt Service (572)	Funds 8% Capacity (571)	Current Project Costs Estimate	Percent Change	<div>Changes in project estimates are due primarily to:</div> <div>1. Contract/procurement packaging for best value. 2. Changes to instructional / school needs. 3. Unforeseen code compliance requirements. 4. Market conditions including workforce availability. 5. Detailed construction phase planning & assessments. 6. Results of Demographics Study on capacity. 7. Results of HS Athletics Assessment Report.</div>
	(A)	(B)	(C) = (A + B)	(D)	(E)	(F)	(G)	(H)	(I) = (C+D+E+F+G+H)	(I-A)/A	
A. Building Renovations											
1. Applied Technology Center (376)	3,424,787	2,000,000	5,424,787					228,016	5,652,803	65.1%	Repackaged project with restroom repairs line item and HVAC repairs line item.
2. Belleview Elementary (409)	786,916	-286,916	500,000						500,000	-36.5%	Construction planning assessment resulted in fewer critical needs.
3. District Support Sites (377)	600,000		600,000	445,206					1,045,206	74.2%	New building codes compliance for district data server room at Flexible Learning Center. Additional capacity for uninterrupted power supply and backup generator.
4. Central Child Development Center (413)	250,000		250,000						250,000	0.0%	
5. Ebinport Elementary (371)	2,900,000	-376,230	2,523,770	43,074					2,566,844	-11.5%	
6. Finley Road Elementary (409)	786,916	-286,916	500,000						500,000	-36.5%	Construction planning assessment resulted in fewer critical needs.
7. Flooring Replacements (410)	200,000		200,000						200,000	0.0%	
8. Lesslie Elementary (409)	786,918	-286,918	500,000						500,000	-36.5%	Construction planning assessment resulted in fewer critical needs.
9. Northside Elementary (372)	5,000,000	229,000	5,229,000	150,000					5,379,000	7.6%	
10. Northwestern High (375)	8,040,496	21,598	8,062,094						8,062,094	0.3%	
11. Oakdale Elementary (408)	1,600,000		1,600,000	395,237					1,995,237	24.7%	Construction planning assessment resulted in greater critical needs. Added Makerspace SF for capacity and program support.
12. Rawlinson Road Middle (376)	3,250,213	1,019,034	4,269,247						4,269,247	31.4%	Original scope increased due to construction phase detailed assessment. Unforeseen code compliance issues. Repackaged with restroom repairs line item.
13. Richmond Drive Elementary (373)	2,100,000		2,100,000	6,553					2,106,553	0.3%	
14. Rock Hill High (375)	8,087,643	-121,828	7,965,815						7,965,815	-1.5%	
15. Rosewood Elementary (384)	2,000,000	-500,000	1,500,000						1,500,000	-25.0%	Eliminated planned classroom addition due to revised enrollment forecasts.
16. Saluda Trail Middle (415)	250,000	146,000	396,000						396,000	58.4%	Original scope increased due to construction phase detailed assessment. Added scope in 2016 for Makerspace SF for program support.
17. South Pointe High (416)	400,000	573,337	973,337						973,337	143.3%	Original scope increased due to construction phase detailed assessment. Added scope in 2016 for Makerspace SF for program support. Repackaged with athletics improvements project (wrestling room) for best bid results.
18. Sunset Park (382)	3,000,000	550,074	3,550,074						3,550,074	18.3%	
19. Sylvia Circle (383)	1,762,697	-1,762,697	-						0	-100.0%	Original scope was primarily modernization for Montessori program. Instead Montessori program consolidated to Ebenezer campus. Building repurposed to community support missions.(ParentSmart, T3, Head Start).
20. Upgrade/Renovate Media Centers (374)	360,000	13,648	373,648						373,648	3.8%	
Total Building Renovations	45,586,586	931,186	46,517,772	1,040,070	0		0	228,016	47,785,858	-4.8%	
B. Repairs & Replacements											
1. Applied Technology Center (HVAC) - (392)	1,500,000	-1,500,000	-						-	-100.0%	Combined scope of this project to main ATC renovation project.
2. Band Instruments Replacements (395)	90,000		90,000						90,000	0.0%	
3. Band Uniforms Replacements (394)	60,000		60,000						60,000	0.0%	
4. City Stadium Restroom Renovation (396)	75,000		75,000						75,000	0.0%	
5. Modular Units HVAC Replacements (393)	1,000,000		1,000,000						1,000,000	0.0%	
6. Northwestern Structural Repairs (390)	1,196,500	911,270	2,107,770	78,770					2,186,540	82.7%	Original scope was repairs to brick exterior on building D and E. Scope of work was increased due to recommendations of engineer study.
7. Replace/Upgrade Custodial Equipment (385)	425,000		425,000						425,000	0.0%	
8. Restroom Renovations (363)	2,512,000	-1,023,457	1,488,543						1,488,543	-40.7%	Combined scope at ATC and RRMS to main renovation projects.
9. Rock Hill High Structural Repairs (390)	1,203,500	275,689	1,479,189	702,983					2,182,172	81.3%	Original scope was repairs to brick exterior on building D and E. Scope of work was increased due to recommendations of engineer study.
10. Roof Replacements (362)	4,901,476		4,901,476						4,901,476	0.0%	
11. Upgrade Furniture, Fixtures & Equipment (364)	1,600,000		1,600,000						1,600,000	0.0%	
12. Upgrade Support Systems (361, 391)	109,820		109,820						109,820	0.0%	
Total Repairs and Replacements	14,673,296	-1,336,498	13,336,798	781,753	0		0	0	14,118,551	-3.8%	
C. New Construction											
1. Ebenezer Ave and Sylvia Circle Elementary (383)	3,237,303	2,130,097	5,367,400				3,000,000		8,367,400	158.5%	Expanded classroom capacity by 58%. Substantial additional code requirements (OSF, SCDOT, CORH). Construction market conditions affected bids.
2. India Hook Elementary (378)	300,000		300,000						300,000	0.0%	
3. Sullivan Middle Language Academy (412)	24,000,000	907,541	24,907,541		1,230,957		769,041		26,907,539	12.1%	
Total New Construction	27,537,303	3,037,638	30,574,941	0	1,230,957		3,769,041	0	35,574,939	29.2%	

CAPITAL OUTLAY PROGRAM:

Project Site/Title (Modifier)	Original Project Estimate (\$110 Million Referendum)	Internal Reallocations (\$110 Million Referendum)	Current Project Estimate (\$110 Million Referendum)	Capital Funds 2014 & Prior (586)	Transfer from General Fund (515)	Land Sale Proceeds (515)	Sinking Fund from Debt Service (572)	Funds 8% Capacity (571)	Current Project Costs Estimate	Percent Change	Changes in project estimates are due primarily to: 1. Contract/procurement packaging for best value. 2. Changes to instructional / school needs. 3. Unforeseen code compliance requirements. 4. Market conditions including workforce availability. 5. Detailed construction phase planning & assessments. 6. Results of Demographics Study on capacity. 7. Results of HS Athletics Assessment Report.
	(A)	(B)	(C) = (A + B)	(D)	(E)	(F)	(G)	(H)	(I) = (C+D+E+F+G+H)	(I-A)/A	
D. Buses & Grounds											
1. Athletic Facilities & Equipment Improvements (404)	400,000	-200,000	200,000						200,000	-50.0%	Estimate adjusted based on amount of needs identified by middle and high school administrators.
2. Athletic Field Lighting Upgrades (368)	820,000	-400,000	420,000						420,000	-48.8%	Based on detailed assessment and cost of baseball lights (completed), adjusted estimate for remaining work (soccer fields).
3. Grounds & Paving (366)	550,000	0	550,000					34,835	584,835	6.3%	
4. Grounds & Sidewalks Improvements (370)	350,000	-233,000	117,000						117,000	-66.6%	Original scope included results from Safe Routes To Schools studies. Contract packaging required reallocation to main projects at Saluda Trail, Sullivan and Ebenezer.
5. HS Athletic Facilities Improvements (386++)	1,725,000.00	-1,199,317	525,683		144,317				670,000	-61.2%	Project is recommendations from HS Athletics Assessment Report. Contract packaging required reallocation to main projects at NHS and RHHS.
6. Parking/Driveway Alterations & Replacements (405)	550,000	-366,400	183,600						183,600	-66.6%	Contract packaging required reallocation to main projects at Ebenezer and Northside.
7. Replacement & Improvements to Playgrounds (369)	800,000		800,000						800,000	0.0%	
8. Support Vehicle Replacements (365)	1,520,000		1,520,000						1,520,000	0.0%	
9. Track Repairs & Upgrades (367)	1,060,000	-322,990	737,010						737,010	-30.5%	Reallocated to main Language Immersion Academy project at Sullivan.
10. Upgrade Football/Soccer Fields (406)	390,000	-390,000	-						0	-100.0%	Original scope included lighting at MS fields. Reviewing necessity for improvements at these fields.
11. Upgrade HS Athletic Fields (407)	1,050,000	-1,050,000	-						0	-100.0%	Original scope included artificial turf practice fields. Reviewing necessity for these improvements.
Total Buses & Grounds	9,215,000	-4,161,707	5,053,293	0	144,317		0	34,835	5,232,445	-43.2%	
E. Safety & Energy Efficiency											
1. ADA & Code Compliance (353)	500,000		500,000						500,000	0.0%	
2. Asbestos Abatement & Maintenance (358)	850,000		850,000						850,000	0.0%	
3. Defibrillators (389)	60,000		60,000						60,000	0.0%	
4. Energy Retrofit Projects (359, 360)	2,000,000		2,000,000						2,000,000	0.0%	
5. Intercom System Upgrades (355)	3,250,000	-38,639	3,211,361						3,211,361	-1.2%	
6. Lighted Digital Marquee Signs (354)	500,000		500,000					3,149	503,149	0.6%	
7. Renovate/Upgrade Detention Basins (357)	265,000	-220,000	45,000						45,000	-83.0%	Reduced scope based on finding of Engineering Assessment of Stormwater Systems.
8. Safety & Security Improvements - Phase II (351)	1,850,000		1,850,000					367,130	2,217,130	19.8%	Increased after detailed assessments of critical systems (fire alarm, access control, etc.)
9. Strategic Security Fencing (352)	525,000	-84,014	440,986						440,986	-16.0%	
10. Upgrade & Replace Grease Interceptors (356)	150,000	-50,000	100,000					61,047	161,047	7.4%	
Total Safety & Energy Efficiency	9,950,000	-392,653	9,557,347	0	0		0	431,326	9,988,673	0.4%	
F. Other Capital Needs											
Management	2,582,000		2,582,000						2,582,000	0.0%	
Technology Plan Infrastructure	455,815		455,815					21,000,000	21,455,815	0.0%	
Total Other Capital Needs	3,037,815	0	3,037,815	0	0		0	21,000,000	24,037,815	0.0%	
Subtotal	110,000,000	-1,922,034	108,077,966	1,821,823	1,375,274		3,769,041	21,694,177	136,738,281	5.2%	(Excludes \$21MM Technology 8%)
Program Contingency		1,922,034	1,922,034					3,305,823	5,227,857		
Program Total (Excluding New District Office)	\$ 110,000,000	\$ -	\$ 110,000,000	\$ 1,821,823	\$ 1,375,274	\$ -	\$ 3,769,041	\$ 25,000,000	\$ 141,966,138	5.2%	(Percentage change above \$135MM for 5 year plan)
G. New District Office											
New District Office			\$ 115,115			\$ 3,177,905	\$ 3,206,980		\$ 6,500,000		
Total New District Office	0	0	\$ 115,115		\$ -	\$ 3,177,905	\$ 3,206,980	\$ -	\$ 6,500,000		
Net Cost of Bond Issuance							23,979		23,979		
Program Grand Total (w/ New District Office)	\$ 110,000,000	-	\$ 110,000,000	\$ 1,936,938	\$ 1,375,274	\$ 3,177,905	\$ 7,000,000	\$ 25,000,000	\$ 148,490,117		

