

McCormick County School District Board of Trustees

Regular Meeting

August 12, 2019

7:00 p.m.

Members Present

Chairman - Bernard J. Moss (Excused after Executive Session)

Vice Chairman - Verteema Chiles

Secretary - Heather McNally

Christine Lee

Dr. Melody Wilt

Janie Martin

Karen Beckner

Executive Session

Bernard Moss moved and it was seconded by Verteema Chiles to go into Executive Session. Motion carried unanimously (7:0).

Christine Lee moved and it was seconded by Karen Beckner to adjourn Executive Session. Motion carried unanimously (6:0).

Regular Session – 7:05 pm

I. Call to Order

Ms. Chiles called the meeting to order at 6:05 pm
A Quorum was declared

- a. Moment of Silence (Mrs. Thompson)
- b. Welcome (Dr. Melody Wilt)
- c. Pledge of Allegiance (Karen Beckner)

II. Approval of Agenda – Christine Lee moved and it was seconded by Heather McNally to approve the agenda for the McCormick County School District Board of Trustees Regular Meeting for July 8, 2019. Motion carried unanimously (6:0)

**III. Action on Executive Session –
Personnel Matters**

Dr. Wilt moved, and Heather McNally second the administration's recommendation for contracted hires for Special Education Special Education Teacher for the 2019-2020 school year, consistent with District policy, seconded it. Motion carried unanimously (6:0).

Student Matters

Heather McNally moved, and it was seconded by Janie Martin, to approve administration to release student A from the district for SY 2019-20. Motion carried unanimously (6:0).

Heather McNally moved, and it was seconded by Christine Lee, to approve administration to release student B from the district for SY 2019-20. Motion carried unanimously (6:0).

IV. Approval of Minutes

Karen Beckner moved and it was seconded by Janie Martin to approve the minutes for the McCormick County School District Board of Trustees Regular Meeting for the McCormick County School District Board of Trustees Regular Meeting for Jun 10, 2019. Motion carried unanimously (6:0).

V. Public Comments

VI. Office of the Superintendent

Third Reading of 2019 - 2020 Budget (A) presented by Superintendent

Heather McNally moved and it was seconded by Dr. Melody Wilt to approve the third Reading of 2019 - 2020 Budget Motion carried unanimously (6:0).

MSD Budget Expense (HM Notes)

Budget includes CPI millage increase 2.44% as determined by Dept. of Revenue based on County growth and Consumer Price Index

Operational Millage - 139.11

Value of mil has decreased to \$24,060 and is based on a 95% collection rate according to McCormick County

Includes 4% salary increases for all eligible employees

Includes Step increase for all eligible employees

Includes \$300,000 School Requests

Includes 14 New teaching positions in the budget to fill capacity (7 unfilled as on 7/8/19)

Includes 1% increase for Retirement

All positions are on salary schedule.

Anticipated Revenue

\$3,600,000 - Local

\$5,596,000 - State

\$35,000 - Fees, Rentals (ave. based on previous years)

\$9,231,000 - Total Budget

"Zero based" Budget

Salaries - \$4.9 million

Benefits - \$2.5 million

Operations - \$1.2 million (other than energy)

Transportation - \$37,000 (new activity bus)

Energy - \$415,000

Requests - \$300,000

Per Pupil Equity - \$105,000

Transfers - Indirect Costs

- **Policies (A)**

Dr. Melody Wilt moved and it was seconded by Karen Beckner to approve the first reading on policies JE, JH, JH-R, JICFA, JICFAA, JICAA-R, JKB, JKD, JKE, JICF, JICDA, JICDA-R as presented by our superintendent. Motion carried unanimously (6:0).

Christine Lee moved and it was seconded by Janie Martin to approve the first reading on policies JICG, JICG-R, JICH, JICH-E, JICH-E(2), JICH-E(3), JICI, JICJ, JICJA, JIH, JIH-E, JIH-E(2), JIH-R as presented by our superintendent. Motion carried unanimously (6:0).

VII. Public Comments

E. Cook - New residents may be looking to the local newspaper for back to school information.

Christine Lee moved and it was seconded by Karen Beckner to adjourn. Motion carried unanimously (6:0).

Regular Meeting of the Board of School Trustees

MES/MMS Media Center

6979 Hwy 28 South

McCormick, SC 29835

August 12, 2019

6:00 Executive Session

1. Receipt of Legal/Advice
2. Personnel Matters (Leaves, Hires, Separations, Teacher Contracts)

7:00 Regular Session

I. Call to Order..... Vice Chair Verteema Chiles

Declare a Quorum Moment of Silence Welcome Pledge of Allegiance

II. Approval of Agenda.....Vice Chair Verteema Chiles

III. Action on Executive Session Items

1. Receipt of Legal Advice
2. Personnel Matters (Leaves, Hires, Separations, Teacher Contracts)

IV. Approval of Minutes.....Vice Chair Verteema Chiles

V. Public Comments

VI. Office of the Superintendent

- a) Special Recognition Betty Bagley
- b) Athletic ProgramCoach Salliewhite (I)
- c) BudgetBetty Bagley (I)
- d) Second Reading of Policies - JICG, JICG-R, JICH, JICH-E(2), JICH-E(3), JICI, JICJ, JICJA, JIH, JIH-E, JIH-E(2), JIH-R (A)
- e) First Reading of Policies – JA, JB, JEB, JFAA, JFAA-E, JFAB, JFABD, JFABDE-1 ,JFABD-2, JFABD-3, JFABE, JFABF, Foster Care Placement Form, Immediate Enrollment of Child in Foster Care Form (A)
- f) Approval of Job Description (A)
- g) Approval of Title One Plan (A)
- h) Approval of Title Two Plan (A)
- i) Approval of By-Laws for McCormick County Education Foundation (A)
- j) Approval of 2019-2020 Goals (A)
- k) Opening of School Information/Instructional Overview (I)

VII. Public Comments on Agenda Items

VIII. Second Executive Session

Adjournment

Inspiring, challenging and preparing our students for tomorrow's global opportunities

STUDENT POLICIES GOALS/PRIORITY OBJECTIVES

Code **JA**

Purpose: To establish the board's vision for the goals and priority objectives of the district's policies pertinent to students.

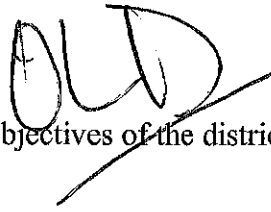
Through its student policies that affect the lives of students, the board seeks to advance the following goals:

- to enhance equal educational opportunity for all students
- to promote regular faithful attendance as a key factor in student achievement
- to ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application
- to develop in students a deep sense of personal responsibility for their actions
- to attend vigorously to matters of student safety, health and welfare
- to deal justly and constructively with all students in matters of discipline
- to help all students feel that they are valued as individual persons in the school environment.

Adopted 6/26/00; Revised 8/30/04

Policy JA Student Policies Goals/Priority Objectives

Issued 8/04



Purpose: To establish the board's vision for the goals and priority objectives of the district's policies pertinent to students.

