

Regular Meeting of the Board of School Trustees

MES/MMS Media Center

6979 Hwy 28 South

McCormick, SC 29835

March 11, 2019

6:00 Executive Session

1. Personnel Matters
2. Receipt of Legal Advice

7:00 Regular Session

I. Call to Order.....Chair Moss

Declare a Quorum Moment of Silence Welcome Pledge of Allegiance

II. Approval of Agenda.....Chair Moss

III. Action on Executive Session Items

1. Personnel Matters
2. Receipt of Legal Advice

IV. Approval of Minutes.....Chair Moss

V. Board Spotlight

MES – Nynita Paul

MMS – Gena Wideman

MHS – Steve English

VI. Public Comments

VII. Office of the Superintendent

- a) Budget (I)
- b) Approval of Administrative Personnel for 2019-2020 (A)
- c) Second Reading Approval of Policies: LA, LH, LBA (A)
- d) First Reading Approval of Policies: KA, KB, KBB, KC, KCA, KCD, KD, KDB, KDD (A)
- e) Approval of Job Descriptions: Computer Science Teacher, Spanish Teacher, School Psychologist, Early Childhood Teacher, Speech Pathology, Educational Interpreter, High School Instructional Coach, Social Studies Teacher (A)
- f) Approval of Student Dress Code (A)
- g) 2019-2020 School Calendar (I)
- h) Instructional Program (I)
- i) Approval of Overnight Trip (A)

VIII. Public Comments on Agenda Items

IX. Second Executive Session

Adjournment

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

McCormick County School District Board of Trustees

Regular Meeting

February 19, 2019

7:00 p.m.

6:00 Executive Session: Motion to leave Executive session by Heather McNally, seconded by Christine Lee. All in favor

Members Present

I. Verteema Chiles, Heather McNally, Christine Lee, Janie Martin and Dr. Melody Wilt.

Verteema Chiles called the meeting to order at 7:00 p.m.

a. **Moment of Silence (Christine Lee)**

b. **Welcome (Dr. Melody Wilt)**

c. **Pledge of Allegiance (Heather McNally)**

II. **Approval of Agenda** – Motion to Approve Agenda by Christine Lee, Seconded by Heather McNally.

All in favor.

III. **Approval of Minutes** – Motion to approve Minutes by Heather McNally, seconded by Melody Wilt.

All in Favor.

IV. **Action on Executive Session Items (Student Matters)**– Motion to approve Student A by Heather McNally, seconded by Melody Wilt. All in favor.

Motion to approve Student B by Christine Lee, seconded by Janie Martin. All in favor.

Property Matters – No Action Taken

V. **Spotlights**

MES

	Last Name	First Name
CARE	McDuffie	Ramajie
HARD WORK	Chamberlain	Zion
INTEGRITY	McDonald	Aliheyah
EXCELLENCE	Acree	Caziah
FOCUS	Blair	Mireyah
STEADFAST	Quarles	Ja'Layah

MMS- Student of the Month

6TH Grade – Jasmine Green

7th Grade – Laura Turman

8th Grade – Jeremiah Fambrough

Staff of The Month – Alvin Jennings

Teachers of the Month – Vicki Huffman and Jimmy Hughes

MHS – Star Academy – Ashton Gage

9th - Ashley Smith

10th - Lyracis Johnson

11th - Isiah Dansby

12th - Troy Beasley

- VI. Public Comments** – Tim Rhodes – “Condolences to all of the families. Thank you Ms. Bagley for the invitation. I am the representative for SCSBA, this is all new to me and I am going around and introducing myself to the Districts. I have been part of the Abbeville School Board since 2007 and have been married for 30 years. I wanted to be the voice and I am available to get any training that the board wants or need. I can also get a word out to the State Board of Education. Anything that I can do please let me know. We all serve for one reason it’s the kids just like the ones you’ve seen standing here tonight. We have to be the voice for our kids, they don’t have a voice. Thank you and I will be that voice for you.”