		Mod
SAFETY & ENERGY	Safety & Security Improvements - Phase II (351)	351
SAFETY & ENERGY	Strategic Security Fencing (352)	352
SAFETY & ENERGY	ADA & Code Compliance (353)	353
SAFETY & ENERGY	Lighted Digital Marquee Signs (354)	354
SAFETY & ENERGY	Intercom System Upgrades (355)	355
SAFETY & ENERGY	Upgrade & Replace Grease Interceptors (356)	356
SAFETY & ENERGY	Renovate/Upgrade Detention Basins (357)	357
SAFETY & ENERGY	Asbestos Abatement & Maintenance (358)	358
SAFETY & ENERGY	Energy Retrofit Projects (359, 360)	359
SAFETY & ENERGY	Energy Retrofit Projects (359, 360)	360
REPAIR & REPLACEMENTS	Upgrade Support Systems (361, 391)	361
REPAIR & REPLACEMENTS	Roof Replacements (362)	362
REPAIR & REPLACEMENTS	Restroom Renovations (363)	363
REPAIR & REPLACEMENTS	Upgrade Furniture, Fixtures & Equipment (364)	364
BUSES & GROUNDS	Support Vehicle Replacements (365)	365
BUSES & GROUNDS	Grounds & Paving (366)	366
BUSES & GROUNDS	Track Repairs & Upgrades (367)	367
BUSES & GROUNDS	Athletic Field Lighting Upgrades (368)	368
BUSES & GROUNDS	Replacement & Improvements to Playgrounds (369)	369
BUSES & GROUNDS	Grounds & Sidewalks Improvements (370)	370
BUILDING RENOVATIONS	Ebinport Elementary (371)	371
BUILDING RENOVATIONS	Northside Elementary (372)	372
BUILDING RENOVATIONS	Richmond Drive Elementary (373)	373
BUILDING RENOVATIONS	Upgrade/Renovate Media Centers (374)	374
BUILDING RENOVATIONS	Northwestern High (375)	375
BUILDING RENOVATIONS	Rock Hill High (375)	375
BUILDING RENOVATIONS	Applied Technology Center (376)	376
BUILDING RENOVATIONS	Rawlinson Road Middle (376)	376
BUILDING RENOVATIONS	District Support Sites (377)	377
NEW CONSTRUCTION	India Hook Elementary (378)	378
BUILDING RENOVATIONS	Sunset Park (382)	382
BUILDING RENOVATIONS	Ebenezer Elementary (383)	383
BUILDING RENOVATIONS	Slyvia Circle (383)	383
BUILDING RENOVATIONS	Rosewood Elementary (384)	384
REPAIR & REPLACEMENTS	Replace/Upgrade Custodial Equipment (385)	385
BUSES & GROUNDS	HS Athletic Facilities Improvements (386++)	386
SAFETY & ENERGY	Defibrillators (389)	389
REPAIR & REPLACEMENTS	Northwestern Structural Repairs (390)	390
REPAIR & REPLACEMENTS	Rock Hill High Structural Repairs (390)	390
REPAIR & REPLACEMENTS	Upgrade Support Systems (361, 391)	391
REPAIR & REPLACEMENTS	Applied Technology Center (392)	392
REPAIR & REPLACEMENTS	Modular Units HVAC Replacements (393)	393
REPAIR & REPLACEMENTS	Band Uniforms Replacements (394)	394
REPAIR & REPLACEMENTS	Band Instruments Replacements (395)	395
REPAIR & REPLACEMENTS	City Stadium Restroom Renovation (396)	396
BUSES & GROUNDS	Athletic Facilities & Equipment Improvements (404)	404
BUSES & GROUNDS	Parking/Driveway Alterations & Replacements (405)	405
BUSES & GROUNDS	Upgrade Football/Soccer Fields (406)	406
BUSES & GROUNDS	Upgrade HS Athletic Fields (407)	407
BUILDING RENOVATIONS	Oakdale Elementary (408)	408
BUILDING RENOVATIONS	Bellevue Elementary (409)	409
BUILDING RENOVATIONS	Finley Road Elementary (409)	409
BUILDING RENOVATIONS	Leslie Elementary (409)	409
BUILDING RENOVATIONS	Flooring Replacements (410)	410
NEW CONSTRUCTION	Sullivan Middle Language Academy (412)	412
NEW CONSTRUCTION	Central Child Development Center (413)	413
BUILDING RENOVATIONS	Saluda Trail Middle (415)	415
BUILDING RENOVATIONS	South Pointe High (416)	416

Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017 18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Signature	
Kelly L. Paw	Kelly L. Paw 9/22/16
Superintendent's Printed Name	Superintendent's Signature Date

Yes	<p>O Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."</p>
Yes	<p>Terms and Conditions for SCDE Grant Programs</p> <p>A Completeness of Proposal All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p> <p>B Termination The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>C Travel Costs Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.</p> <p>D Honoraria Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.</p> <p>E Obligation of Grant Funds Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.</p> <p>F Use of Grant Funds Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.</p> <p>G Copyright The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p> <p>H Documentation The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.</p> <p>I Reports The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.</p> <p>J Certification Regarding Suspension and Debarment. By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> ◦ Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; ◦ Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, ◦ forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and ◦ Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity. <p>K Audits</p> <ul style="list-style-type: none"> • Entities expending \$500,000 or more in federal awards: Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than \$500,000 in federal awards: Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO). <p>L Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.</p> <p>M Reduction in Budgets and Negotiations. The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. <i>All final decisions are that of the SCDE.</i></p> <p>N Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Yes

General Grant Assurances for Districts

As the duly authorized representative of Rock Hill School District, York 3, I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)) if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statutes, regulations, program plans, and applications.
- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)." "
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

Assurances for District Strategic Plan (Mandated Component)

Assurances, checked by the district superintendent, attest that the district complies with all applicable requirements

Yes	Academic Assistance, PreK-3 The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4-12 The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK-3 The district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Yes	Office of Health and Nutrition As required by the Students Health and Fitness Act (section 59-10-330 (B)), the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.
	Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts 1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.

Terms and Conditions for SCDE Grant Programs continued

(Page 2 of 2)

- forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- ❖ Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- ❖ Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- ❖ Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

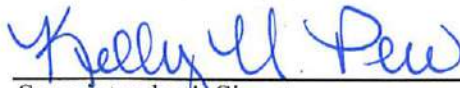
N. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

O. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Kelly U. Pew

Superintendent's Printed Name
(For district and school plans)


Superintendent's Signature

4.25.17
Date

Terms and Conditions for SCDE Grant Programs
(Page 1 of 2)

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- ❖ Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,

- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.
- O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Kelly U. Pew

Superintendent's Printed Name
(For district and school plans)

Kelly U. Pew

Superintendent's Signature

4.25.17

Date

General Grant Assurances for Districts

As the duly authorized representative of Rock Hill School District Three of York County
(Please print or type name of District)

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44- 107-10 *et seq.* (Supp. 2009)) if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, *EDGAR* (1999), and other applicable statutes, regulations, program plans, and applications.

Chapter 59 of Title 59:

Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Kelly U. Pew

Superintendent's Printed Name
(For district and school plans)

Kelly U. Pew

Superintendent's Signature

4-25-17

Date

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

District Reading Plan

The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.

4K and 5K Readiness Assessment

The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.

Third Grade Retention

The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017–18 school year.

Reading Coaches

The district supports school based reading coaches in every elementary school.

Interventions

The district provides interventions based on data for all students identified.

Summer Reading Camps

The district offers summer reading camps for those students identified.

Kelly U. Pew

Superintendent's Printed Name
(For district and school plans)

Kelly U. Pew

Superintendent's Signature

4.25.17

Date

✓ **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

✓ **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

✓ **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✓ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Office of Health and Nutrition Assurance

✓ As required by the **Students Health and Fitness Act [section 59-10-330 (B)]**, the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

ASSURANCES FOR DISTRICT/SCHOOL PLANS

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.

Academic Assistance, PreK-3

The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Academic Assistance, Grades 4-12

The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Parent Involvement

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

Technology

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

[illegible]

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

District Literacy Leadership Team for Read to Succeed

District Read to Succeed Literacy Leadership Team Lead	Jill Pappas
District Read to Succeed Literacy Leadership Team	Harriet Jaworowski
Principal	Ozzie Ahl
Principal	Elissa Cox
Principal	John Kirell
Principal	Sarah Lynn Hayes
Principal	Terrence Aldridge
Principal	Nakia Barnes
Principal	Don Gillman
Principal	Kevin Davis
Teacher	Bud Cope
Teacher	Heater Jackson
Teacher	Rise Strickland
Teacher	James Daigle
Parent/Guardian	Tyrone Hart
Parent/Guardian	Lt. Rod Stinson
Parent/Guardian	Kim Keel
Parent/Guardian	Neal Barber
Parent/Guardian	David Brown
Parent/Guardian	Amy Faulkenberry
Community Member	Rob Youngblood
Community Member	Melvin Poole
Community Member	Wayne Wingate
Community Member	Jennie Rakestraw
Private School Representative	The Goddard School
District Level Administrator	Harriet Jaworowski
District Level Administrator	Rich Melzer
District Level Administrator	Tanya Campbell
District Level Administrator	Joel Whitesides
District Level Administrator	Keith Wilks
District Level Administrator	Derek McQuiston
District Level Administrator	Terri Smith
District Level Administrator	Tony Cox
District Level Administrator	Bill Cook
District Level Administrator	Chris Odom
District Level Administrator	Derek Owens
District Level Administrator	Karen Price
District Level Administrator	Brian Vaughan
District Level Administrator	Heather Rollins
Paraprofessional	Ana Glosson
District Read to Succeed Literacy Leadership Team	Bill Cook
District Read to Succeed Literacy Leadership Team	Nancy turner

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

(Mandated Component)

List the name of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------------|
| 1. Superintendent | <u>Kelly U. Pew</u> |
| 2. Principal | <u>Ozzie Ahl</u> |
| 3. Teacher | <u>Gwen Colter</u> |
| 4. Parent/Guardian | <u>Jimmy Jurado</u> |
| 5. Community Member | <u>Jack Bagwell</u> |
| 6. Private School Representative(s) | <u>Amy Goddard</u> |
| 7. District Level Administrators(s) | <u>Luanne Kokolis</u> |
| 8. Paraprofessional(s) | <u>Cheryl Rogers</u> |
| 9. District Read to Succeed Literacy Leadership Team Lead | <u>Jill Pappas</u> |
| 10. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the District Literacy Leadership Team for Read to Succeed

<u>POSITION</u>	<u>NAME</u>
<u>District Read to Succeed Literacy Leadership Team</u>	<u>List Attached</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

				Superintendent Planning	of student work in community			
e. Monitor school improvement plans to ensure shared vision and beliefs are embedded	A	Cabinet Leadership Team	SIP Framework and Expectations, pathway training, rubric training	Associate Superintendents, Executive Directors, Directors, Principals	SIP Plans, rubrics, parent, student and community surveys	Annually by semester	August 2014	June 2019
f. Provide opportunities for parents multiple times during the day and evening to be involved in their child's education	E	School leadership team	School calendar, school to home communications, school activities	Principal, School leadership Team	School climate survey	Annually	August 2014	June 2019

April 2015

Statement of Need:

- A. The AdvancEd 2013 Self-Assessment for shared vision and beliefs scored a rating of 3 (with 4 being the optimum score) for Accreditation Standard 1, Purpose and Direction.
- B. The 2012-13 school climate survey indicates that 47% of parents perceive they have not been invited to visit their child's classroom during the school day.
- C. The 2012-13 school climate survey indicates that 45% of parents perceive that teachers do not say good things about their children.
- D. Currently only student work in the visual and performing arts is displayed in the community.
- E. The 2012-13 School climate survey indicates that 59% of parents have a work schedule that makes it difficult for them to be involved.

Objectives:

- A. Increase rating on self-assessment to 4, where commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making by 2019.
- B. Decrease the percentage of parents who perceive they have not been invited to their child's classroom during the school day to 30% by 2019.
- C. Decrease the percentage of parents who perceive that teachers do not say good things about their children to 10% by 2019.
- D. Increase the quantity and variety of student work displayed in the community to at least 10 venues and multiple content areas by 2019.
- E. Decrease the percentage of parents whose work schedule limits involvement to 30% by 2019.