Through its policies that affect the lives of students, the board seeks to advance the following goals.

- to enhance equal educational opportunity for all students
- to promote faithful attendance
- to ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application
- to develop in students a deep sense of personal responsibility for their actions
- to attend vigorously to matters of student safety, health and welfare
- to deal justly and constructively with all students in matters of discipline
- to help all students feel that they are valued as individual persons in the school environment

Adopted 6/26/00; Revised 8/30/04

McCormick County School District

EQUAL EDUCATIONAL OPPORTUNITY/NONDISCRIMINATION

Code **JB**

Purpose: To establish the board's vision regarding equal educational opportunities for all students in the district.

The board believes that the district must provide public education in an atmosphere where differences are understood and appreciated. The district should treat all persons fairly, with respect and without discrimination or threats of violence or abuse.

Every student of this school district will have equal educational opportunities regardless of race, religion, sex, disability, national origin, immigrant status, or English-speaking status. The district schools will not refuse to admit or exclude any person based on these criteria. The district will advertise this nondiscrimination policy.

This concept of equal educational opportunity serves as a guide for the board and the staff making decisions related to school facilities, employment of personnel, selection of educational materials, equipment, curriculum and regulations affecting students. It will be the superintendent's responsibility for developing a plan and providing procedures to assure support of this policy. Each building principal will be responsible for working with the staff and students in his/her school to ensure equal opportunity for all students in all building level programs and activities.

Cf. AC, GBA, GBAA, GBK, JIAA

Adopted

Legal references:

A. Federal Law:

1. Title IV of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000c-6 - Prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools.
2. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.
3. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.

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

1. Section 59-1-435 - Religious Viewpoints Antidiscrimination Act.

2. Section 59-63-40 - Discrimination on account of race, creed, color, or national origin prohibited.

C. Federal Cases:

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

ENTRANCE AGE

Code **JEB**

Purpose: To establish the basic structure defining the age requirements for enrollment in the district.

District policy for entrance to kindergarten and first grade corresponds to state law regulating the beginning ages for entrance into public schools.

Children with Disabilities

Beginning at the age of three, children with disabilities meeting the placement criteria developed by the state department of education and the district may receive a special education program.

Kindergarten - 4K

The district offers kindergarten programs to students who have significant readiness deficiencies. Students must qualify for the program based on the selection scale criteria that are utilized in order to determine the students that are noted as being in the greatest need for intervention prior to entering five-year-old kindergarten. In addition to the selection scale criteria, the student must attain the age of four on or before September 1 of the school year. Four-year-old kindergarten is not available to students once they have attained the age of five on or before September 1 of the school year.

Kindergarten - 5K

Attendance in kindergarten is mandatory and compulsory for five-year-olds in the state.

A parent/legal guardian may enroll a child under either of the following conditions:

- if the child will attain the age of five on or before September 1 of the school year
- if the child has already been attending a public school kindergarten program in another state which has a different attendance age requirement

First Grade

A parent/legal guardian may enroll a child under any of the following conditions:

- if the child will attain the age of six on or before September 1 of the school year
- if the child substantially began a first grade program in another state that has a different attendance requirement
- if the child has attended a public school kindergarten program for one full school year

Parents/Legal guardians of all children entering school for the first time will be required to present the following:

- a legal birth certificate as proof of age at the time of registration
- an immunization record at the time of enrollment

Legal references:

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

1. Section 59-19-340 - Authority of trustees to establish child development programs.
2. Section 59-36-10 - Preschool programs for children with disabilities, defined.
3. Section 59-63-20 - Kindergarten and first grade entrance age.
4. Section 59-65-10 - Kindergarten, compulsory attendance.

B. State Board of Education Regulations:

1. R43-272 - School admissions.

Adopted: 11/28/88; Revised 6/26/00. 8/30/04

Policy JEB Entrance Age

Issued 8/04

Purpose: To establish the basic structure for the appropriate age for students entering school.

Preschool-age children with disabilities

The district provides a free and appropriate public education consistent with the Individuals with Disabilities Education Act for all three-, four- and five-year-old children with disabilities who reside in the district.

Kindergarten

Students may enroll in kindergarten if they meet one of these criteria.

- They will attain the age of five on or before September 1 of the school year.
- They substantially began attending a public school kindergarten program in another state that has a different attendance age requirement.

First grade

Students may enroll in the first grade if they meet one of these criteria.

- They will attain the age of six on or before September 1 of the school year.
- They substantially began a first grade program in another state that has a different attendance requirement.
- They have attended a public school kindergarten program for one full school year.

Adopted 11/28/88; Revised 6/26/00, 8/30/04

Legal references:

S.C. Code, 1976, as amended:

[Section 59-19-340](#) - Child development programs.

[Section 59-36-10](#) - Preschool programs for children with disabilities.

[Section 59-63-20\(3\)](#) - Kindergarten entrance age.

[Section 59-63-20\(4\)](#) - First grade entrance age.

State Board of Education Regulations:

[R-43-272](#) - School admissions.

McCormick County School District

ADMISSION OF RESIDENT STUDENTS

Code **JFAA**

Purpose: To establish the basic structure for the determination of residency for school admission.

The district will enroll those students who qualify according to state law whose parent/legal guardian's principal place of legal residence is in Pickens County. Students will not be denied enrollment based on race, religion, sex, creed, disability, national origin or immigrant status or English-speaking status.

First-Time Enrollment

When a student seeks to enroll in the district for the first time, the board may consider whether the student meets the district's standards of conduct and behavior. The board will consider non-school records and the student's disciplinary records in any school in which the student was previously enrolled. The board will consider these records as they relate to the adjudication of delinquency in any jurisdiction for violent crimes, unlawful use or possession of weapons or unlawful sale of drugs.

If the board does not allow the student to enroll based on his/her record, the board will notify the student's parent/legal guardian. The board will give the student a hearing and other procedural rights in accordance with administrative rule JKE-R (Expulsion).

The bar to enrollment applies for a maximum of one year. After the bar is lifted, the student may reapply for enrollment and the board will order the student to be enrolled if he/she otherwise meets enrollment requirements (Section 59-63-217).