VII. Office of the Superintendent

- a) Revenue and Expenditure Report.....Ms. Bagley
- b) **Second Reading** - Motion to approve the second reading if IKF-R by Heather McNally, seconded by Melody Wilt. All in favor
Motion to approve the second reading of IKF by Heather McNally, seconded by Janie Martin. All in favor
Motion to approve the second reading of JHCB by Melody Wilt, seconded by Christine Lee. All in favor
- c) **First Reading** - Motion to approve LA, LH and LBA by Heather McNally, seconded by Christine Lee. All in favor.
- d) 2019-2020 Regular, Balanced and Year- Round Calendars presented by Betty Bagley.
- e) District Dress code information presented via Powerpoint by Betty Bagley.
- f) Motion to approve Job Descriptions by Christine Lee, seconded by Melody Wilt. All in Favor
- g) The second Active Shooter drill is set to take place in April. There is no specific date and time set as for now, the drill will just happen.
- h) Instructional Program information shown and presented by Betty Bagley.
- i) Motion to us the current name of McCormick County Educational Foundation to pursue the 501 C program for planning by Dr. Melody Wilt, seconded by Janie Martin.

VIII. Public Comments

IX. No Second Executive Session Needed

- X. Adjournment** – Motion made by Christine Lee to adjourn the Board Meeting and seconded by Heather McNally. All in favor.

McCormick County School District
Budget Report
February 28, 2019

	Original Budget		Projected Budget		2/28/2019		Expended to Date		Remaining		%	
MHS Salaries		\$1,687,240		\$1,256,910		\$688,740		\$568,170		45.20%		
Benefits		\$498,797		\$686,577		\$245,055		\$441,522		64.31%		
MMS Salaries		\$1,196,394		\$1,024,066		\$513,306		\$510,760		49.88%		
Benefits		\$327,557		\$573,732		\$184,476		\$389,256		67.85%		
MES Salaries		\$1,357,134		\$1,569,909		\$780,766		\$789,143		50.27%		
Benefits		\$449,328		\$866,541		\$270,596		\$595,945		68.77%		
Transportation Salaries		\$329,223		\$331,283		\$173,934		\$157,349		47.50%		
Benefits		\$61,050		\$91,808		\$41,252		\$50,556		55.07%		
Maintenance / Custodial Salaries		\$229,300		\$313,429		\$172,253		\$141,176		45.04%		
Benefits		\$96,695		\$161,829		\$72,188		\$89,641		55.39%		
District Level Salaries		\$1,038,620		\$833,592		\$551,438		\$282,154		33.85%		
Benefits		\$397,091		\$522,433		\$246,433		\$276,000		52.83%		
Total Salaries and Benefits		\$7,668,429		\$8,232,109		\$3,940,437		\$4,291,672		52.13%		
Other Items in General Fund Budget												
MHS		\$306,119		\$105,205		\$105,205		\$0		0.00%		
MMS		\$35,350		\$6,264		\$6,264		\$0		0.00%		
MES		\$63,695		\$5,272		\$5,272		\$0		0.00%		
Transportation		\$8,050		\$4,624		\$4,624		\$0		0.00%		

McCormick County School District
Budget Report
February 28, 2019

Maintenance / Custodial (Includes Utilities)	\$880,017	\$880,017	\$607,587	\$272,430	30.96%
District	\$1,245,860	\$974,029	\$482,407	\$491,622	50.47%
Total Other	\$2,539,091	\$1,975,411	\$1,211,359	\$764,052	38.68%
Total Budget	\$10,207,520	\$10,207,520	\$5,151,796	\$5,055,724	49.53%



McCormick County School District
Superintendent
Administration Recommendations for
2019-2020

Position	Assigned/Recommendation	Location	Contract	Position Days	Classification
School Administration					
Principal Elementary School	Nynita Paul	MES	Continuing	240	Certified Admin
Principal Middle School	Gena Wideman	MMS	Continuing	240	Certified Admin
Principal High School	John English	MHS	Continuing	240	Certified Admin
Assistant Principal Elementary School	Angie White	MES	Continuing	220	Certified Admin
Assistant Principal Middle School	Thomas Williamson	MMS	Continuing	220	Certified Admin
Assistant Principal// Athletic Director High School	Ricky Salliewhite	MHS	Continuing	240	Certified Admin
District Administration					
Coordinator for Early Childhood and Elementary	Dr. Tami Burton	DO	Continuing	240	Certified Admin
Coordinator for Federal Programs & Special Projects	Dr. Suzanne Larsen	DO	Continuing	240	Certified Admin
Director of Nutrition Services, Facilities & Transportation	Mrs. Geraldine Morris	DO	LOA (a) - Contract	240	Classified (Exempt) (2)
Accounts Payable & Payroll	Denesha Morgan	DO	LOA - Contract	240	Classified (Exempt)
Information Technology Specialist	Vacant	DO	LOA - Contract	240	Classified (Exempt)
Coordinator of Student Services	TBD	DO	Out Sourced	as needed or as required	Certified Admin
Finance Officer	TBD	DO	Out Sourced	as needed or as required	CPA Qualified
Coordinator for Human Resources	TBD	DO	Out Sourced	as needed or as required	Certified Admin