		Implementation		Monitoring			Completion	
Action Steps/Strategies	Need	Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
a. Develop communication plan where two way communications between staff and stakeholders exists related to educational programs and equitable learning experiences.	A	Cabinet Leadership Team	Instruction and Planning Departments	Cabinet Principals	Climate survey, Website, Facebook	August 2014 Annual Review	August 2014	June 2019
b. Develop opportunities for parents to be invited to classrooms, programs, and school events	A,B	School Leadership Team, School Improvement Council	Communication tools, website, school newsletters, school to home communication	Principals	Climate survey, Website, Facebook, Social media, School based activities and programs	August 2014 Annual review	August 2014	June 2019
c. Develop school to parent connections to discuss positive student performance and behaviors	C	School Leadership Team, School Improvement Council	Communication tools, website, school newsletters, school to home communication	Principals	Climate survey Teacher communication logs	August 2014 Annual review	August 2014	June 2019
d. Engage and collaborate with the city/community/businesses	D	Cabinet Leadership Team	City Department Chairs, Business Partners	Director of Staff Development, Associate	Increased challenge based learning, variety and content	August 2014 by semester	August 2014	June 2019

**Rock Hill Schools
Strategic Plan 2014-2019**

District	Goal Leaders:	Dr. Kokolis, Mr. Melzer	Goal 3	Goal Area:	Teacher Quality, School Climate	
Performance Goal A. Increase rating on self-assessment to 4, where commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making by 2019.						
Performance Goal B. Decrease the percentage of parents who perceive they have not been invited to their child's classroom during the school day to 30% by 2019.						
Performance Goal C. Decrease the percentage of parents who perceive that teachers do not say good things about their children to 10% by 2019.						
Performance Goal D. Increase the quantity and variety of student work displayed in the community to at least 10 venues and multiple content areas by 2019.						
Performance Goal E. Decrease the percentage of parents whose work schedule limits involvement to 30% by 2019..						
Performance Goal A – Baseline: Rating 3		Interim: Rating 3.5		Five Year Goal – Rating: 4		
Performance Goal B – Baseline: 47%		Interim: 37%		Five Year Goal: 30%		
Performance Goal C – Baseline: 45%		Interim: 30%		Five Year Goal: 10%		
Performance Goal D – Baseline: 2		Interim: 7 venues		Five Year Goal: 10 venues		
Performance Goal E – Baseline: 59%		Interim: 45%		Five Year Goal: 30%		
Average Baseline		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Goal A Rating 3	Projected Data Goal A	3	3.2	3.5	3.7	4
Goal B 47%	Goal B	45%	42%	37%	35%	30%
Goal C 45%	Goal C	40%	35%	30%	20%	10%
Goal D 2 venues	Goal D	4	5	7	8	10
Goal E 59%	Goal E	54%	50%	45%	38%	30%
	Actual Data/2014 Climate			Mid-point survey AdvancED – Shared Vision 3 - New Mission Statement		
	Goal A	3	3			
	Goal B	42.7%	45%	47.2%		
	Goal C	41.1%	40%	45.2		
	Goal D	4 venues – iPad Kiosks of student work taken to Gala and two Employment recruitment fairs Charlotte; i3 Conference SCASA	6 venues Kiosks gala Kiosks parent nights Arts Center student work display School choice fair	7 venues and new Freedom Walkway		
	Goal E	60.6%	62%	52%		

4. Campus & building security systems improvements	A	RHSD Safety Committee, Facilities Department	Safety Capital Program 2013	Brian Vaughan Kevin Wren	Project completion	Status Reports Quarterly	May 2016	June 2019
5. Improve and standardize safety and security management system of procedures	A	RHSD Safety Committee, School Safety Teams	Support services	Kevin Wren Keith Wilks	State climate surveys	Annual to Board	May 2015	June 2019
6. Use workshop format to expand and improve Parenting Education for Social Media, Social Issues, and understanding child developmental issues	B	Executive Dir. Student Services Guidance Counselors	Community collaboration with agencies who provide services and training	Keith Wilks & Luanne Kokolis	Pre & Post Surveys for participants to establish baseline data and examine change in perspective and perceptions	Annually	May 2015	June 2019

		Implementation		Monitoring			Completion	
Action Steps/Strategies	Need	Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
7. Develop student mentoring programs	B, C	Assigned faculty, staff and certified community agency partners	Mentor training	School site administration	State climate survey	Annually	Aug 2015	June 2019
8. Expand the Positive Behavior Intervention System to all secondary schools	B, C	Exec. Dir. Student Services, Assistant Principals	Train the trainer for presenters & time to receive and provide training	School site administration	Discipline reports, suspension data, climate survey	End of each Semester/ Annually	Aug 2016	June 2019
9. Diversity awareness training for all students and staff; Promote staff awareness of SunTrust Employee Assistance Program	C	Exec. Dir. Student Services, Assistant Principals, Guidance Counselors	Train the trainer for presenters, time to receive and provide training and access to the examination online; EAP program breakdown of services for staff	Planning Dept. and Student Services Dept.	Training schedule, climate survey	Annually	Aug 2014	June 2019
April 2015								

Statement of Need:

Stakeholders include students, parents, faculty/staff, and the community

Objectives:

- A. Data from the state school climate survey 2012-13 reflects that 15% of secondary students do not feel safe at school.
- B. State climate survey from 2012-13 reflects 44% of elementary/middle school students and 53% of high school students perceive that students do not behave well in schools.
- C. The climate survey from 2012-13 indicates:
- 26% elementary/middle school students and 29% of high school students perceive that students of different backgrounds do not get along well.
 - 21% of elementary/middle and 24% of high school students perceive that teachers and students do not get along well.

- A. By 2019, the percent of students that do not feel safe will be less than 5%.
- B. By 2019, the percent of students who believe students do not behave in school will decrease to less than 10%.
- D. By 2019 The climate survey will reflect:
- The percent of students who perceive that students of different backgrounds can get along will decrease to 10% by 2019.
 - The percent of students who perceive that students and teachers do not get along well will decrease to 10% by 2019.

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
1. Revise and improve Safety and Crisis Management Plans - Role specific plans - Site specific plans - Specialty plans	A	RHSD Safety Committee, School Safety Teams	Support services	Kevin Wren	Delivery of Plans	On completion	Dec 2014	June 2019
2. Implement expanded and updated Safety Drills Program: types, steps, schedule	A	RHSD Safety Committee, School Safety Teams	Support services	Kevin Wren	Schools report of drills conducted	Monthly	May 2014 For All	June 2019
3. Implement multi-faceted staff development on safety plans, drills and systems operation - Custom training videos - SafeSchools online training system	A	RHSD Safety Committee	Support services	Kevin Wren	Publication of videos Adoption of training system with testing results/online data	On completion Results reported quarterly after roll-out	May 2014	June 2019

Rock Hill Schools
Strategic Plan 2014-2019

School:	District	Goal Leaders: Keith Wilks, Tony Cox	Goal 2	Goal Area: Student Achievement, School Climate			
Performance Goal A. 95% of the student population will feel safe by 2019.							
Performance Goal B. Less than 10% of the student populations will perceive that students do not behave in school by 2019.							
Performance Goal C. Less than 10% of students will perceive that students of different backgrounds cannot get along by 2019.							
Performance Goal D. Less than 10% of students will perceive that students and teachers do not get along by 2019.							
Performance Goal A – Baseline—90.2%		Interim—92.6%		Five Year Goal—95%			
Performance Goal B – Baseline—45.5%		Interim—27.7%		Five Year Goal—9.9%			
Performance Goal C – Baseline—24.9%		Interim—17.4%		Five Year Goal—9.9%			
Performance Goal D – Baseline—20.6%		Interim—15.3%		Five Year Goal—9.9%			
Average Baseline			2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Performance Goal A. 95% of the student population will feel safe by 2019.		Projected Data	90.6%	91.9%	93.0%	94.1%	Five Year Goal—95%
		Actual Data	90.8%	87.7%	89.6%		
Performance Goal B. Less than 10% of the student populations will perceive that students do not behave in school by 2019.		Projected Data	51.0	40.6%	30.5%	20.2%	Five Year Goal—9.9%
		Actual Data	50.7%	35.3%	37.7%		
Performance Goal C. Less than 10% of students will perceive that students of different backgrounds cannot get along by 2019.		Projected Data	28.1%	23.2%	18.7%	14.3%	Five Year Goal—9.9%
		Actual Data	27.6%	19.6%	19.7%		
Performance Goal D. Less than 10% of students will perceive that students and teachers do not get along by 2019.		Projected Data	25.2%	21.7%	17.8%	13.9%	Five Year Goal—9.9%
		Actual Data	25.6%	20.6%	18.2%		

		Teachers	classes and challenging work.	Ed.	data			
6. Provide extensive professional development for teachers and administrators enabling them to deliver effective one-to-one instruction.	B, C	Assoc. Sup. of Instruction, Exec. Directors of Instruction, Director of Professional Dev. Instructional Specialists, and model teachers	Software, tech books, LMS, extensive on-going staff development opportunities	Assoc. Sup. of Instruction, Exec. Directors of Instruction, and Director of Professional Dev., school level administrators	Professional development calendars, teacher surveys, PD attendance logs, walk-throughs, teacher observation	August 2014 Data reviews and annual evaluations	August 2014	June 2019
7. Provide extensive professional development for teachers and administrators enabling them to deliver effective Challenge Based Learning instruction and implement the Student Critique Process.	B, C	Assoc. Sup. of Instruction, Exec. Directors of Instruction, Director of Professional Dev. Instructional Specialists, and model teachers	Software, tech books, LMS, extensive on-going staff development opportunities	Assoc. Sup. of Instruction, Exec. Directors of Instruction, and Director of Professional Dev., school level administrator	Professional development calendars, teacher surveys, PD attendance logs, walk-throughs, teacher observation	August 2014 Data reviews and annual evaluations	August 2014	June 2019
8. Provide extensive professional development for teachers and administrators to provide students with the essential skills to demonstrate digital citizenship.	B, C	Assoc. Sup. of Instruction, Exec. Directors of Instruction, Director of Professional Dev. Instructional Specialists, and model teachers Media Specialists	Extensive on-going staff development opportunities	Assoc. Sup. of Instruction, Exec. Directors of Instruction, and Director of Professional Dev., school level administrators	Professional development calendars, teacher surveys, PD attendance logs, walk-throughs, teacher observation	August 2014 Data reviews and annual evaluations	August 2014	June 2019

April 2015

4. District and schools will provide intervention and support for the students struggling academically.	A	Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed., Instr. Dept., Principals, PT's, AP's	Adaptive reading software, summer reading camps, and other reading interventions will be provided for students reading below grade level. All high schools and middle schools will provide quality summer intervention.	Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed	Student achievement data MAP, PASS, and F&P, intervention software data, computer usage data, RTI referrals, SPED identification	Annual reports		June 2019
		Assoc. Sup. Of Instr. & Acct., Exec. Dir. Of Sec. Ed., Dir. Of Renaissance, LMS Search Committee	Renaissance Academy will utilize Read 180 to improve reading ability for students reading below grade level in 9 th grade.	Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed., Dir. Of Renaissance	Student achievement data, instructional reading levels, computer usage data	Annual reports		June 2019
		Assoc. Sup. Of Instr. & Acct., Exec. Dir. Of Technology	A LMS to provide adaptive and individualized instruction will be researched and purchased by the District.	Assoc. Sup. Of Instr. & Acct.	Student achievement data, LMS data usage and results data	Semester reports		June 2019
5. District and schools will ensure challenging and rigorous instruction from students achieving above grade level. District will fully implement one to one technology initiative.	A	Assoc. Sup of Instr. & Acct., Exec. Dir. Of Sec. & Elem. Ed., Principals, GT Teachers	Using the initial GT audit and report, the District GT program will be structured to ensure that GT best practices are offered in each school.	Assoc. Sup. Of Instr. & Acct., Exec. Sec. & Elem. Ed.	GT annual report, parent surveys, GT student achievement data	Annual report		June 2019
		Assoc. Sup. Of Instr. & Acct., Exec. Dir. Of Sec. & Elem. Ed., Principals, GT	Technology opportunities will be explored as a way to ensure higher level	Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem.	GT annual report, parent surveys, GT student achievement data, computer usage	Annual report		June 2019

			Classroom Teachers	and support development, student engagement surveys			
		Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed., Instr. Dept.	Teachers in grades 3-12 will implement units of study and lessons aligned to new curriculum maps that support Common Core.	Exec. Dirs. Of Sec. & Elem. Ed., Instr., Principals, PT's, AP's, Classroom Teachers	CBL lessons will be placed on a shared drive for teachers across the district of view and review. Instr. Dept. will vet and support development	Semester reports	June 2016
		Exec. Dir. Of Elem. Ed., Instr. Dept., Title I Dir., Instr. Dept.	Increase the number of children participating in Pre-K.	Exec. Dirs. Of Elem. Ed., Instr. Dept., Title I Dir.	Attendance logs. Projected number of children for kindergarten compared to number served	45 day count 135 day count 180 day count	June 2019
		Assoc. Sup. Of Instr. & Acct., Exec. Dir. of Elem. Ed., Instr. Dept., Title I Dir., CCDC and Pre-K Teachers and Staff	Ensure consistent expectations for Pre-K instruction district-wide.	Sup. Of Instr. & Acct., Exec. Dir. Of Elem. Ed., Title I Dir.	AdvancEd Pre-K standards and reports, walk-throughs	Annual review	June 2019
		Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed., Instr. Dept., Principals, PT's, AP's	District will conduct unannounced walk-through observations to determine the degree to which the Literacy and Math Expectation guides (K-5) and CCSS (all grades) are being implemented and provide professional development for identified weaknesses.	Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed.	Walk-through data, student achievement data	Semester reports	June 2016