Criteria for Admission

Under South Carolina law, district may admit a student who lives in the district provided the student meets one of the following criteria:

- lives with his/her parents
- lives with his/her legal guardian
- lives with his/her foster parents
- is emancipated

- is homeless or is a child of a homeless individual, as defined by the McKinney-Vento Homeless Assistance Act
- resides in an emergency shelter located within the district
- lives in a residential community-based care facility licensed by the South Carolina Department of Social Services or operated by the South Carolina Department of Social Services or the South Carolina Department of Juvenile Justice

If an adult resident of the district signs an affidavit as required by law, the district must admit a student who lives with an adult resident of the district provided the child resides with the adult as a result of any of the following:

- the death, serious illness or incarceration of a parent/legal guardian
- the relinquishment by a parent/legal guardian of the complete control of the child as evidenced by the failure to provide substantial financial support and parental guidance
- abuse or neglect by a parent/legal guardian
- the physical or mental condition of a parent/legal guardian is such that he/she cannot provide adequate care and supervision of the child
- a parent/legal guardian's homelessness, as that term is defined by the McKinney-Vento Homeless Assistance Act
- a parent/legal guardian's military deployment or call to active duty more than 70 miles from his/her residence for a period greater than 60 days; provided, however, that if the child's parent/legal guardian returns from such military deployment or active duty prior to the end of the school year, the child may finish that school year in the school he/she attends without charge even if the child resides in another school district for the remainder of the school year due to his/her parent/legal guardian returning home

In addition, the adult must attest that the child's claim of residency in the district is not primarily related to attendance at a particular school. The adult must also accept responsibility for educational decisions for the child.

In all cases the student must do the following:

- have maintained a satisfactory scholastic record in accordance with scholastic standards of achievement set by the board

- not have been guilty of violating the rules of conduct and behavior that must be met by all students as a condition to the right to attend the public schools of the district as set by the board

Any exception to this policy will require written approval of the superintendent.

Legal references:

A. Federal Law:

1. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431, *et seq.* - Provides that homeless children are entitled to a public education, including a public preschool education.
2. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.* - Prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools.
3. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

S.C. Code, 1976, as amended:

1. Section 44-29-180 - Student must show immunization prior to admission.
2. Section 59-19-90(10) - Power of trustees to prescribe conditions and charges for attendance.
3. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.
4. Section 59-63-20 - Ages of attendance.
5. Section 59-63-30 - Qualifications for attendance.
6. Section 59-63-31 - Additional qualifications for attendance at public school.
7. Section 59-63-32 - Requirements to enroll child in public school; affidavit; penalties for providing false information.
8. Section 59-63-40 - Discrimination on account of race, creed, color, or national origin prohibited.

9. Section 59-63-217 - Board of trustees may consider non-school records and prior school disciplinary records in determining whether a school district may refuse to enroll a student for the first time.

C. Federal Cases:

1. *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).
2. *Plyler v. Doe*, 457 U.S. 202 (1982).

D. S.C. Cases:

1. *Storm, et. rel. v. Charleston County Board of Trustees*, 400 S.C. 478 (2012).

E. State Board of Education Regulations:

1. R43-272 - School admission.

F. South Carolina Department of Health and Environmental Control Regulations:

1. R61-8 - Immunization of students.

Adopted 6/26/00; Revised; 8/20/04, 2/9/09

Policy JFAA Admission of Resident Students

Issued 2/09

OLD

Purpose: To establish the basic structure for admitting to district schools those students who reside in the district.

Generally, all persons of legally defined and mandated school age who reside in the district and who have presented required birth certificates and certificates of immunization may attend the public schools without charge.

First-time enrollment

When a student seeks to enroll in the district for the first time, the board may consider whether the student meets the district's standards of conduct and behavior. The board will consider non-school records and the student's disciplinary records in any school in which the student was previously enrolled. The board will consider these records as they relate to the adjudication of delinquency in any jurisdiction for violent crimes, unlawful use or possession of weapons, or unlawful sale of drugs.

If the board does not allow the student to enroll based on his/her record, the board will notify the student's parent/legal guardian. The board will give the student a hearing and other procedural rights in accordance with administrative rule [JKE-R](#) (Expulsion).

The bar to enrollment applies for a maximum of one year. After the bar is lifted, the student may reapply.

Criteria for admission

Under South Carolina law, the district may admit a student who lives in the district provided the student meets one of the following criteria.

- lives with his/her parents
- lives with his/her legal guardian
- lives with his/her foster parents
- is emancipated
- is homeless or is a child of a homeless individual, as defined in [Public Law 100-77](#)
- resides in an emergency shelter located within the district
- lives in a residential community-based care facility licensed by the South Carolina Department of Social Services or operated by the South Carolina Department of Social Services or the South Carolina Department of Youth Services

If an adult resident of the district signs an affidavit as required by law, the district must admit a student who lives with an adult resident of the district provided the child resides with the adult as a result of any of the following.

- the death, serious illness, or incarceration of a parent/legal guardian
- the relinquishment by a parent/legal guardian of the complete control of the child as evidenced by the failure to provide substantial financial support and parental guidance
- abuse or neglect by a parent/legal guardian
- the physical or mental condition of a parent/legal guardian is such that he/she cannot provide adequate care and supervision of the child
- a parent/legal guardian's homelessness, as that term is defined by [Public Law 100-77](#)
- a parent/legal guardian's military deployment or call to active duty more than 70 miles from his/her residence for a period greater than 60 days; provided, however, that if the child's parent/legal guardian returns from such military deployment or active duty prior to the end of the school year, the child may finish that school year in the school he/she attends without charge even if the child resides in another school district for the remainder of the school year due to his/her parent/legal guardian returning home

In addition, the adult must attest that the child's claim of residency in the district is not primarily related to attendance at a particular school. The adult must also accept responsibility for educational decisions for the child.

In all cases the student must do the following.

- have maintained a satisfactory scholastic record in accordance with scholastic standards of achievement set by the board
- not have been guilty of violating the rules of conduct and behavior that must be met by all students as a condition to the right to attend the public schools of the district as set by the board

The district will not deny admission to any student on the basis of race, religion, color, creed, sex, immigrant status or English-speaking status, national origin or disabling condition.

Adopted 6/26/00; Revised 8/20/04, 2/9/09

Legal references:

Federal Law:

Homeless Assistance Act, [Pub.L.No. 100-77](#), 101 Stat. 482-538 (1987), also known as the McKinney Act.

Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of race, color, national origin, religion or sex.

Uniform Tax Act (Section 1524, Internal Code) Section 610 E, Code Section 6676 E - All dependents age five and above required to have social security number.

No Child Left Behind Act of 2001, [P.L. 107-110](#), Section 4155.

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

[Section 16-1-60](#) - Violent crimes.

[Section 44-29-180](#) - Student must show immunization prior to admission.

[Section 59-63-30](#) - Qualifications for attendance.

[Section 59-63-31](#) - Additional qualifications for attendance at public school.

[Section 59-63-32](#) - Requirements to enroll child in public school; affidavit; penalties for providing false information.

[Section 59-63-217](#) - Board of trustees may consider non-school records and prior school disciplinary records in determining whether a school district may refuse to enroll a student for the first time.

[Section 59-63-390](#) - Ages of attendance.

[Sections 59-63-480](#) and [490](#) - Attendance of non-resident students.

[Section 59-19-90\(10\)](#) - Power of board to transfer and assign pupils.

State Board of Education Regulations:

[R-43-272](#) - School admission.

State Board of Health and Environmental Control Regulations:

[R-61-8](#) - Immunization of students.