Notes: (1) LOA - Letter of Agreement

(2) Exempt/Non-Exempt references FSLA Regulations (2017) Overtime Pay

The **Fair Labor Standards Act** (FLSA) states that employees employed as "bona fide executive, **administrative**, professional and outside **sales** employees" and "certain computer employees" may be considered exempt from both **minimum wage** and **overtime pay**.
Jan 16, 2018

EDUCATION AGENCY RELATIONS GOALS AND OBJECTIVES

Code **LA** Issued

Purpose: To establish the board's vision for relations with other education agencies.

The board will strive to cooperate with and be vitally interested in the successes and challenges of other school districts and related organizations. This cooperation may extend to the South Carolina School Boards Association, the South Carolina Department of Education, the National School Boards Association, and the U.S. Department of Education.

Adopted 6/26/00; Revised ^

SHARED SERVICES AND STAFF

Code **LBA** Issued

Purpose: To establish the board's vision for sharing services and staff with other schools and school districts.

When it is necessary to provide special educational programs that require the use of highly specialized personnel and/or equipment or because the incidence of need in any given school population is low, the board may enter into a cooperative agreement with neighboring districts to provide such services. The superintendent will act as the board's agent in making such agreements.

Adopted 6/26/00; Revised ^

Legal references:

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

1. Section 59-17-90 - Purposes for which school districts may combine.
2. Section 59-21-740 - Eligibility for state aid.
3. Section 59-33-50 - Establishment and operation of programs by school districts; contracts between districts; special arrangements for students with disabilities.

RELATIONS WITH EDUCATIONAL ACCREDITATION AGENCIES

Code **LH** *Issued*

Purpose: To establish the board's vision for relations with educational accreditation agencies.

The board authorizes the administration to seek and maintain accreditation of the high school and elementary schools with agencies such as the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI).

Adopted 6/26/99; Revised ^

SCHOOL-PARENT-COMMUNITY RELATIONS

Code **KA** Issued

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of the community in accomplishing our goals and mission.

The board believes the following:

- The public schools belong to the people who created them by consent and support them by taxation.
- The schools are only as strong as the support afforded them by an intelligent and informed community.
- The support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the schools.
- The education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff, and community members.

In support of these beliefs, the district will encourage support of effective partnerships among schools, parents/legal guardians, community, and business. To increase participation of business and industry in our schools, the district may do the following:

- Recruit business and industry personnel to serve on local school improvement councils and serve as volunteers or mentors.
- Encourage school personnel to obtain advice and suggestions from the business community.
- Work with businesses and civic and professional organizations to establish adopt-a-school programs.

Individual schools may implement an effective public information program to inform citizens about schools and about the achievement of students.

Individual schools may establish awards programs to recognize individuals and firms which contribute to effective partnerships.

Adopted 8/24/88; Revised 6/26/00, 6/11/07, ^

Legal references:

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

1. Section 59-5-65(11), (12), (13) - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

PARENT INVOLVEMENT IN EDUCATION

Code **KB** Issued

Purpose: To establish the board's vision for the involvement of parents/legal guardians and families in the education of their children.

The board believes that parent/legal guardian and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations, and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/legal guardian/family involvement in the education of their children.

Therefore, the board commits to the following:

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents/legal guardians and families in supporting classroom learning.
- Providing support and coordination for staff and parents/legal guardians and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents/legal guardians and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff, and community representatives in school governance and decision making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents/legal guardians and families, teachers, the school system as a whole, and the community at large.

Parent Involvement (Parent Involvement in Their Children's Education Act of 2000)

Responsibilities of board

In order to heighten awareness of the importance of parent/legal guardian and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings and emphasize parent/legal guardian/school partnerships to assure a child's academic success, the board will do the following:

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.