		Elem. Ed.	strategies.	Dirs. Of Sec. and Elem. Ed.				
2. The District and schools will closely analyze and monitor data that directly impacts the graduation and drop-out rates and interventions to change at-risk behaviors will be put in place.	A, B, C	Assoc. Sup. Of Plan. & Prgm. Support, Exec. Dir. of Stu. Svcs., Attendance Coors., School Level Leadership Teams, PowerSchool Clerks, Family Outreach Coors.	All schools will track attendance and implement attendance interventions with individual students who have excessive absences. Support staff	Assoc. Sup. Of Plan. & Prgm. Support, Exec. Dir. of Stu. Svcs.	Attendance data, attendance intervention plans, guidance counselor notes and observations	End of each semester	May 2014	June 2019
		Assoc. Sup. Of Plan. & Prgm. Support, Exec. Dir. of Stu. Svcs. Family Outreach Coors., Attendance Coordinators, School Level Leadership Teams, PowerSchool Clerks	All high schools will monitor attendance and work with Drop-out Prevention Coors., parents, and teachers to design and implement student-specific intervention plans to decrease FA's.	Assoc. Sup. Of Plan. & Prgm. Support, Exec. Dir. of Stu. Svcs.	Number of parent and student conferences held by Family Outreach Coors., attendance data, attendance intervention plans, guidance counselor logs, notes, and observations conducted to address graduation and drop-out rate	Bi-weekly (every two weeks) and quarterly reports	May 2015	June 2019
3. District and schools will lift the rigor of the curriculum and instruction and increase student engagement in every classroom.	A	Sup. Of Schools, Assoc. Sups., Exec. Dirs., Budget, Finance, and Procurement & Proj. Manager, Assoc. Sup. Of Instr. & Acct.	District will continue to move toward 1 to 1 technology.	Project Manager and Assoc. Sups.	Market penetration studies, school surveys, plan progress and monitoring measures, student product review	Annual reports		June 2019
		Assoc. Sup. Of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed., Instr. Dept.	Schools will implement at least one Challenge Based Learning opportunity that aligns to CCSS per class/course.	Exec. Dirs. Of Sec. & Elem. Ed., Instruction, Principals, PT's, AP's,	CBL lessons will be placed on a shared drive for teachers across the district of view and review. Instr. Dept. will vet	Semester reports	Complete by 2015	June 2015

		Implementation		Monitoring			Completion	
Action Steps	Need	Team Members	Resources, Staff PD	Person(s) Responsible	Evidence	Reporting Timeframe	Target Date	Comp Date
1. District and schools will capture and analyze student achievement data to ensure quality instruction and curriculum, building administrator and teacher capacity, and effective policies and procedures are in place across the system.	A, B, C	Superintendent, Research & Data Specialists, Assoc. Sup. Of Instr. & Accountability, Executive Dirs. Of Sec. & Elem. Ed.	Teachers in grades K-9 will utilize NWEA MAP assessments aligned to CCSS to customize instruction for every student.	Assoc. Sup of Instr. & Acct., Exec. Dirs. Of Sec. & Elem. Ed.	Student achievement data, SIP plan and results, school report card	Annually in the spring	May 2017	June 2019
		Exec. Dir. Of Elem. Ed., Research and Data Specialists, Instr. Dept., PT's & AP's, Classroom Teachers	Classroom common assessment data and report card data will be analyzed to guide instruction.	Assoc. Sup. Of Instr. & Acct., Exec. Dirs., of Sec. & Elem. Ed.	School assessment log, student achievement data, SIP plan and results, school report card	Quarterly	May 2017	June 2019
		LMS Search Committee, Assoc. Sup. Of Admin. Svcs., Sup. Of Instr. & Acct., Exec. Dir. Of Technology	A learning management system will be developed to track individual progress.	Assoc. Sup. Of Instr. & Acct., Exec. Dir. Of Technology	iRock Evaluation Committee report, teacher approval survey, LMS Search Committee recommendation	Pilot Nov- Jan. Selection in March	May 2014	June 2019
		Assoc. Sup. Of Instr. & Acct., Sup. Of Schools, Research & Data Specialists	Data sets as determined by the district will be reviewed with principals at least twice per year.	Assoc. Sup. Of Instr. & Acct.	Student achievement data, SIP plan	Semester reports	May 2014	June 2019
		Sup. Of Instr. & Acct., Sup. Of Schools, Research & Data Specialists, Exec. Dirs. Of Sec. &	Schools will continue the SIP process to determine the effectiveness of interventions and	Exec. Dirs. Of Sec. & Elem. Ed., Assoc. Sup. Of Instr. & Acct., Exec.	Student achievement data, SIP plan	Annually	May 2014	June 2019

	Actual Data					
	Goal A	33.6% below 33rd percentile Math 32.3% below 33rd percentile Reading	36.34% below 33rd percentile Math 32.99% below 33rd percentile Reading	36% below 33rd percentile Math 30.5% below 33rd percentile Reading		
	Goal B	86%	75.68%	78.53%		
	Goal C	84%	85.3%	84.4%		

Performance Goal A.	Average Baseline - Based on the 2011 NWEA Norms, 34% of students in grades K-8 are scoring below the 33 rd percentile and 33% of students are scoring above the 66 th percentile.	Interim Goal - Based on the 2011 NWEA Norms, 32% of students in grades K-8 will score below the 33 rd percentile (reducing the percentage of students scoring in the low performing category) and 36% of students will score above the 66 th percentile (increasing the percentage of students scoring in the high performing category).	Five Year Goal - Based on the 2011 NWEA Norms, 30% of students in grades K-8 will score below the 33 rd percentile (reducing the percentage of students scoring in the low category) and 38% of students will score above the 66 th percentile (increasing the percentage of students scoring in the high category)
Performance Goal B.	Average Baseline -86% of third graders are reading on grade level by the end of third grade as measured by Fountas and Pinnell	Interim Goal - 88% of third graders are reading on grade level by the end of third grade as measured by Fountas and Pinnell	
Performance Goal C.	Average Baseline - 84% of students left the district with a high school credential, either having graduated or received an occupational certificate.	Interim Goal - 86% of students leave the district with a high school credential.	Five Year Goal -90% of third graders are reading on grade level by the end of third grade as measured by Fountas and Pinnell Five Year Goal -88% of students leave the district

**Rock Hill Schools
Strategic Plan 2014-19**

District	Goal Leaders: Dr. Jaworowski, Dr. Cook	Goal 1	Goal Area: Student Performance, Teacher Quality			
Performance Goal: A. Students in all grades K-8 will meet or exceed national norms in reading and mathematics NWEA MAP by 2019. B. 90% of children will read on grade level or above by the end of third grade by 2019. C. Increase percent of students leaving the district with a high school credential to 88% by 2019.						
Statement of Need: A. Students in grades 2, 7, and 8 meet national norms in mathematics; students in grades 3,4,5,7 and 8 currently meet national norms in reading on NWEA MAP. B. Only 86% of third graders are reading on grade level by the end of third grade as measured by Fountas and Pinnell. C. 84% of students left the district after receiving a high school diploma or occupational certificate.		Objectives: A. Students in all grades K-8 will meet or exceed national norms in reading and mathematics NWEA MAP by 2019. B. 90% of children will read on grade level or above by the end of third grade by 2019. C. Increase the percentage of students who leave the district with a high school credential to 88% or greater by 2019.				
Average Baseline		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Goal A 34% K-8 below 33 percentile	Projected Data Goal A	34% below 33 rd percentile Math & Reading	33% below 33 rd percentile	31% below 33 rd percentile	31% below 33 rd percentile	30% of K-8 students below 33 rd percentile in Reading & Math
Goal B 86% of 3 rd graders reading on grade level	Goal B	86%	87%	88%	89%	90%
Goal C 84% received high school credential or occupational certificate	Goal C	84%	85%	86%	87%	88%

York District 3 Strategic Plan 2014-19

School **York Road Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Patrick Robinson**

Goal 1 **Spotlight on Science**

Statement of Need:

On the 2014 PASS, the science mean score for tested grades was 610, 30 points below the AMO target for that year.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, the Science mean score on PASS will be 645, the current AMO target.	610	624	645

Actual 2015 **622** Actual 2016 **618**

School **York Road Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Patrick Robinson**

Goal 2 **Meaningful Feedback Part II**

Statement of Need:

Based on Spring 2014 MAP norms, 39% of students in tested grades scored below the 33rd percentile (Lo) and only 31 % scored above the 66th percentile (Hi) in Math.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, less than 33% of students in tested grades will score below the 33rd percentile (Lo) and at least 34% will score above the 66th percentile (Hi) in Math.	39/31	36.2/33	32/36

Actual 2015 **27.27/40.50** Actual 2016 **31.30/34.78**

School **York Road Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Patrick Robinson**

Goal 3 **Parent as Partners**

Statement of Need:

According to the 2014 State Parent Survey, 57.7 % of the parents responding indicated that they do not attend parent workshops but would like to the opportunity to attend while 15.4% of parents did attend last year.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, at least 35% of parents will respond that they attended a Parent Workshop.	15%	23%	35%

Actual 2015 **13.6** Actual 2016 **25.6**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------------|
| 1. PRINCIPAL | Patrick Robinson |
| 2. TEACHER | Meryl Lominick |
| 3. PARENT/GUARDIAN | Rache Farris |
| 4. COMMUNITY MEMBER | Alton Hyatt |
| 5. SCHOOL IMPROVEMENT COUNCIL | Sharon Bybee |
| 6. Read to Succeed Reading Coach | Angela Constantine |
| 7. School Read to Succeed Literacy Leadership Team Lead | "Angela Constantine |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
Speech Teacher	Bennetta McMiller
Parent	Patty Domenick
K5 teacher	Tomi Kaye Simpson
1 st grade	Julie Joyner
2 nd grade	Angela Covington
4 th grade	Mary Kathleen Williams
5 th grade	Earlena Mackey
Parent	Carrie Wilder

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School

Goal Area:

Goal Leaders

Goal 1

Statement of Need:

Currently, 243 of 763 (31.8%) students are scoring in the high category in reading at all grade levels on NWEA MAP (above the 66th percentile) based on the 2011 National norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, 41.8% of the students will be scoring at or above the 66th percentile on NWEA MAP based on the current National norms.	31.80%	35.80%	41.80%

Actual 2015 Actual 2016

School

Goal Area:

Goal Leaders

Goal 2

Statement of Need:

Currently, 166 of 611 (27.2%) students are scoring in the high category in math at all grade levels on NWEA MAP (above the 66th percentile) based on the 2011 National norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, 42.2% of the students will be scoring at or above the 66th percentile on NWEA MAP based on the current National norms.	27.20%	33.20%	42.20%

Actual 2015 Actual 2016

School

Goal Area:

Goal Leaders

Goal 3

Statement of Need:

Student report card data at the end of the 2013-2014 school year indicated that 37 of 763 (4.8%) students were retained in their grade.

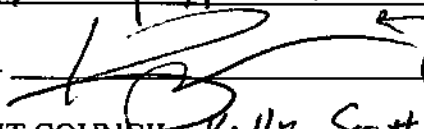
Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The student retention rate will be at or below 2.4% of the student population.	4.80%	3.80%	2.30%

Actual 2015 Actual 2016

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|--|
| 1. PRINCIPAL | Shane Goodwin |
| 2. TEACHER | Kay McKinney |
| 3. PARENT/GUARDIAN | Becky Adams |
| 4. COMMUNITY MEMBER |  (Dr. Kelly Costner) |
| 5. SCHOOL IMPROVEMENT COUNCIL | Kelly Scott |
| 6. Read to Succeed Reading Coach | Keisha Gaslin |
| 7. School Read to Succeed Literacy Leadership Team Lead | Chris McLean |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Teacher	Holly Stuart
Administrator	Gwen Lindsey
Administrator	Jennise Knight
Teacher	Valerie Sims
Parent	Hope Matthews

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Sunset Park Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Cassie Kitts**

Goal 1 **Math Achievement**

Statement of Need:

41% of students in grades K-5 scored over the 66 percentile on Spring 2014 Math Maps based on the 2011 Norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To increase the percentage of students in grades K-5 who score over the 66% percentile on Math MAPS in K to above 45%	41%	43%	46%

Actual 2015 **37.94%** Actual 2016 **29.44%**

School **Sunset Park Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Sally Hartgrove and Nia German**

Goal 2 **Literacy Instruction**

Statement of Need:

Fountas and Pinnell data shows that 73% of 3rd graders are on or above grade level in Fall 2014.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By May 2019 we will increase the percent of students on or above grade level by the end of the 3rd grade to 95%	73%	81.80%	95%

Actual 2015 **70.13%** Actual 2016 **80.82%**

School **Sunset Park Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **J. Cochrane & L. Matthews**

Goal 3 **Wellness**

Statement of Need:

Based on BMI trend data from the last 2 years, 5th grade students have (2012-2013-35.5%) and (2013-2014-40.4%) of students that were classified as overweight or obese.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Increase the number of students in the Healthy Fit zone to 80% as measured by Fitness Gram	69%	75%	80%

Actual 2015 **N/A** Actual 2016 **72%**

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

1914

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

1. PRINCIPAL Tammy White
2. TEACHER Tara Blackwell
3. PARENT/GUARDIAN Amy Hudson
4. COMMUNITY MEMBER Suzie Hinton
5. SCHOOL IMPROVEMENT COUNCIL Emanuel Dow
6. Read to Succeed Reading Coach Sally Hartgrove
7. School Read to Succeed Literacy Leadership Team Lead Sally Hartgrove
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **South Pointe High**

Goal Area: **Student Achievement**

Goal Leaders **Al Leonard**

Goal 1 **On-Time Graduation**

Statement of Need:

The projected graduation rate for the Class of 2014 is 81.3%

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, Increase the on-time graduation rate to 86.3%, which will exceed the ESEA requirement	80.5%	83.30%	86.30%

Actual 2015 **83.6%** Actual 2016 **83.6%**

School **South Pointe High**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Chris Howle**

Goal 2 **Technology Integration**

Statement of Need:

Faculty Surveys indicate that 75% of teachers rank their Canvas proficiency at a low to mid level (2 to 3 on a scale of 1 - 5 with 5 being the highest).