U.S. Supreme Court:

[*Parents Involved in Community Schools v. Seattle School District No. 1*](#), 127 S. Ct. 2738 (2007).

McCormick County School District

State of South Carolina

County of _____

AFFIDAVIT

1. My name is _____.

I live at _____.

I get my mail at _____.

Telephone number (home) _____ (work) _____.

2. The child, _____, has lived with me since _____. The child's relation to me is _____.

3. The child is living with me and is qualified to attend school in this district because (check one):

☐ I have legal custody of the child (copy of custody papers required).

☐ I am the child's foster parent, licensed by the department of social services.

☐ The child lives at _____, which is a facility licensed or operated by the South Carolina Department of Social Services or the South Carolina

Department of Juvenile Justice (circle one).

☐ The child's mother/father (circle one or both) is dead or seriously ill and unable to care for the child or is in jail or prison (explain). _____.

☐ The child's mother/father (circle one or both) left the child with me. I have complete control of the child as shown by mother's/father's failure to provide substantial financial support and parental guidance.

☐ The child was being abused or neglected by a parent or legal guardian. (Note: The school is required by law to report suspected child abuse or neglect.)

☐ The child's mother/father (circle one or both) has a physical or mental condition which prevents her/him from providing adequate care or supervision for the child.

- ☐ The child is emancipated from the control of his/her mother and father.
- ☐ The child's family does not have a fixed, regular and adequate nighttime residence or a nighttime residence that is a shelter or institution that provides temporary living accommodations.
- ☐ A parent/legal guardian's military deployment or call to duty more than 70 miles from his/her residence for a period greater than 60 days.

4. The child's claim of residency is not primarily related to attendance at a particular school in this district.

5. I understand that by enrolling the child in this school district, I agree to certain duties, including but not limited to, the following:

- making sure that the child attends school regularly
- accepting notices about the child's behavior and taking part in any required meetings with school officials
- signing the child's report card
- signing permission slips for field trips and athletic activities
- cooperating with the district, parents, or any surrogate parent if the child needs special education services
- informing the school district of the addresses of the parents, if known
- notifying the school if the child returns to his/her parent(s) or other person with legal custody

6. I understand that I am signing this affidavit under penalty of perjury. I understand that I can be fined up to \$200 and/or sent to jail for up to 30 days if I do not tell the truth. I also understand that I may have to pay the district the cost of educating the child if I have not told the truth.*

Adult resident of school district

Sworn and subscribed before me this

_____ day of _____, 20__.

(Notary public)

My commission expires _____

**If it is found that information contained in this affidavit is false, the child must be removed from school. The district will give notice of an opportunity to appeal the removal in accordance with the appropriate district grievance policy.*

ADMISSION OF NON-RESIDENT STUDENTS

Code **JFAB**

Purpose: To establish the basic structure regarding the admission of non-resident students into the district.

The district will follow applicable state law with regard to all student admissions and student transfers into or out of the district.

Provided that they meet the qualifications provided by law for attending the schools of this district. However, admission of a non-resident student is a privilege and not a right and any student who has maintained poor school Children of non-resident parents/legal guardians may be permitted to attend school in the district upon approval of the superintendent and release by the school district in which they reside attendance, has a poor discipline record or who does not otherwise meet the qualifications for enrollment as provided by law will not be enrolled in the school district as a non-resident student. In all cases of non-resident student admission, the parent/legal guardian must assume responsibility for transportation.

The district will charge tuition to non-resident students seeking to enroll in district schools in an amount equal to the prior year's local revenue per child raised by the millage levied for school district operations and debt service reduced by school district taxes on real property in McCormick County owned by the child paid to the school district and/or reduced by school taxes on real property in McCormick County owned by the parent/legal guardian of the child and paid to the school district. The parent/legal guardian must present a certificate from the county auditor verifying the student, in his/her own name, owns real estate in the district assessed at \$300 or more.

The district will require payment of non-resident tuition within 30 days following the beginning of the school year in which the child is enrolled. The board must approve any other terms of tuition payments. State law requires the district to remove a child for nonpayment after giving notice.

However, the district will not charge tuition in the following categories.

Special Accommodations

A student that is better accommodated at schools in McCormick County will be enrolled in the district with the consent of the district board of residence.

Students Residing in an Adjacent County

If a student in an adjacent county resides closer to schools in McCormick County, he/she may attend such schools upon the written application of admission from the district board of residence and the written acceptance from the McCormick County School board. The application will list the full information as to age, residence, and grade level of the student. McCormick County School board will determine the monthly per pupil cost of all overhead expenses for the student's admission. Upon proper arrangement being made for payment of the overhead per pupil cost by the district board of residence, the student will be enrolled in McCormick County School District.

Students Planning to Move into District

Students of any parent/legal guardian residing out-of-district at the time of admission but in the process of building or renting a residence in the district may request enrollment in the attendance area's school of the new residence if the new residence will be occupied as the family's primary residence within 60 days from the first day of the school year. The parent/legal guardian must present a statement from the builder, buyer, or lessor in support of this request with verification that the 60-day requirement will be met. The parent/legal guardian must also present an official release from the district in which he/she resides. The superintendent has authority to admit students under this provision.

Children of Employees

The district may admit children of employees of the district provided they submit a release from the school district in which they reside. If approved, the employee may enroll his/her children in the school to which he/she is assigned to work or may apply for his/her child(ren) to attend a school with the appropriate grade level for the child(ren) under policy JCA-R.

Students who Move during the School Year

Students who move out of the district after the first reporting period may continue attending the district schools for the remainder of the year provided the new district of residence grants permission.

Foreign Exchange Students

The district will admit students from foreign countries who are the age of eligibility and who are participating in a foreign student exchange program approved by the school district.

The district will not deny admission to any student on the basis of race, religion, color, creed, sex, immigrant status or English-speaking status, national origin or disabling condition.

See policy and administrative rule JRA for information pertaining to the transfer of student records.

Legal references:

A. Federal Law:

1. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431, *et seq.*
2. Every Student Succeeds Act of 2015, Pub. L. No. 114-95, 129 Stat. 1802.
3. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.* - Prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools.
4. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - Prohibits discrimination on the basis of race, color, national origin, or immigration status, among other factors, in programs receiving federal financial assistance.

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

1. Section 44-29-180 - Students must show immunization prior to admission.
2. Section 59-19-90(10) - Power of board to transfer and assign pupils.
3. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.
4. Section 59-63-30 - Qualifications for attendance.
5. Section 59-63-45 - Reimbursement for attending another school district.
6. Section 59-63-480 & 490 - Attendance of non-resident students.

C. Federal Cases:

1. *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).
2. *Plyler v. Doe*, 457 U.S. 202 (1982).

D. S.C. Cases:

1. *Storm ex rel. McSwain v. Charleston County Board of Trustees*, 400 S.C. 478, 735 S.E.2d 492 (2012).