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- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following:

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents/legal guardians of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents/legal guardians, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent Involvement (Every Student Succeeds Act of 2015)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and English Learner (EL) programs. Pursuant to federal law, the district and parents/legal guardians will jointly develop and agree upon a written parental involvement policy that will be distributed to parents/legal guardians participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following:

- Provide activities that will educate parents/legal guardians regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents/legal guardians in the educational process, including the following:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents/legal guardians/families to use together with their children
 - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following:

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- Provide input into district policies.
- Volunteer time within the classrooms and school programs.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents/legal guardians.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and South Carolina Department of Education guidelines, the district will meet with parents/legal guardians to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district schools participating in the Title I program meet annually. Parents/Legal guardians of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents/legal guardians with limited English proficiency, parents/legal guardians with disabilities, parents/guardians of homeless students, and parents/legal guardians of migratory students. In cooperation with parents/legal guardians, the district's policy, plan, and compact will be reviewed annually and updated periodically to meet the changing needs of parents/legal guardians and the school and distributed to parents/legal guardians of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents/legal guardians can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents/Legal guardians of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents/Legal guardians of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

English Learner (EL) parent involvement

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Pursuant to federal law, parents/legal guardians of EL students will be provided notification regarding their child's placement in and information about the district's EL program.

Parents/Legal guardians will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following:

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent/legal guardian or the student.

The district (*option: may/will*) provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted 11/27/00; Revised 6/11/07, ^

Legal references:

A. Federal Law:

1. Every Student Succeeds Act of 2015, Pub. L. No 114-95.

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

1. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
2. Section 59-59-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.
3. Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.

C. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
2. R43-234 - Defined program, grades 9-12.

D. South Carolina State Department of Education:

1. South Carolina Education and Economic Development Act Guidelines (2006).

CAREER AND TECHNICAL EDUCATION PLANNING AND APPEALS

Code **KC** Issued

Purpose: To establish the board's vision for community involvement in career and technical education planning and appeals.

Career and Technical Education Program Planning

In order to comply with federal law, the district will observe the participatory and appeal processes described below in the planning and implementation of career and technical education programs. Interested parents/legal guardians, students, and area residents will be able to participate directly in local decisions pertaining to the local plan.

Participatory Planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following:

- Provide the opportunity for community involvement or input into the development of the local plan for career and technical education prior to its submission to the State Office of Career and Technology Education.
- Inform students, parents/legal guardians, teachers, and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited Appeal Process

Students, parents/legal guardians, teachers, and/or area residents will be able to appeal local decisions that influence the character of career and technical programs affecting their interest as follows:

- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.
- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina state board of education within 14 days for final action within 60 days.

Adopted 6/26/00; Revised 6/11/07, ^

Legal references:

A. Federal Law:

1. Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C.A Section 2301, *et seq.*

SCHOOL-COMMUNITY RELATIONS GOALS

Code **KCA** Issued

Purpose: To establish the board's vision for school community relations.

The board will interpret the educational program to the people and invite discussion and suggestion on important educational policies. The board will attempt, at all times, to represent the entire community rather than any single group or section. To this end, the board establishes the following school-community relations goals:

- to develop intelligent citizen understanding of the school district in all aspects of its operation
- to determine how the citizenry feels about the school district and what it wishes the school district to accomplish
- to develop citizen understanding of the need for adequate financial support of a sound educational program
- to help citizens assume a more direct responsibility for the quality of education the school district provides
- to earn the good will, respect, and confidence of the citizenry in the personnel and services of the school district
- to bring about citizen understanding of the need for improvement and what must be done to facilitate essential change
- to involve citizens in the work of the board and the solving of its educational problems
- to invite the assistance, cooperation, and understanding of elected and appointed officials and committees in the development of educational programs and facilities
- to promote a genuine spirit of cooperation between the board and community in sharing leadership for the improvement of the community
- to use advocacy as a means to support board policies and foster a citizen understanding of the impact of federal and state legislation on the district and its schools

Adopted 6/26/00; Revised 2/9/09, ^

Legal references:

A. Federal Cases:

1. *Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

RELATIONS WITH PARENT ORGANIZATIONS

Code **KBE** Issued

Purpose: To establish the basic structure for board and district relations with parent organizations.