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Based on end-of-year technology survey results, 80 % of teachers will rank their Canvas proficiency at a high level (4 to 5 on a scale of 1 - 5 with 5 being the highest).	25%	47%	80%

Actual 2015 **not surveyed** Actual 2016 **100%**

School **South Pointe High**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **M. Belk/A. Thomas**

Goal 3 **The South Pointe Way: Year 2**

Statement of Need:

At the conclusion of the 2013-2014 school year, data collected from Educator Handbook indicated that 72% of students had received 0 - 1 referrals.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Data collected from Educator Handbook will indicate that 80% of students received 0 - 1 referrals.	72%	75.20%	80%

Actual 2015 **71%** Actual 2016 **75%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------|
| 1. PRINCIPAL | Al Leonard |
| 2. TEACHER | Craig Galeota |
| 3. PARENT/GUARDIAN | Kathryn McGregor |
| 4. COMMUNITY MEMBER | Tyrone Hart |
| 5. SCHOOL IMPROVEMENT COUNCIL | Rebecca Gilleland |
| 6. Read to Succeed Reading Coach | Andra Mack |
| 7. School Read to Succeed Literacy Leadership Team Lead | Michael Belk |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Math & Science Coordinator	Christopher Houke
Advanced Studies Coordinator	Laura Hall
Testing Coordinator	Carmen Brittain
Jennifer Stevenson	Math Department Chair
English Department Chair	Lola Washington
PE Department Chair	Stephanie Butler
Guidance Dept. Chair	Kay Runyan

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Saluda Trail Middle**

Goal Area: **Student Achievement**

Goal Leaders **Elissa Cox**

Goal 1 **Science Achievement**

Statement of Need:

2014 PASS Mean Scale score in Science 6th grade was 613, 7th grade was 625, and 8th grade was 625.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
In 2015 PASS Mean in Science mean scores will increase to be at least the Spring 2015 AMO of 636.	613/625/625	623/629.4/629.4	636/636/636

Actual 2015 **617.4/617.1/617.5** Actual 2016 **614.9/623.4/619.0**

School **Saluda Trail Middle**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Elissa Cox**

Goal 2 **PLC & Transforming Learning**

Statement of Need:

On the 2014 Student Climate Survey, 30% disagree they are satisfied with the learning environment.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, there will be an increase to 55% of students being satisfied with the learning environment.	30%	40%	55%

Actual 2015 **76.8%** Actual 2016 **84.2%**

School **Saluda Trail Middle**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Elissa Cox**

Goal 3 **Parent Involvement**

Statement of Need:

In 2014 on the Parent Climate Survey 23% stated the school does not encourage their involvement.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019 , There will be less than 10% of parents who state the school does not encourage their involvement.	23%	17.40%	9%

Actual 2015 **13.6%** Actual 2016 **18.1%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL | Elissa Cox |
| 2. TEACHER | Julie Marshall |
| 3. PARENT/GUARDIAN | Amanda Haskins |
| 4. COMMUNITY MEMBER | Beth Costner |
| 5. SCHOOL IMPROVEMENT COUNCIL | Brent Faulkenberry |
| 6. Read to Succeed Reading Coach | Sherri Horency |
| 7. School Read to Succeed Literacy Leadership Team Lead | Becky Funderburk |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Robert Hamm
Assistant Principal	Clayton Moton
Assistant Principal	April Ulmer
STEAM COACH	David Consalvi
School Improvement Council (parent)	Michelle Barnes
Community	Dawn Johnson
Community / ULLC	Jason Dykstra
School Improvement Council (parent)	Katie Goodwin

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School Rosewood Elementary

Goal Area: Student Achievement

Goal Leaders Stephanie DiStasio

Goal 1 Reading Achievement

Statement of Need:

In Spring 2014, 134 of 555 students (24%) are scoring in the High category on NWEA MAP Reading (above the 66th percentile) based on 2011 national norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, 39% of the students will be scoring at or above the 66th percentile on NWEA MAP Reading based on the current national norms.	24%	30%	39%

Actual 2015

23.03%

Actual 2016

26.78%

School Rosewood Elementary

Goal Area: Teacher Administrator Quality

Goal Leaders Damon Ward

Goal 2 Science Instruction

Statement of Need:

Currently the mean score of students in grades 4 and 5 is 622 and 624 on the 2014 SC Science PASS assessment. This is below the 2014 state expectation of 640.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, the mean score of students on the SC Science PASS assessment will be above the future state expectation of 645.	622/624	631.2	645/645

Actual 2015

616.3/633.8

Actual 2016

622.4/604.9

School Rosewood Elementary

Goal Area: School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

Goal Leaders Jeffrey Chan

Goal 3 Improving Walkability

Statement of Need:

Less than 5% of our students walk to school each day despite over 70% living within 1.5 miles of the school.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2018, the percentage of students walking/biking to school will be at least 15%.	5%	9%	15%

Actual 2015

not surveyed

Actual 2016

9%

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|----------------------|
| 1. PRINCIPAL | Stephanie DiStasio |
| 2. TEACHER | Elizabeth Dillingham |
| 3. PARENT/GUARDIAN | Ashley Edwards |
| 4. COMMUNITY MEMBER | Janie Matson |
| 5. SCHOOL IMPROVEMENT COUNCIL | Lance Lucas |
| 6. Read to Succeed Reading Coach | Lacy Lentz |
| 7. School Read to Succeed Literacy Leadership Team Lead | Kasie Bailey |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
PTO Member	Mandy Deller
Teacher	Kallie Cromer

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School: Rock Hill High

Goal Area: Student Achievement

Goal Leaders: Beau Modla

Goal 1 EOC Scores

Statement of Need:

2013-2014 Algebra I EOC: percent passing 84.2, ; English I : percent passing 70.7, average score 74.3; Biology : percent passing 79.8, average score 80.7; US History : percent passing 66.2 avg score 74.4

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Increase the percentage of students that score 70 or higher on the Algebra I EOC to 73.78 ; the English I EOC to 70.49 ; the Biology EOC to 77; the US History EOC to 71.78	84.2/70.7/79.8/66.2	86.2/74.7/80.8/70.2	89.2/80.7/84.8/74.2

Actual 2015 86.9/72.4/84.6/72.7 Actual 2016 78.4/73/85/75.9

School: Rock Hill High

Goal Area: Teacher Administrator Quality

Goal Leaders: Buddy King

Goal 2 Implementation of Canvas by Instructure

Statement of Need:

Provide time for teachers to learn how to use and implement lessons using Canvas.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
100% of the certified staff at RHHS will be attend professional development, collaborative meetings, and/or scheduled planning block meetings and will implement a lesson using Canvas.	0%	40%	100%

Actual 2015 75%

Actual 2016 100%

School: Rock Hill High

Goal Area: School Climate

Goal Leaders: Steven Knight

Goal 3 Positive Climate

Statement of Need:

The student perception of the Learning Environment last year was 72% positive.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Increase student perception of Learning Environment to 77% positive.	72%	74%	77%

Actual 2015 72%

Actual 2016 72.6

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|----------------|
| 1. PRINCIPAL | Ozzie Ahl |
| 2. TEACHER | Wendy Rollings |
| 3. PARENT/GUARDIAN | Angie Perry |
| 4. COMMUNITY MEMBER | Dilip Patel |
| 5. SCHOOL IMPROVEMENT COUNCIL | Chris Mack |
| 6. Read to Succeed Reading Coach | |
| 7. School Read to Succeed Literacy Leadership Team Lead | Beau Modla |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
Teacher	Jamal Sanders
Parent	Misty Dunlap
Parent	Kim Hope
Student	Sheila Vang
Student	Pallana Vang
Student	Josh Dunlap

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Richmond Drive Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Patrick Maness**

Goal 1 **Reading and Math Achievement**

Statement of Need:

Overall, 25% of students in kindergarten through fifth grade scored below grade level at the end of last school year according to Fountas and Pinnell assessments.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, Only 10% of RD students in kindergarten through fifth grade will score below grade level Fountas and Pinnell reading assessments.	25	19	10

Actual 2015 **22.75** Actual 2016 **21.22**

School **Richmond Drive Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Kay Owens**

Goal 2 **Science Achievement**

Statement of Need:

The mean score for science for all students at RDES was 620.6 on the 2014 State Report Card.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, RD will increase the mean score for science to 645, the current AMO.	620.6	625.5/630.4 635.3/640.1	645

Actual 2015 **633** Actual 2016 **641**

School **Richmond Drive Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Anna Winstead**

Goal 3 **Wellness**

Statement of Need:

There are no physical activity programs that occur before school begins

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
25% of students at RD will engage in physical activity for enjoyment before school begins each day.	0%	15%	25%

Actual 2015 **5%** Actual 2016 **10%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------|
| 1. PRINCIPAL | Pat Maness |
| 2. TEACHER | Kendyl Fentelle |
| 3. PARENT/GUARDIAN | Kristin Culbreath |
| 4. COMMUNITY MEMBER | Jim Ryerson |
| 5. SCHOOL IMPROVEMENT COUNCIL | Amahl Bennett |
| 6. Read to Succeed Reading Coach | Beth Pearson |
| 7. School Read to Succeed Literacy Leadership Team Lead | Kay Owens |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
SIC Member	Tracy Fisher
SIC Member	Misti Shelton
SIC Member	Roger Culbreath
School Counselor	Chana Sanders

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Rawlinson Road Middle**

Goal Area: **Student Achievement**

Goal Leaders **Donna Goodwin and Jeannie Durham**

Goal 1 **Math and Science Achievement**

Statement of Need:

Currently, 166 of 611 students (28%) are scoring in the High Category on NWEA MAP (above the 66th percentile) based on the 2011 National Norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019 40% of the students will be scoring at or above the 66th percentile on NWEA MAP based on current national norms.	28%	32%	38%

Actual 2015

29.81%

Actual 2016

23.40%

School **Rawlinson Road Middle**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Jean Dickson**

Goal 2 **Professional Learning Communities**

Statement of Need:

Currently, team and content area teachers meet regularly but the focus of the meetings is not always on student learning and growth.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Train teachers and administrators on how to effectively employ the protocols of a PLC so that student learning and growth in the focus and outcome of meetings.	Faculty report begin in pre-initiation stage	100% rating as in the developing stage	90% rating as in the sustain phase

Actual 2015

not surveyed

Actual 2016

92% dev/sustain

School **Rawlinson Road Middle**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Jean Dickson**

Goal 3 **Professional Learning Communities**

Statement of Need:

Parent Survey shows that 60% of parents are not invited into the classroom; 56% of parents disagree they are contacted with positive comments, 47% of parents disagree that they are advised how to help their child.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Reduce the number of parents feeling uninvolved in each category by 10%.	60/56/47	52/48/39	40/36/27

Actual 2015

67/56/52

Actual 2016

60/58/85

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------|
| 1. PRINCIPAL | <u>Sean Dickson</u> |
| 2. TEACHER | <u>Jo Anne Turek</u> |
| 3. PARENT/GUARDIAN | <u>Phebe McClurkin</u> |
| 4. COMMUNITY MEMBER | <u>Tony Slawson</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Stacey Reeves</u> |
| 6. Read to Succeed Reading Coach | <u>Queenie Hall</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Sara Suncyano</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

POSITIONNAME

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Old Pointe Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Hammond**

Goal 1 **Math and Sci Achievement**

Statement of Need:

Currently 38 of 96 4th grade students (40%) are scoring in the LO category on the NWEA MAP Math based on the 2011 National Norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019 33% or less of the 4th grade students will be scoring in the LO category on NWEA based on the current National Norms.	40	37.2	33

Actual 2015 **27.00** Actual 2016 **28.00**

School **Old Pointe Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Hammond**

Goal 2 **Reading and Writing**

Statement of Need:

Currently 38 of 95 3rd grade students (40%), 32 of 95 4th grade students (34%) , 43 of 113 5th grade students (38%) are scoring in the HI category on the NWEA Reading based on the current National Norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
At least 42% 3rd, 4th and 5th grade students will be scoring in the HI category on NWEA based on the 2011 National Norms.	40/34/38	40.8/37.2/39.6	42/42/42

Actual 2015 **37.50/38.61/27.00** Actual 2016 **37.08/42.00/37.50**

School **Old Pointe Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Hammond**

Goal 3 **PLC- Cluster Collaboration Groups**

Statement of Need:

At the end of the 2013-2014 school year less than 50% of our grade levels were functioning using the basic components of a PLC