E. State Board of Education Regulations:

1. R43-272 - School admission.
2. R43-273- Transfers and withdrawals.

Adopted: 2/9/78; Revised 9/24/79, 7/26/82, 6/20/00, 8/30/04

Policy JFAB Nonresident Students

Issued 8/04

Purpose: To establish the basic structure for admitting to district schools those students who do not reside in the district.

The district will follow applicable state law with regard to all student admissions and student transfers into or out of the district. The superintendent will examine all interdistrict student transfer requests in close consultation with the district's retained legal counsel. The purpose of this consultation is to guard against transfers which significantly contribute to a reseparation of the races in either the sending or receiving district.

The superintendent will make a recommendation based on his/her examination and the advice of legal counsel at the time the board acts on interdistrict transfer requests.

In all cases of non-resident student admission, the parent/legal guardian must assume responsibility for transportation. The board will hold non-resident students to the behavioral and academic requirements set out in policy [JFAA](#) (Admission of Resident Students).

Tuition

The district may charge tuition to non-resident students seeking to enroll in district schools. For students who qualify for attendance under circumstances set out in [Section 59-63-30](#) of the S.C. Code of Laws, the district will charge tuition in an amount equal to the prior year's per pupil revenue less the amount of school taxes paid on the real property owned by the child.

Examples of such circumstances include the following.

- a student who presents a certificate from the county auditor verifying that he/she, in his/her own name, owns real estate in the district assessed at \$300 or more ([59-63-30](#))
- a child in one county who resides closer to schools in an adjacent county ([59-63-480](#))
- a person so situated as to be better accommodated by a school of an adjoining district ([59-63-490](#))

The district will not charge out of district tuition.

The district will not deny admission to any student on the basis of race, religion, color, creed, sex, immigrant status or English-speaking status, national origin or disabling condition.

Adopted 2/9/78; Revised 9/24/79, 7/26/82, 6/26/00, 8/30/04

Legal references:

Federal Law:

Homeless Assistance Act, [Pub.L.No. 100-77](#), 101 Stat. 482-538 (1987), also known as the McKinney Act.

Title VI of the Civil Rights Act of 1964, [42 U.S.C. Section 2000d](#); and Title IX of the Educational Amendments of 1972, [20 U.S.C. Section 1681](#), *et seq.*

Uniform Tax Act (Section 1524, Internal Code) Section 610 E, Code Section 6676 E - All dependents age five and above required to have social security number.

No Child Left Behind Act of 2001, [P.L. 107-110](#), Section 4155.

S.C. Code, 1976, as amended:

[Section 44-29](#)-180 - Students must show immunization prior to admission.

[Section 59-63](#)-30 - Qualifications for attendance.

[Section 59-63](#)-45 - Procedures for reimbursement for districts for cost of educating non-resident students.

[Section 59-63](#)-480 & 490 - Attendance of non-resident students.

[Section 59-19](#)-90(10) - Power of board to transfer and assign pupils.

Federal Court Decisions:

[Milliken v. Bradley](#), 418 U.S. 717.

Tasby v. Estes, 412 F.Supp. 1185, aff'd 572 F.2d 1010.

Evans v. Buchanan, 393 F.Supp. 428.

Armour v. Nix, No.79-6108 (N.D. Ga. May 12, 1979).

State Board of Education Regulations:

[R-43-272](#) - School admission.

McCormick County School District

ADMISSION OF HOMELESS STUDENTS

Code **JFABD**

Purpose: To establish the basic structure for the admission of homeless students to schools in the district.

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent/guardian and in accordance with the student's best interest.

Transportation will be provided to and from the student's school of origin at the request of the parent/guardian, or in the case of an unaccompanied student, the district's liaison for homeless students.

An unaccompanied youth or the parent/guardian of a homeless student may request a state-level review of the district's final decision regarding an enrollment issue. Under no circumstances will the resolution of a dispute delay the enrollment of said student.

The district will not deny admission to any student on the basis of race, religion, sex, disability, national origin, immigrant status, or English-speaking status.

The superintendent will develop administrative procedures to implement this policy.

Cf. BEA, IHBA, JFAA, JH, JRA

Legal references:

A. Federal Law:

1. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431, *et seq.* - Provides that homeless children are entitled to a public education, including a public preschool education.
2. Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802.
3. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, *et seq.* - Prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools.
4. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

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

1. Section 59-63-40 - Discrimination on account of race, creed, color, or national origin prohibited.

C. Federal Cases:

1. *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).
2. *Plyler v. Doe*, 457 U.S. 202 (1982).

D. State Board of Education Regulations:

1. R43-272.2 - Review process for homeless children and unaccompanied youth.

Adopted: 08/30/04 Revised;

ADMISSION OF HOMELESS STUDENTS

Code **JFABDE-1**

DISPUTE RESOLUTION PROCEDURES

Responsibilities of the School District

When it is determined that a dispute cannot be settled at the district level, the school district must carry out the following responsibilities in a timely manner:

- Inform the unaccompanied youth or the parent/guardian of the homeless child concerning his/her right to request that the South Carolina Department of Education review the decision of the school district.
- Inform the unaccompanied youth or the parent/guardian of the homeless child that this request must be made either on the district-supplied request-for-review form or by a telephone interview with the coordinator in the South Carolina Department of Education's Office of Coordinator for Education of Homeless Children and Youth (1-888-565-7261).
- Give the unaccompanied youth or the parent/guardian of the homeless child a copy of the South Carolina Department of Education's request-for-review form and the contact information for the Office of Coordinator for Education of Homeless Children and Youth.
- Inform the unaccompanied youth or the parent/guardian of the homeless child that he/she may seek the assistance of advocates or attorneys for the review.

Once the Office of Coordinator for Education of Homeless Children and Youth has received either the completed request-for-review form or has conducted a full telephone interview with the youth or the parent/guardian, the coordinator will send a copy of the completed form and any other relevant material to the school district.

The school district must send a written response to the state and to the person filing the state review request within five business days from the date it receives the request-for-review form.

Responsibilities of the Youth or the Parent/Guardian

The unaccompanied youth or the parent/guardian of the homeless child must complete and return the request-for-review form to the address designated on the form or must telephone the South Carolina Department of Education coordinator in the Office of Coordinator for Education of Homeless Children and Youth and make an oral report on the circumstances surrounding the request for review (803-734-6010).

The youth or the parent/guardian either may attach to the form any additional information he/she thinks is relevant or may telephone the coordinator and provide the information orally.

Responsibilities of the South Carolina Department of Education Coordinator

The coordinator will conduct all state reviews requested by unaccompanied youths or the parents/guardians of the homeless children.

The coordinator will review all written documents submitted concerning the particular dispute. The coordinator may request additional information from the parties in making his/her determination.

The coordinator will make a final decision within 10 business days of receiving the written response from the school district. The decision of the coordinator is binding and will be effective immediately.

Adopted;

Policy JFABD Admission of Homeless Students

Issued 8/04

Purpose: To establish the basic structure for the admission of homeless students to schools in the district.