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
90% of the faculty will have an understanding of how to develop and sustain a PLC.	50	66	90

Actual 2015 **not surveyed** Actual 2016 **56%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------|
| 1. PRINCIPAL | <u>Brian Hammond</u> |
| 2. TEACHER | <u>Jennifer Miller</u> |
| 3. PARENT/GUARDIAN | <u>John Clemens</u> |
| 4. COMMUNITY MEMBER | <u>Isiah Venning</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Serena Williams</u> |
| 6. Read to Succeed Reading Coach | <u>Sherry Moore</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Gene Baston</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Bianca Chivers-Whit
Counselor	Natalie Harpe
Teacher	Tarrah Jackson
Teacher	Debbie Jorda
Teacher	Deana Scoi
Teacher	Leslie Gasto
Teacher	Deneen Greshar
Teacher	Kristina Thompso

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Oakdale Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Christy Allen and Sally Tucker**

Goal 1 **Boosting ELA Performance**

Statement of Need:

In Spring 2014, 43% of grades 3-5 scored low and 28% scored high on MAP Performance levels for reading.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
33% of students in grades 3-5 will score low and 33% will score high on MAP Performance levels for reading.	43%/28%	39%/30%	33%/33%

Actual 2015 **34.70%/33.98%**

Actual 2016 **35.04%/31.70%**

School **Oakdale Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **David Norton and Denise Khaalid,**

Goal 2 **STEM It Up!**

Statement of Need:

In Spring 2014, Oakdale's overall scale score on PASS Science was 610.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, we will have an overall mean score of 645, the current AMO target. ** Although the goal may appear to align to student achievement, all strategies are related to increasing teacher capacity and align to improving teacher quality.	610	624	645

Actual 2015 **617**

Actual 2016 **600**

School **Oakdale Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Leigh Grimsley and Gail Lee**

Goal 3 **PBIS**

Statement of Need:

In 2013-2014, 567 office referrals were reported for Oakdale.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Oakdale will reduce the number of office referrals by 25% to 425.	567	511	425

Actual 2015 **567**

Actual 2016 **486**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------|
| 1. PRINCIPAL | Denise Khaalid |
| 2. TEACHER | Misty Mancine |
| 3. PARENT/GUARDIAN | Bethany Huber |
| 4. COMMUNITY MEMBER | Faith Israel |
| 5. SCHOOL IMPROVEMENT COUNCIL | Jennifer Wellborn |
| 6. Read to Succeed Reading Coach | Christy Allen |
| 7. School Read to Succeed Literacy Leadership Team Lead | Christy Allen |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Leigh Grimsley
Academic Interventionist	Stacy Samuels
Math Interventionist	Ayanna Brice
Reading Recovery	Melissa Lyon
STEAM Coach	Heather McNay
Parent	Tamara Edrington-Edwards
Parent	Takima Nelson

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Northwestern High**

Goal Area: **Student Achievement**

Statement of Need:

During the 2013-2014 school year the overall passage rate for the English I EOC was 71% with a mean of 75.48. The African American pass rate was 54.5% with a mean of 71.92.

Goal Leaders **Dawn Pursley and Patti Tate**

Goal 1 **EOC Scores**

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To raise the overall English EOC passage rate to 80% and the African American pass rate to 70%.	71%/ 54.5%	74.6%/60.7%	80%/70%

Actual 2015 **71.9%/64.8%**

Actual 2016 **73%/60.9%**

School **Northwestern High**

Goal Area: **Teacher Administrator**

Goal Leaders **James Blake**

Goal 2 **Technology**

Statement of Need:

To expose 1005 of our current teachers to varied forms of 21st century technology, including but not limited to devices such as, iPads, smart phones, tablets, etc.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
100% of teachers will complete a project using technology. 100% of teachers will use Canvas in at least 50% pf their courses.	80%	90%	100%

Actual 2015 **initial implement.**

Actual 2016 **100%**

School **Northwestern High**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Heather Andrus**

Goal 3 **9th Grade Retention / Graduation Rate**

Statement of Need:

The 9th grade retention rate for 2013 was 9%.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To decrease the 9th grade retention rate to 4%.	5.30%	4.78%	4%

Actual 2015 **5.3%**

Actual 2016 **5.5%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------------|
| 1. PRINCIPAL | James Blake |
| 2. TEACHER | Kathryn Castillo |
| 3. PARENT/GUARDIAN | Tanya Tucker |
| 4. COMMUNITY MEMBER | Karen Brackett Browning |
| 5. SCHOOL IMPROVEMENT COUNCIL | Dawn Pursley |
| 6. Read to Succeed Reading Coach | N/A |
| 7. School Read to Succeed Literacy Leadership Team Lead | Patti Tate |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Heather Andrus
Literacy Leadership Team	Jacqueline Persinski
Literacy Leadership Team	Dan Palmer
Literacy Leadership Team	Sarah Nasui
Student	Julianne League
Student	Amery Miller
SIC Member	Butch Bailey
SIC Member	Angie Padillo

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School	Northside Elementary School of the Arts	Goal Area:	Student Achievement
The percentage of students in each grade below the 33rd percentile in Math MAP based on Spring 2014 testing was as follows: K-25%; 1st-32.65%; 2nd-25.49%; 3rd-32.14%; 4th-47.5%; 5th-39.44%			
Goal Leaders	E. Rollins/M. WaymanNalerino	Goal 1	Math & Science

Statement of Need:	Performance Goal	Average Baseline	Interim Goals	Five Year Goals
The percentage of students in each grade below the 33rd percentile in Math MAP by Spring 2019 will be no more than 33%.		K-25%; 1st-32.65%; 2nd-25.49%; 3rd-32.14%; 4th-47.5%; 5th-39.44%.	4th-41.5%; 5th-36.9%.	4th-32.5%; 5th-33%.

K- 26.83%; 1st- 24.73%; 2nd- 32.67%; 3rd- 33.02%; 4th- 42.50%; 5th- 44.71% Actual 2016 K- 31.25%; 1st- 30.95%; 2nd- 42.70%; 3rd- 41.41%; 4th- 35.64%; 5th- 36.25%

School: Northside Elementary School of the Arts	Goal Area:	Teacher Administrator Quality
Cassidy Valerino	Goal 2	Professional Learning Communities

Statement of Need: On a Likert Survey (1 to 5 with 5 being the highest), staff avg. score was a 2.84 to this statement: "We formally evaluate our adherence to team norms and the effectiveness of our team twice each year."			
Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The avg. staff score will be 3.5 on this statement: "We formally evaluate our adherence to team norms and the effectiveness of our team twice each year."	2.84	3.1	3.5

Actual 2015 2.84

Actual 2016 3.2

School	Northside Elementary School of the Arts	Goal Area:	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
Statement of Need: Based on the 2013-2014 Parent Survey, 24.4% of parents disagree that students are well-behaved.			
Goal Leaders	M. Wayman/ M.Doyle	Goal 3	Creating a Nurturing Environment
Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Less than 10% of parents will disagree that students are well-behaved	24.40%	18.24%	9%

Actual 2015 14.6

Actual 2016 15.7

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------|
| 1. PRINCIPAL | Cassidy Valerino |
| 2. TEACHER | Misty Greer |
| 3. PARENT/GUARDIAN | Christina Benitez |
| 4. COMMUNITY MEMBER | Dr. Scott Davis |
| 5. SCHOOL IMPROVEMENT COUNCIL | Lee Ayers |
| 6. Read to Succeed Reading Coach | Elaine Howie |
| 7. School Read to Succeed Literacy Leadership Team Lead | Elaine Howie |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Parent	Shelley Black
Teacher / SIC	Blythe Morrison
Math Coach	Elizabeth Rollins
Assistant Principal	Mabra Wayman
Guidance Counselor	Matt Doyle
PTO Co-President	Jessica Catledge
SIC Member	Kevin Porter
ESOL Teacher	Patti Bechtler

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Mt. Gallant Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Jacob Moree**

Goal 1 **MAP Reading Increase**

Statement of Need:

Currently, 80 of 238 K-2 students (34%) and 81 of 232 3-5 students (35%) are scoring in the HIGH category of MAP reading.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The percentage of K-2 and 3-5 students scoring HIGH on MAP Reading will increase to 40%.	35%	37%	40%

Actual 2015

34.63%

Actual 2016

36.96%

School **Mt. Gallant Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Dixon, Goodwin, Guyton, Campbell**

Goal 2 **Collaborative Late Start**

Statement of Need:

14 teachers from Mt. Gallant need more intensive training with Canvas with 4 additional teachers asking for more help utilizing technology as a tool to create and assess.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
All classroom teachers will be trained in the use of Lucy Calkins Units of Study and will use Lucy Calkins Units of Study and rubrics to evaluate student growth in writing.	35%	25%	0

Actual 2015

not surveyed

Actual 2016

100%

School **Mt. Gallant Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Gail Abernethy and Jacob Moree**

Goal 3 **The Knight is the Right Way**

Statement of Need:

There were 252 discipline referrals written during the 2013-14 school year.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Reduce the number of discipline referrals by 20%	252	232	202

Actual 2015

180

Actual 2016

157

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------------|
| 1. PRINCIPAL | <u>Jacob Moree</u> |
| 2. TEACHER | <u>Melisa Smith</u> |
| 3. PARENT/GUARDIAN | <u>Cami Gauden</u> |
| 4. COMMUNITY MEMBER | <u>Anthony Baker</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Elizabeth Morgan</u> |
| 6. Read to Succeed Reading Coach | <u>Lisa Baker</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Lisa Baker</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Teacher</u>	<u>Heather Gregory</u>
<u>Parent</u>	<u>Amy Dellinger</u>
<u>Community Member</u>	<u>Mac Bailey</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School Statement of Need: **Mt. Holly Elementary**

Goal Area: **Student Achievement**

Currently 43 out of 232 (19%) students are scoring in the High Category on MAP testing in Math Grades 3-5.
 Goal Leaders **Nakia Barnes & Leah Mercer** Goal 1 **Improving Student Performance**

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, 36% of the students will be scoring at or above the 66% on MAP.	19%	25.8%	36%

Actual 2015 36.19%

Actual 2016 29.18%

School **Mt. Holly Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Nakia Barnes & Tiffany Burris** Goal 2 **21st Century Best Practices**

Statement of Need:

According to the PLC continuum, 18 out of 28 staff members indicated, we do not use the results of common assessments for continuous improvement by using strengths and addressing weaknesses to improve.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
23 out of 28 staff members (82%) will indicate we use the results of common assessments for continuous improvement by using strengths and addressing weaknesses to help students improve.	18	20	23

Actual 2015 22

Actual 2016 24

School **Mt. Holly Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Nakia Barnes & Kayra Winn** Goal 3 **Improving School Climate**

Statement of Need:

According to a student climate, survey 68% of students feel that students behave well at school.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
78% of students will indicate they feel that students behave well at school.	68%	72%	78%

Actual 2015 52.7%

Actual 2016

57.6

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------|
| 1. PRINCIPAL | Nakia Barnes |
| 2. TEACHER | Tiffany Burris |
| 3. PARENT/GUARDIAN | Chiquita Miller |
| 4. COMMUNITY MEMBER | Scott Carroll |
| 5. SCHOOL IMPROVEMENT COUNCIL | Amy Vaughn |
| 6. Read to Succeed Reading Coach | Kim Simpson |
| 7. School Read to Succeed Literacy Leadership Team Lead | Chip Newton |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Parent/Guardian	Tia Alfred
Parent/Guardian	Jenna Cornwall
Parent/Guardian	Markeisha Ross
Parent/Guardian	Tesha Ellegor
Parent/Guardian	Kim Erby
Parent/Guardian	Patrice Elliott
Community Member	Karen Warmoth
Community Member	Jody Rankin

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Lesslie Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Tara Gilmore & Dy English**

Goal 1 **Math**

Statement of Need:

17% of students in grades 3-5 scored in the Hi category on the spring 2014 math MAP test

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, 33% of students in grades 3-5 will score in the Hi category on the math MAP assessment.	17%	23.50%	33%

Actual 2015

31.44%

Actual 2016

27.16%

School **Lesslie Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Seberina Myles**

Goal 2 **Science**

Statement of Need:

25% of the Lesslie staff indicated that they were fully implementing the use of science kits.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To increase science kit usage to 100% and teachers will indicate a high level of comfortability on the teacher survey.	25%	75%	100%

Actual 2015

75%

Actual 2016

100%

School **Lesslie Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Keri Beth Brown & Treckila Simon**

Goal 3 **Communication is Key**

Statement of Need:

On the 2014 school survey, 50% of parents that completed the survey indicated their child's teacher had contacted them to say positive comments about their child.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, 90% of parents will indicate their child's teacher had contacted them to say positive comments about their child.	50%	66%	90%