Homeless students in the district will have access to the educational and other services that they need to enable them to meet the same student academic achievement standards to which all students are held. The district will enroll and allow homeless students to participate fully in school immediately. Further, the district will not separate homeless students from the mainstream school environment based on the child's status as homeless, and the student will be allowed to attend the school of origin or any public school that other students living in the same attendance area are eligible to attend. A liaison will be designated by the district to serve as the primary contact person between the homeless families, school staff, district personnel, shelter workers and other services providers. The district will provide or arrange transportation to and from the student's school of origin if it receives a request by the parent/legal guardian, or in the case of a student not in the physical custody of the parent or legal guardian, the liaison.

The superintendent will develop an administrative procedure to implement this policy.

(Cf. [EEA](#), [IHBA](#), [JFAA](#), [JH](#), [JRA](#))

Adopted 8/30/04

Legal references:

Federal Law:

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

No Child Left Behind Act of 2001, [P.L. 107-110](#), Section 1115.

McCormick County School District

AR JFABD-R Admission of Homeless Students

Issued 8/04

A homeless student is an individual who lacks a fixed, regular and adequate nighttime residence and who is sharing the housing of others persons due to loss of housing, economic hardship or a similar reason; is living in motels, hotels, trailer parks or camping grounds due to lack of alternative accommodations; is living in emergency or transitional shelters; is sleeping in cars, parks, abandoned buildings, substandard housing, bus/train stations or public parks; is abandoned in hospitals; or is awaiting foster placement.

Migratory students, preschool children, and youth on their own may qualify as homeless because the students are living in circumstances as described above.

Assignment to school

Homeless students have the right to stay in their school of origin, which is the school they went to before they lost their housing, or to stay in the school they were enrolled in last. The district will, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness or enroll the student in a school in the attendance area in which the homeless student is actually living on the same basis as other students.

In determining the best interest of the students, the district will do the following.

- To the extent feasible, keep a homeless student in the school of origin, unless doing so is contrary to the wishes of the student's parent/legal guardian.
- Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent/legal guardian.
- In the case of a student not in the physical custody of a parent/legal guardian, the district's liaison will help in placement or enrollment decisions, consider the views of the student and provide notice of the right to appeal.

Enrollment

The district will immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment such as academic records, medical records, proof of residency or other documentation.

The district will immediately contact the school last attended to obtain relevant academic and other records.

If the student needs to obtain immunizations or immunization or medical records, the district will immediately refer the parent/legal guardian or a student not in the physical custody of a parent/ legal guardian to the district's liaison who will help in obtaining necessary immunizations or records.

Records

Any records ordinarily maintained by the district including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs will be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or district, consistent with state and federal law.

Enrollment disputes

If a dispute arises over school selection or enrollment, the student will be immediately admitted to the school requested pending resolution of the dispute. ad

The parent/legal guardian of the student will be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent/legal guardian or student to appeal the decision through the district's discrimination complaint procedure.

The student or parent/legal guardian will be referred to the district's liaison who will ensure the resolution process is carried out as expeditiously as possible. In the case of a student not in the physical custody of a parent/legal guardian, the district's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal.

Services

Each homeless student will be provided services comparable to services offered to other students, including the following.

- transportation services
- education services for which the student is eligible, such as the following
 - Title 1
 - special education
 - programs for students with limited English proficiency
 - professional technical programs
 - talented and gifted programs
- school nutrition programs

Coordination

The district will coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation or transfer of school records, to ensure that homeless students have access to available education and related services.

District liaison

The district's liaison will ensure the following.

- Homeless students are identified.
- Homeless students enroll in and have a full and equal opportunity to succeed in district schools.
- Homeless families and students receive educational services for which they are eligible and referrals to healthcare services, dental services, mental health services and other appropriate services.
- The parent/legal guardian of a homeless student is informed of the educational and related opportunities available to the student and is provided with meaningful opportunities to participate in the education of his/her child.

- Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, family shelters and soup kitchens).
- Enrollment disputes are mediated.
- The parent/legal guardian of a homeless student, or a student not in the physical custody of a parent/legal guardian, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school selected.
- School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

DD

The district's liaison will coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Issued 8/30/04

McCormick County School District

**FILE:JFABD-
E(2)**

WRITTEN NOTIFICATION OF ENROLLMENT DECISION

(Denial of Enrollment Request)

To be completed by the receiving school when an enrollment request is denied.

Date: _____ School: _____

Person completing form: _____ Title: _____

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Education Assistance Act of 2001, the following written notification is provided to the following.

Student(s): _____

Placement requested _____

After reviewing your request to enroll the student(s) listed above, the enrollment request is denied. This determination was made to serve the best interest of the student and is based upon the following.

Additional options considered (if applicable): _____

These additional placement options were rejected for the following reasons:

You have the right to appeal this decision by completing form JFABD-E(3) or by contacting the school district's local homeless education coordinator.

Liaison's name: _____ Title: _____

Phone number: _____

In addition:

- The student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute.

- You may provide written or verbal documentation to support your position. You may use form JFABD-E(3) attached to this notification .
 - You may complete the appropriate form or contact the state coordinator for homeless education to request a state-level review of the district's final decision regarding an enrollment issue. The coordinator will review all information and written documents submitted concerning the particular dispute and may request additional information from the parties in making his or her determination. The decision of the state coordinator is binding and will be effective immediately.
- School District of McCormick County

Contact information for the state coordinator:

You may seek the assistance of advocates or attorneys.

A copy of our state's enrollment dispute resolution process for students experiencing homelessness is attached.

Adopted:

WRITTEN NOTIFICATION OF ENROLLMENT DECISION

This form is to be completed by the parent, guardian, caretaker or unaccompanied youth when a dispute arises. This information may be shared verbally with the local liaison as an alternative to completing this form.

Date submitted: _____ Student: _____

Relation to student: _____

I may be contacted at (phone or e-mail): _____

School: _____

I have been provided with the following.

- ☐ A written explanation of the school's decision.
- ☐ Contact information for the local homeless education liaison.
- ☐ A copy of the state's enrollment dispute resolution process for students experiencing homelessness.
- ☐ A copy of the state's request-for-review form, if applicable.

Optional: You may include a written explanation to support your appeal in this space or provide your explanation verbally.

The school provided me with a copy of this form when submitted. _____ (initial)

Adopted:

ADMISSION OF LIMITED ENGLISH PROFICIENCY AND MIGRANT STUDENTS

Code **JFABE**

Purpose: To establish the basic structure for the admission of students with limited English proficiency and migrant students to schools within the district.

Students with limited English proficiency and migrant students will have equal access to the same educational opportunities as other students within the district.

A student will not be denied enrollment due to the lack of proof of immigration status and the district will not request that information from the parents/legal guardians.

Only the following two documents are required for enrollment:

- immunization records (DHEC will issue a Certificate of Special Exemption providing a 30-day waiver for students to present records or to begin immunizations)
- birth certificates or proof of age (required for first-time enrollment of children entering kindergarten or first grade)

Parents/Legal guardians do not have to present a South Carolina driver's license or other photo ID for access to the main office in order to enroll their children in school.