Actual 2015

84.9%

Actual 2016

64%

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------------|
| 1. PRINCIPAL | Seberina Myles |
| 2. TEACHER | Trekeelia Simmon |
| 3. PARENT/GUARDIAN | Alfreda Roseborough |
| 4. COMMUNITY MEMBER | Kimberly Schneider |
| 5. SCHOOL IMPROVEMENT COUNCIL | Swanetta Hall |
| 6. Read to Succeed Reading Coach | Lisa Taylor |
| 7. School Read to Succeed Literacy Leadership Team Lead | Dina Genco |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant principal	Kimanya Ramet

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **India Hook Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Crystal Guyton**

Goal 1 **Science**

Statement of Need:

Based on 2014 PASS data, only 25% of 3rd graders, 25% of 4th graders, and 36% of 5th graders show proficiency in scientific inquiry

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Every grade level will have at least 80% of its students scoring met or exemplary on PASS Science	73.1 (3rd), 72.9 (4th), 85.5(5th)	47% (3rd), 47% (4th), 54% (5th)	80% (3rd), 80% (4th), 80% (5th)

Actual 2015 **84(4th); 83.6(5th)**

Actual 2016 **72.8(4th); 73.2(5th)**

School **India Hook Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Guyton, Kelsey, Campbell, & Moree**

Goal 2 **Late Start Lifts Off**

Statement of Need:

11 teachers from India Hook (37%) need more training in the use of Lucy Calkins Units of Study. Interns need this training as well.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
All classroom teachers will be trained in the use of Lucy Calkins units of study and will use Lucy Calkins Units of Study and rubrics to evaluate student growth in writing.	37%	22%	0%

Actual 2015 **37%**

Actual 2016 **0%**

School **India Hook Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Roof, Morton, Austin, Anderson**

Goal 3 **Fit as a Pirate**

Statement of Need:

34% of adults in the United States are obese. 18% of children in the United States are obese. At IHES 13% of students can be categorized as obese.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Increase the number of students in Healthy Fit Zone to 80% as measured by Fitness Gram	69%	75%	80%

Actual 2015 **69%**

Actual 2016 **72%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------|
| 1. PRINCIPAL | Crystal Guyton |
| 2. TEACHER | Judith Wacaster |
| 3. PARENT/GUARDIAN | Emily Miller |
| 4. COMMUNITY MEMBER | Pansy Bailey |
| 5. SCHOOL IMPROVEMENT COUNCIL | Molly |
| 6. Read to Succeed Reading Coach | Hana Sands |
| 7. School Read to Succeed Literacy Leadership Team Lead | Hana Sands |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

- | <u>POSITION</u> | <u>NAME</u> |
|---------------------|--------------|
| PTO Board Member | Sally Young |
| Assistant Principal | Donal Felder |
| Pansy Bailey | |
| | |
| | |
| | |
| | |
| | |

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Independence Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Lesley King/Rtl Action Team**

Goal 1 **Effective Tiered Instruction**

Statement of Need:

Currently 23.4% of 3rd graders are below grade level expectations (76.6% of 3rd graders are at or above expectations) based on the F & P 2012 expectations.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Our goal is to have 90% of 3rd graders on or above the grade level expectations based on F & P 2012 expectations.	67.02%	82.0%	90%

Actual 2015

73.17%

Actual 2016

66.67%

School **Independence Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Lesley King**

Goal 2 **Shared Vision/Mission**

Statement of Need:

School initiatives and strategic decisions need to be aligned with the development of the new Vision/Mission to encourage growth of all students. 62.7% of students in 2012-13 met typical growth goals in MAP Testing.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Increase percentage of students who make one year's growth to at least 70% in reading and math.	56.5(M); 57.5(R)	65.70%	70%

Actual 2015

43.2(M); 52.9(R)

Actual 2016

30.9(M); 54.5(R)

School **Independence Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Lesley King/Rtl Action Team**

Goal 3 **Behavior Interventions & Support**

Statement of Need:

According to the student climate survey, 45.1% mostly agree/agree with the statement, "Students at my school behave well in class."

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To increase the percent of students who mostly agree/agree with the statement, "Students at my school behave to 75% by 2019.	45.10%	57.1%	75%

Actual 2015

50%

Actual 2016

69.9%

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------------|
| 1. PRINCIPAL | <u>Lesley King</u> |
| 2. TEACHER | <u>Ashley Christian</u> |
| 3. PARENT/GUARDIAN | <u>Marion Funderburk</u> |
| 4. COMMUNITY MEMBER | <u>Donna Drennon</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Goldie McGee</u> |
| 6. Read to Succeed Reading Coach | <u>Mary Freeman</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Mary Freeman</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Jason Ramey</u>
<u>Parent</u>	<u>Takesha Zambrano</u>
<u>Teacher</u>	<u>Maria Bar</u>
<u>Community Member</u>	<u>Andy White</u>
<u>Parent</u>	<u>Angela Toms</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School Finley Road Elementary

Goal Area: Student Achievement

Goal Leaders Christopher Roorda

Goal 1 Increasing Student Achievement

Statement of Need:

Currently 97 out of 381 students (25%) are scoring in the High Category and 169 out of 381 students (44%) are scoring in the Low Category on NWEA Math MAP based on the 2011 national norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, 40% of students will be scoring in the High Category and 32% in the Low Category.	25% (High); 44% (Low)	31% (High); 39.2% (Low)	40% (High); 32% (Low)

Actual 2015 27.07 (H); 42.27 (L) Actual 2016 17.53(H); 46.84 (L)

School Finley Road Elementary

Goal Area: Teacher Administrator Quality

Goal Leaders Christopher Roorda

Goal 2 Creating a Culture of Collaboration

Statement of Need:

Based on 2014 polling, only 3/20 staff members had participated in and had a clear understanding of the purpose of a PLC.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
All staff (20/20) will participate in PLC staff development and have a clear understanding of its purpose and report implementing PLC practices.	15%	49%	100%

Actual 2015 Not surveyed Actual 2016 68%

School Finley Road Elementary

Goal Area: School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

Goal Leaders Richard Camp

Goal 3 Increasing Stakeholder Collaboration

Statement of Need:

According to 2013-2014 Teacher Survey Responses, 11/20 (55%) teachers disagree parents participate as volunteers in the school or classroom.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By Spring 2019, 85% of teachers will either agree or mostly agree with the statement that parents participate as volunteers in the school or classroom on the 2014-2015 Teacher Survey.	55%	67%	85%

Actual 2015 44% Actual 2016 30.8%

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	NAME
1. PRINCIPAL	Christopher Koorda

2. TEACHER	Jessica Hare
------------	--------------

3. PARENT/GUARDIAN	Leigh Ann Stegelmans
--------------------	----------------------

4. COMMUNITY MEMBER	Jenny Geewary
---------------------	---------------

5. SCHOOL IMPROVEMENT COUNCIL	Beth Bunker
-------------------------------	-------------

6. Read to Succeed Reading Coach	Erin Baker
----------------------------------	------------

7. School Read to Succeed Literacy Leadership Team Lead	Erin Baker
---	------------

8. OTHERS* (May include school board members, administrators, school improvement council members, students, PTO members, agency representatives, university partners, etc.)

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	NAME
Assistant Principal	Jane Cochran

PTO MEMBER / PARENT	Kristen Rosenfeld
---------------------	-------------------

PTO MEMBER / PARENT	Michelle Hare
---------------------	---------------

PTO MEMBER / PARENT	Angel Stein
---------------------	-------------

PTO MEMBER	Michelle Preston
------------	------------------

PTO MEMBER	Jessica Hare
------------	--------------

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Ebinport Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Rhonda Kelsey**

Goal 1 **Meeting Typical Growth in Reading**

Statement of Need:

Currently, 67.4% of students scored average or high according to reading MAP RIT scores. (above the 33rd percentile)

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, 72.4% of students will score average to high according to reading MAP RIT scores.	67.40%	69.40%	72.40%

Actual 2015 **70.03%** Actual 2016 **66.45%**

School **Ebinport Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Rhonda Kelsey**

Goal 2 **Customized PD**

Statement of Need:

Currently, 67% (decrease 1%) of students scored average or high according to reading MAP RIT scores.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, 72.4% of students will score average to high according to reading MAP RIT scores.	67%	69%	72.4%

Actual 2015 **70.03%** Actual 2016 **66.45%**

School **Ebinport Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Brian Hollingsworth**

Goal 3 **Positive Discipline**

Statement of Need:

In 2013-2014 Ebinport had over 250 discipline referrals.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, Ebinport will reduce the number of discipline referrals by 25%.	250	225	187.5

Actual 2015 **146** Actual 2016 **269**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------|
| 1. PRINCIPAL | Rhonda Kelsey |
| 2. TEACHER | Jennifer Wilson |
| 3. PARENT/GUARDIAN | Kelly Scott |
| 4. COMMUNITY MEMBER | Dr. Carlos Paxtor |
| 5. SCHOOL IMPROVEMENT COUNCIL | Jessica Adamson |
| 6. Read to Succeed Reading Coach | Mario Vaughan |
| 7. School Read to Succeed Literacy Leadership Team Lead | Mario Vaughan |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Prin.	Brian Hollingsworth
Teacher	Kristi McGuirt
School Nurse	Rhonda Cranford
Parent/SIC member	Matt Blackston
SIC member	Kelly Estes
Teacher	Kari Doster

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Ebenezer Avenue Elementary**

Goal Area: **Student Achievement**

Goal Leaders **Chris Beard**

Goal 1 **Academic Growth**

Statement of Need:

The percentage of students who scored in the high category (>66th percentile) on MAP Reading in Spring '14 was 18.1%. The percentage of students who scored in the high category on MAP Math was 21%

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The percentage of students score in the high category on MAP Reading and MAP Math in Spring '19 will be at least 33%.	18% (Reading); 21% (Math)	24% (Reading); 26% (Math)	33% (Reading);33% (Math)

Actual 2015 **19.57 (R); 27.64 (M)** Actual 2016 **27.46(R); 24.30(M)**

School **Ebenezer Avenue Elementary**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Chris Beard**

Goal 2 **Professional Learning Communities**

Statement of Need:

According to the 2015-16 Climate Survey, 12.5% of our teachers disagree with the statement, "Student assessment information is effectively used by teachers to plan instruction."

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The faculty and staff of Ebenezer will work as a team to 'move our bus' and watch our students grow as learners.	12.5%	6%	0%

Actual 2015 **12.5%** Actual 2016 **6%**

School **Ebenezer Avenue Elementary**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Chris Beard**

Goal 3 **"Whatever it Takes" to improve Climate**

Statement of Need:

On the student State climate survey, 26% of our students disagree with the statement, "My teachers praise students when they do good work."

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
0% of our students will disagree with the statement, "My teachers praise students when they do good work."	26%	15%	0%

Actual 2015 **10.2%** Actual 2016 **5.1%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------------|
| 1. PRINCIPAL | <u>Chris Beard</u> |
| 2. TEACHER | <u>Carrie Gaffney</u> |
| 3. PARENT/GUARDIAN | <u>Pam Williams</u> |
| 4. COMMUNITY MEMBER | <u>Watts Huckabee</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Perry Pappas</u> |
| 6. Read to Succeed Reading Coach | <u>Julie Hiott</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Julie Hiott</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Kim Nordin</u>
<u>Literacy Teacher</u>	<u>Andrea Zampetopoulos</u>
<u>Media Specialist</u>	<u>Charlotte Evans</u>
<u>Classroom Teacher</u>	<u>Belinda Rinehart</u>
<u>Classroom Teacher</u>	<u>Kandy Hamilton</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School : Belleview

Statement of Need:

We will decrease our percentage of students in grades 3-5 who fall in the "Below Expectations" category on the math portion of SC READY

Goal Leaders Kevin Hood

Goal 1 Student Achievement

	Baseline	Interim Goals	Five Year Goals
Based on our Spring 2016 SC Ready results, 21.33% of our 3 rd graders (current 4 th gr) scored in the "Below Expectations" category, 22.78% of our 4 th graders (current 5 th) scored in the "Below Expectations" and 28% of 2 nd grade (current 3 rd grade) scored at or below the 30 percentile in math.	21.33%, 22.78%, 28%	25% fewer	30% fewer

Actual 2016 21.33%, 22.78%, 28%

School: Belleview

Statement of Need:

Goal Area: Teacher Quality

We will decrease our percentage of students in grades 3-5 who fall in the "Below Expectations" category on the math portion of SC READY

Goal Leaders Kevin Hood

Goal 2 Teacher Quality

	Baseline	Interim Goals	Five Year Goals
Based on our Spring 2016 SC Ready results, 21.33% of our 3 rd graders (current 4 th gr) scored in the "Below Expectations" category, 22.78% of our 4 th graders (current 5 th) scored in the "Below Expectations" and 28% of 2 nd grade (current 3 rd grade) scored at or below the 30 percentile in math.	21.33%, 22.78%, 28%	25% fewer	30% fewer

Actual 2016 21.33%, 22.78%, 28%

School Belleview

Statement of Need:

Goal Area: School Climate

Goal Leaders Leadership Team

Improve Staff Morale

In reviewing the teacher survey responses, staff morale stood out. Belleview will work on ways to increase morale.	Baseline	Interim Goals	Five Year Goals
To increase the recognition of staff for doing great work, decrease the percent of staff who feel the morale is low, and to increase the percentage of teachers who agree that teacher and staff morale is high.	85%	90%	95%

2015 90.1% 2016 95.5 %

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------|
| 1. PRINCIPAL | Kevin Hood |
| 2. TEACHER | Emily Walker |
| 3. PARENT/GUARDIAN | Crystal Stewart |
| 4. COMMUNITY MEMBER | Jennifer Reid |
| 5. SCHOOL IMPROVEMENT COUNCIL | Maira Jordan |
| 6. Read to Succeed Reading Coach | Renee King |
| 7. School Read to Succeed Literacy Leadership Team Lead | Renee King |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principals	Heather Jackson
Reading Recovery (R2S Lit. Team)	Melanie Jaehnen
Reading Recovery (R2S Lit. Team)	Meghan Carter
3rd Grade Teacher (R2S Lit. Team)	Celeste Prange
SIC	Ian Headley
SIC	Scott Jordan

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Dutchman Creek Middle**

Goal Area: **Student Achievement**

Goal Leaders **Norris Williams**

Goal 1 **ESE School Improvement**

Statement of Need:

The percentage of students who scored in the high category (>66th percentile) on MAP Math was 27.5%, which is lower than what would be expected based on current Norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The percentage of students score in the high category on MAP Math in Spring 2019 will be at least 33%.	27.5% (Math)	29.7% (Math)	33% (Math)

Actual 2015 **29.49%**

Actual 2016 **28.78%**

School **Dutchman Creek Middle**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Zimmerman, Barber, Sanders, and Laval**

Goal 2 **MAP Improvement**

Statement of Need:

Based on the Fall 2014 Measures of Academic Progress (MAP) data (Reading), 63% of our 6th graders, 61% of our 7th graders, and 55% of 8th graders met or exceeded the typical growth targets set for the Fall 2013 to Fall 2014.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To increase the number of students who met or exceeded the NWEA typical growth targets in Reading to at least 70% in all grade levels by 2019.	63% (6th) 61% (7th), 55% (8th)	67% (6th) 65% (7th), 61% (8th)	73% (6th) 71% (7th), 70% (8th)

Actual 2015 **63% (6th); 54% (7th); 51% (8th)**

Actual 2016 **49% (6th); 48% (7th); 60% (8th)**

School **Dutchman Creek Middle**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Norris Williams**

Goal 3 **School Climate Improvement**

Statement of Need:

Based on the information from our School Climate Survey, 40% or more of the parents who completed the survey disagreed with the statement "Teachers tell them how I can help my child(ren) learn at home."

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
To decrease the percentage of parents who disagree with the statement by 15% over the next 5 years.	40%	34%	25%

Actual 2015 **42.4**

Actual 2016 **parent data not available from State**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------|
| 1. PRINCIPAL | Norris Williams |
| 2. TEACHER | Alex Salemme |
| 3. PARENT/GUARDIAN | Robin Brooks |
| 4. COMMUNITY MEMBER | Larry Stevens |
| 5. SCHOOL IMPROVEMENT COUNCIL | Lee Ann Marzilli |
| 6. Read to Succeed Reading Coach | Joya Holmes |
| 7. School Read to Succeed Literacy Leadership Team Lead | Takela Burns |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Asst. Principal	Susan McNally
Asst. Principal	Michael Wessinger
Instructional Coach	Joya Holmes
Parent	Chrissie Robbins
Parent	Kemilin Watson
Parent	Alice Arwood
Community Partner	Lisa Johnson

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **The Children's School at Sylvia Circle**

Goal Area: **Student Achievement**

Goal Leaders **Hammond, Jones, Porter, Hart**

Goal 1 **Student achievement in math**

Statement of Need:

Based on National Norms, 41% of students in grades 3-5 scored in the Lo category on Spring 2014 math MAP testing

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By 2019, a maximum of 32% of students in grades K-2 and grades 3-5 will score in Lo category on Spring Math MAP	41%	37.40%	32%

Actual 2015 **31.29%** Actual 2016 **37%**

School **The Children's School at Sylvia Circle**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Hammond, Jones, Danenhower**

Goal 2 **Creating a culture of PLCs**

Statement of Need:

Based on a 2014 PLC polling, only 7/23 staff members had a clear understanding of PLCs and had participated in a PLC

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
All staff (23/23) will participate in a PLC and have a clear understanding of its purpose	30%	58%	100%

Actual 2015 **100%** Actual 2016 **100%**

School **The Children's School at Sylvia Circle**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Spain, Jewell, Allen, Turner**

Goal 3 **To increase parental involvement and improve student behavior**

Statement of Need:

Based on 2015-16 State survey data, 36.8% of parents volunteered during the school year.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
During the 2016-2017 school year, parental/family involvement will increase to at least 50% based on volunteer forms and school log-in data.	36.8%	46.8%	56.8%

Actual 2015 **36.8%** Actual 2016 **44%**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	NAME
1. PRINCIPAL	Jackie Jones
2. TEACHER	Rebbie Lerner
3. PARENT/GUARDIAN	Tami Spaul
4. COMMUNITY MEMBER	Robt Murphy
5. SCHOOL IMPROVEMENT COUNCIL	Paul Holmer
6. Read to Succeed Reading Coach	Judy Hammerbauer
7. School Read to Succeed Literacy Leadership Team Lead	Jackie Jones
8. OTHERS* (May include school board members, administrators, agency representatives, university partners, etc.)	

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	NAME
Media Specialist	Charlotte Johnson
Health Ed. Teacher	Rebbie Lerner
Reading Coach	Judy Hammerbauer
SIC Members	Miranda Smith
Social/Childhood Teacher	Gr. Koon
Health Ed. Teacher	Gr. Wilbur
Community Member	Bray Butler
SIC	James Hays

* REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School **Castle Heights Middle**

Goal Area: **Student Achievement**

Goal Leaders **John Kirell**

Goal 1 **Increased Reading MAP Growth**

Statement of Need:

On the Spring 2016 NWEA Reading MAP 42.6% of 6th graders met expected growth, 44.8% of 7th graders met expected growth and 59% of 8th graders met expected growth each based on the 2015 National Norms.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Increase the percentage meeting typical achievement growth on NWEA MAPs reading across 6th, 7th, and 8th grade using the 2015 National Norms.	42.6%/44.8%/59%	10% increase	10% increase

Actual 2015 **N/A** Actual 2016 **42.6%/44.8%/59%**

School **Castle Heights Middle**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **John Kirell**

Goal 2 **Bolster the Learning Environment to support the needs of adolescent students.**

Statement of Need:

The attendance rate dropped to 94% during the 2015-16 school year.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The attendance rate for the 2016-17 school year will increase to 97%	94.9%	95.9%	97%

Actual 2015 **94.9%** Actual 2016 **94.9%**

School **Castle Heights Middle**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **John Kirell**

Goal 3 **Climate Supported by PLC Practices**

Statement of Need:

Although collaborative practices are in use, there is a low level of general knowledge and specific implementation of best practices protocols within a PLC.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
By spring 2019 a minimum of 85 % of instructional staff members will indicate a rating of sustaining a PLC implementing protocols of those practices.	Faculty report being in pre-initiation stage	100% rating as in the developing stage	90% rating as in the sustain phase

Actual 2015 **20%** Actual 2016 **90% developing**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------------|
| 1. PRINCIPAL | John Kirell |
| 2. TEACHER | Rebecca Strickland |
| 3. PARENT/GUARDIAN | Patten Storm |
| 4. COMMUNITY MEMBER | Mikis Bins |
| 5. SCHOOL IMPROVEMENT COUNCIL | Jessiper L. Surraff |
| 6. Read to Succeed Reading Coach | N/A |
| 7. School Read to Succeed Literacy Leadership Team Lead | [Signature] |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal -	Cherie Y.H. Goodenrich
Assistant Principal -	DD. Bol Torri Barber
Literacy Interventionist -	Jan M. Joy
Guidance -	Walter Cottle Andrea Cottle
Teacher -	Blu [Signature]

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

York District 3 Strategic Plan 2014-19

School Statement of Need: **Applied Technology Center**

Goal Area: **Student Achievement**

Number of GAP students 2013-14 2nd semester -192 reported (47 failures, 36 passed but average of less than 77, 3 expelled, 5 transferred out, 101 reached average of 77 or better

Goal Leaders **Sue Sanford**

Goal 1 **Student Achievement**

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
The number of students on the GAP list from the first 9 weeks to the second 9 weeks of each semester will decrease by 60%.	289	203	173

Actual 2015 289

Actual 2016 177

School **Applied Technology Center**

Goal Area: **Teacher Administrator Quality**

Goal Leaders **Guidance**

Goal 2 **College and Career Readiness**

Statement of Need:

Employers from CTE advisory councils state the need for prospective employees that come with soft skills (positive work ethic, teamwork, integrity, diversity awareness, conflict resolution, etc.)

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
Students who complete an advanced level CTE course each semester at ATC will achieve a score of 85% or better on the final Workplace/Soft Skills assessment.	55%	70%	85

Actual 2015 55%

Actual 2016 75.4%

School **Applied Technology Center**

Goal Area: **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)**

Goal Leaders **Faculty/Staff**

Goal 3 **School Climate Improvement**

Statement of Need:

2013-14 school climate survey results reveal only 13 of 21 teacher respondents believe staff morale is high.

Performance Goals	Average Baseline	Interim Goals	Five Year Goals
90% of staff members will rate school climate as satisfactory or above on the year-end Climate Survey.	62.00%	73.20%	90.00%

Actual 2015 60%

Actual 2016 87%

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------------|
| 1. PRINCIPAL | Don Gillman |
| 2. TEACHER | SUE SANFORD |
| 3. PARENT/GUARDIAN | ERIN FARRIS |
| 4. COMMUNITY MEMBER | TERESA CURTICE |
| 5. SCHOOL IMPROVEMENT COUNCIL | JOE TURGEON |
| 6. Read to Succeed Reading Coach | N/A (Career Center) |
| 7. School Read to Succeed Literacy Leadership Team Lead | N/A (Career Center) |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Communications:

- A. Rick Lee – Athletic Field @ Sullivan Middle School 10 minutes
- B. Roger Spangler – Planned Changes @ Sullivan Middle School 10 minutes
- C. Chris Christopher – Proposed Options for Football field
@ Sullivan Middle School 10 minutes



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

Memorandum

TO: Dr. Kelly Pew
FROM: Mychal Frost
DATE: May 17, 2017
SUBJECT: Announcements for May 22nd School Board Meeting

Follow Capital Program Updates

Our construction management office is prepping for an action-packed summer with projects across the district picking up steam. You are encouraged to visit the district's capital building program, "Build on the Rock," website – www.rock-hill.k12.sc.us/BuildOnTheRock -- for more information. This website is dedicated to providing 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.

District Office Relocation

The final phase of relocating the district office to its temporary location at the Flexible Learning Center will be completed during the first week in June. As part of the move and permanent relocation of the district's technology department and data center, there will be a two-day network outage planned for June 7th and 8th. During this outage, all district facilities will be without Internet, phone, and fax service and administration is working with staff to coordinate alternate work locations during the outage. The district's website will remain a source of information during the outage since it is not locally hosted.

Upcoming Board Meetings

The School Board will next meet on Monday, June 12 for a work session. The meeting will begin at 4 p.m. with a data review session. The next business meeting will be Monday, June 19 at 6 p.m. Please note that all board meetings through at least January 2018 will be held and be held at Rawlinson Road Middle School's auditorium due to the relocation of the district office. Meetings will continue to be streamed on our website and available for viewing on-demand immediately following each broadcast.

At its work session on May 8, 2017, held at the District Office, the board:

- held its monthly data session;
- heard from the RHS' hearing officers;
- received a device demonstration;
- held a brief business meeting for two recognitions and an action agenda item;
- heard from the South Pointe SIC;
- heard from Ouida Dest of the 16th Circuit Solicitor's Office;
- discussed Policy **JKE, JKE-R** – *Expulsion of Students*;
- discussed the 1st set of Section "G" policies;
- discussed Policy IKF – Graduation Requirements;
- discussed Policy ADR – District Wellness;
- discussed Policy EF, EF-R – Food Services;
- held a Q&A on the Capital Program Update;
- discussed FY17-18 Food Service Meal Prices;
- received an FY18 Budget Update;
- discussed other and future business.

At its work session on May 15, 2017, held at the District Office, the board:

- held a Q&A on the FY17-18 Budget;
- discussed Policy **JKE, JKE-R** – *Expulsion of Students*;
- held a Q&A on the District Strategic Plan & Schools Annual Updates;
- discussed a revision to the FY17-18 school calendar; and,
- discussed other and future business.

Other and Future Business

Jim Vining

Executive Session(s)

>Legal Matter- Structured Debt Settlement

>Personnel Matters – Hirings

Action as Required from Executive Session(s)