Students with limited English proficiency should be placed with students of the same age.

Students with limited English proficiency and migrant students are eligible to participate in all age-appropriate school programs and to receive all available services.

The district will not deny admission to any student based on race, religion, sex, disability, national origin, immigrant status, or English-speaking status.

Parents/Legal guardians may contact the South Carolina Department of Education to file a complaint if they believe their children have been denied enrollment due to their English-speaking or immigration status.

Cf. IHBEA, JFAA

Legal references:

A. Federal Law:

1. Every Student Succeeds Act, Pub. L. No. 114–95, 129 Stat. 1802.
2. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c *et seq.* - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
3. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

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

1. Section 59-63-40 - Discrimination on account of race, creed, color, or national origin prohibited.

C. Federal Cases:

1. *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).
2. *Plyler v. Doe*, 457 U.S. 202 (1982).

D. S. C. Regulations:

1. 61-8 - Immunization Requirements for School and Childcare Attendance.

STUDENTS IN FOSTER CARE

Code **JFABF**

The board believes that students in foster care are best served through a collaborative relationship between the district and the South Carolina Department of Social Services (DSS). Every effort will be made to ensure that these students experience limited educational disruption during their placement in foster care and that they remain in their school of origin whenever possible.

Students in foster care will have equal access to the same free, appropriate public education as provided to other students in the district. They will also be provided the services and have access to the programs and activities that are offered to other students attending district schools, including educational services for which the students meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

Definitions

Foster care - 24-hour substitute care for students placed away from their parents/legal guardians and for whom DSS has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, student care institutions, and pre-adoptive homes. To the extent required under applicable law, this also includes students who an appropriate student welfare agency indicates are awaiting a foster care placement.

School of origin - the school in which a student is enrolled at the time of placement in foster care.

Additional costs - the difference between what the district would otherwise spend to transport a student to his/her assigned school and the cost of transporting a student in foster care to his/her school of origin.

District Point of Contact

The superintendent will designate a district foster care point of contact who will be the primary liaison between the district and DSS and will be responsible for the following:

- coordinating with DSS to develop a process for implementing federal and state laws and regulations related to students in foster care
- leading the development of the best interest determination process
- facilitating the transfer of records and immediate enrollment and data sharing with DSS
- developing and coordinating local transportation procedures

Placement Process

DSS will notify the district when a student is being moved to a new residence for purposes of entering foster care. Within three school days of this notification, DSS and the district point of contact will jointly determine the student's best interest for school placement, in consultation with the student, if appropriate, and other key stakeholders who can provide meaningful input as to the student's academic, social, and emotional well-being (e.g., teachers, coaches, counselors). If the student is served by an Individualized Educational Program (IEP) or 504 Plan or receives services as an English learner, the associated staff members must be included in this determination process. The student will stay in his/her current school of enrollment until this determination is made.

Factors that will be considered when making the best interest determination include:

- preferences of the student
- student's attachment at the school, including meaningful relationships with staff and peers
- placement of the student's siblings
- influence of the school climate on the student, including safety
- availability and quality of services in the school to meet the student's education and socioemotional needs
- history of school transfers and how they have impacted the student
- how the length of the commute would impact the student, based on the student's developmental stage
- whether the student has a disability and is served under the Individuals with Disabilities in Education Act or Section 504 and availability of all associated services
- whether the student is an English learner and will have continued access to language services

If it is determined that the best interest of the student is for him/her to transfer to the school of residence, the student will immediately (i.e., the next school day) be enrolled therein. The receiving school must enroll the student, and the school of origin should expedite the transfer of school records, which should be completed within three school days.

At the end of the student's foster care placement, he/she will be permitted to remain enrolled in the receiving school until the end of the academic year, if appropriate.

Placement dispute resolution

If the district foster care point of contact and the DSS representative do not agree on the student's best interest for school placement, the student will remain enrolled at the school in which he/she was enrolled at the time he/she entered foster care. Within five school days of the best interest determination meeting, the district foster care point of contact and the DSS representative will meet together to review the best interest determination documentation and resolve any dispute. If these two individuals are unable to agree on placement, they will obtain guidance and consultation from their respective state-level agencies (SCDE and DSS).

To initiate this consultation at the state agency level, an email will be sent to the designated foster care point of contact at each agency via email within 10 days following the local representative meeting and will include the Best Interest Determination for Foster Care Placement Form [JFABF-E(1)]. SCDE and DSS will then work together to provide guidance and assistance to both the district and the DSS representative.

If no decision regarding placement can be agreed upon, federal guidance indicates that DSS will be the final decision maker.

Transportation

Transportation costs will not be considered when determining the student's best interest.

The district foster care point of contact and DSS representative will collaborate to develop transportation requirements that detail the handling of disputes over which entity or entities will pay any additional costs incurred in providing transportation to students in foster care and which agency or agencies will pay the costs until any dispute is settled. As appropriate, input from other federal programs staff, including special education and McKinney-Vento staff, and the

transportation director will be obtained in developing this plan. Input may be obtained from the superintendent and the board, if needed.

When a transportation dispute arises between the district and DSS over paying the costs of transportation, every effort will be made to reach a resolution at the local level prior to initiating the state-level dispute resolution process.

Recordkeeping

Evidence of compliance with this policy will be maintained by the district. Such evidence includes, but is not limited to, the best interest determination, the student's immediate enrollment, and the collaboration between entities regarding transportation.

Adopted 9/24/2018

Legal References:

A. Federal Law:

1. Every Student Succeeds Act, Pub. L. No. 114–95, 129 Stat. 1802.
2. Fostering Connections to Success and Increasing Adoptions Act of 2008, Pub. L. 110-351, 122 Stat. 3949.
3. Social Security Act, 42 U.S.C.A. §671(a)(10) and § 675(1)(G) - Student welfare agency requirements related to supporting normalcy for students in foster care and ensuring the educational stability of students in foster care.

B. Other:

1. South Carolina Department of Education & South Carolina Department of Social Services Joint Guidance, *Fostering Connections: Joint Guidance for Ensuring School Stability of Students in Foster Care*, December 2016.

Adopted:



Best Interest Determination for Foster Care School Placement Form



Student's Name: _____

School of Current Attendance: _____

Student's Current Grade: _____

Date of Best Interest Determination Meeting: _____

Determination:

- ☐ The student shall remain in the school in which the child was enrolled at the time of placement.

Name of School: _____

- ☐ Based on the best interest determination, a change in school placement is needed. The student will be enrolled in the school of current residence.

Name of School: _____

Note: If a change in educational placement is needed, enrollment should take place immediately at the new school with all educational records provided to the new school.

Was the child or youth informed of the benefits in inviting a significant person to attend the meeting?

☐ Yes ☐ No

If a person was identified, who did the child invite? _____

What school does the child prefer? _____

Why? _____

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for Foster Care School Placement Form

Signature Page

The following individuals participated in determining the school placement that is in the student's best interest:

Participants	Printed name, Title, and/or relationship with child	Signature	Agree with determination? (circle)
Child or youth in care			Yes No
DSS service worker or supervisor			Yes No
Foster Parent or Placement Provider			Yes No
School representative from child's school at time of placement			Yes No
IEP team for special education purposes, if applicable			Yes No
Birth parent(s) or prior custodian(s)			Yes No
The child's guardian ad.litem			Yes No
Other significant person(s) the child or youth wishes to attend (if attending)			Yes No
Other _____			Yes No
Other _____			Yes No

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for Foster Care School Placement Form

The student remains in the school at time of placement unless the answers to the following questions suggest a change of placement is in the child's best interest.

1. What is the child's permanency goal and plan?
2. What is the expected date for achieving the permanency goal?
3. How many schools has the child attended? How many schools has the child attended this year? How have the school transfers affected the child emotionally, socially, academically, and physically?
4. What are the safety considerations related to school placement?
5. Which school does the student prefer? Why? How was this information obtained?
6. How does the child feel about any upcoming moves?

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for Foster Care School Placement Form

7. Which school do the birth parents or prior custodians as appropriate, and the child's current placement provider prefer? Why?

8. What school(s) do the child's siblings attend?

9. How is the child performing academically?

10. Does the child have a current IEP or a 504 Plan?

11. If the student has a current IEP, is specialized transportation identified as a related service?

12. Does the child participate in other specialized instruction? (e.g., gifted program, career and technical program)

13. What are the child's academic/career goals? Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for Foster Care School Placement Form

14. Describe the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities?
15. Would changing schools affect the student's ability to earn full academic credit, participate in sports or other extra-curricular activities, proceed to the next grade, or graduate on time? If so, how?
16. Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the child or at the end of the school year?
17. How would the length of the commute to school impact the child?

Attach any supporting documentation used in making this determination of best interest.

(The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- ☐ Report cards
- ☐ Progress reports
- ☐ Achievement data (test scores)
- ☐ Attendance data
- ☐ IEP or 504 Plan
- ☐ E-mails or correspondence from individuals consulted
- ☐ Disciplinary referrals
- ☐ Health reports/records

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.



Immediate Enrollment of Child in Foster Care Form



Student Information

Date of Joint DSS/School Best Interest Determination for School Placement:		Date Student Presented for Enrollment:	Date Placed with Agency:
Name & Phone # for School of Origin LEA POC:		Receiving School/District:	
Student Name:			
Age:	DOB:		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Foster Parent/Placement Name:		Phone:	
Foster Parent/Placement Address:			
DSS/Child-Placing Agency Name:			
Agency Contact Name/Case Worker:		Phone:	
Last School Attended/School District:			Current Grade:
Information on status of parental rights:			
Does student have IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		Does student have 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

The local department of social services (DSS) shall coordinate with the school district representative to ensure that the child in foster care is immediately and appropriately enrolled with all educational records provided to the new school ([Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#); [Social Security Act, Title IV, § 475 \(1\) \(G\) \[42 USC 675\]](#)). The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all required school records, including confidential records, are transferred from the sending to the receiving school within three working days (Proviso 1.8).

This document provides all information required for the DSS to notify the school principal and school district superintendent and for the school to immediately enroll the child in compliance with ESSA (P.L. 114-95, Sec.1111(c)).

“Immediate” means no later than the beginning of the next school day after the presentment for enrollment. “Presentment” means the person enrolling the child has appeared at the school and presented best interest determination documentation and certifications (see next page). “Enrollment” means the child is attending classes and participating fully in school activities.

Immediate Enrollment of Child in Foster Care Form

****Enrollment Certifications**

I am a representative of the agency to whom the court has committed or the parent has entrusted the child's care through a voluntary entrustment or noncustodial agreement of the above-named child. This child meets the definition of a child placed in foster care in South Carolina; therefore, I am certifying the child is eligible for *immediate* enrollment.

To the best of my knowledge, _____ has/has not (circle one) been expelled from school attendance at a private school or public school district in South Carolina, or in another state, for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person.

To the best of my knowledge, _____ is in good health and is free from communicable or contagious disease. If documentation of a physical exam, birth certificate, social security number, and/or immunization record is unavailable at time of enrollment, they must be provided to the school within 30 days of enrollment.

DSS or Licensed Child Placing Agency Signature

Date

Release of Information

I, _____,

as legal custodian/guardian of _____,

hereby authorize schools, their agents and employees in possession of this student's educational records to release such information as necessary for the purposes of his/her educational enrollment at _____ (school of enrollment).

Legal Custodian/Guardian Signature

Date

McCormick County School District Position Description

POSITION TITLE: Student Information Attendance Clerk

Summary: The district attendance clerk is responsible for collecting and maintaining student attendance information at the educational complex, meeting district, state, and federal requirements relating to attendance processes including part notification; preparing and distributing attendance reports and materials; providing clerical support at complex site, and communicating various information regarding activities.

EDUCATION/EXPERIENCE

- Associate degree preferred – Must have high school diploma
- Job related experience is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist assistant principals in meeting district, state, and federal requirements relating to attendance and truancy.
- Communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements.
- Ensures accuracy of attendance records, including verification of forgeries and truanancies for the purpose of complying with State laws governing attendance and truancy accounting.
- Maintains a variety of attendance records, schedules, and files (manual and computer) (e.g. contact and telephone logs, student attendance, school calendars, etc.) for the purpose of providing reliable information in compliance with district policies.
- Prepares a variety of reports and written materials (e.g. passes, standardized and special attendance reports, letters to parents, etc.). for the purpose of conveying information regarding school and/or district activities and procedures.
- Processes documents and materials (e.g. attendance records, student placement, disciplinary and/or suspension notices, etc.) for the purpose of disseminating information to the appropriate parties.
- Responds to inquiries from a variety of individuals (e.g. staff, parents, probation officers, other schools, and/or students, etc.) for the purpose of providing information and/or directions as may be required.
- Assists other personnel as may be required (e.g. school secretary, assistant principal, teachers, etc.) for the purpose of supporting them in the completion of their work activities.

KNOWLEDGE, SKILLS, ABILITIES REQUIRED:

Skills are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying pertinent codes, policies, regulations and/or laws; operating standard office equipment including utilizing pertinent software application; administering first aide; performing standards clerical procedures; and preparing and maintaining accurate records.

Knowledge is required to perform basic math; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions so the job include: common office machines and software and office methods and practices.

Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize specific job-related equipment. Some problem solving may be required to identify issues and select actions plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups; working under time constraints; maintaining confidentiality and working with frequent interruptions.

Supervisory Responsibilities: None

Reports to: High School Principal

Salary: See salary scale

Employment: 200 Days

Non-Exempt

The information contained in this job description is for compliance with the American with Disabilities Act (ADA.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.