State law delegates to local school district boards of trustees the responsibility of officially representing the public in the operation of the district's public schools. In order to accommodate citizens who have specific positive interests in providing additional support for selected school activities, the board authorizes the formation of cooperative parent-school groups that will provide legitimate and systematic participation to foster selected school activities. Among these are booster clubs, parent-teacher organizations, parent support groups, business-school partnerships, and education foundations. The board believes that for a successful community-school organization to exist, the propelling and compelling impetus for such an organization must be a spirit of altruism, cooperation, and supportive action rather than discord, confrontation, and usurpation of legitimate board and administrative prerogatives.

These groups will not have administrative authority in connection with the operation of the school. The board has final authority over all phases of the school and money raised for schools. Equipment donated to the school becomes the property of the district.

The board encourages administration, staff, and employees to be supportive and accommodating to the activities of these groups. Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval by the board.

These support groups need administrative approval for any events, programs, or operations that involve the following:

- the participation of children
- operation of a school service
- charges to children
- solicitation of children
- communications sent home with all children in a school

The board directs the administration to establish regulations and procedures that will provide for an orderly and systematic operation of such groups. The board further directs the administration periodically to evaluate the productivity and impact of the support groups.

This policy governs all groups currently in existence in the district as well as those formed after the date of adoption of this policy.

Adopted 2/9/78; Revised 7/30/84, 6/26/00, 6/11/07, ^

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** Issued

Purpose: To establish the board's vision for the rights and responsibilities of the parents/legal guardians of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents. Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following **rights**:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, color, immigration status, national origin, disability, religion, sex, or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

Additionally, every parent/legal guardian has the following **responsibilities**:

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially to make the child receptive to learning and discipline

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- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

Cf. KB

Adopted 6/26/00; Revised 11/27/00, 6/11/07, ^

Legal references:

A. Federal Law:

1. The Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232(g).

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

1. Section 20-7-100 - Parental right to participate in child's school activities unless prohibited by court order.
2. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
3. Section 59-33-310, *et seq.* - Adult Students with Disabilities Educational Rights and Consent Act.
4. Section 59-59-10, *et seq.* - South Carolina Education and Economic Development Act.

PUBLIC GIFTS/DONATIONS TO SCHOOLS

Code **KCD** Issued

Purpose: To establish the basic structure for the public donation of items to the schools.

The school board may accept and hold in trust for its particular school district any property granted, devised, or bequeathed to the district. The board may use the property in such a manner as in its judgement seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift, or bequest.

Gifts to the school district for public school purposes may be accepted subject to conditions of the gift. Property purchased by the school district may be acquisitioned in fee simple title only.

The superintendent will establish other criteria to be met in acceptance of gifts and the procedures to be followed in using such gifts.

Adopted 6/26/00; Revised ^

Legal references:

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

1. Section 59-19-170 - Acceptance and holding of property by trustees.
2. Section 59-19-180 - Purchase of land by trustees.
3. Section 59-69-30 - Investment of such fund.

B. S.C. Attorney General's Opinion:

1. S.C. Att'y Gen. Op. (Mar. 20, 1969) - A board of trustees that acquires by purchase land to be used for public school purposes must take fee simple absolute title.

PUBLIC INFORMATION AND COMMUNICATION

Code **KD** Issued **DRAFT/17**

Purpose: To establish the board's vision for the district's public information and communication program.

It will be the policy of the board to keep the community informed of the objectives, achievements, needs, and conditions of the district.

The board will seek to keep the citizens of the district regularly and thoroughly informed through all the channels of communication. Therefore, the board will make every attempt to do the following:

- Disseminate to the public information regarding the policies, administrative operations, objectives, educational program, and successes and failures of the schools and the needs of the district.
- Inform the public of the board's position on issues being considered by state or federal elected representatives which may have an impact on the district.
- Provide the means for furnishing full and accurate information, favorable and unfavorable, regarding the district and each school's instructional plan and programs, including an interpretation and explanation where necessary.

The superintendent will supervise the public information program of the district. The central administrative office will implement and coordinate the program. The superintendent will develop guidelines for the district's use of its communications channels, including the district web site, to implement the public information and communication program and to ensure that measures are in place to monitor and control its use and content in a manner that is consistent with the district's mission.

Adopted 6/26/99; Revised 2/9/09, ^

Legal references:

A. Federal Cases:

1. *Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

Code **KDB** Issued **DRAFT/17**

Purpose: To establish the board's vision for the public's right to know about board operations.

The board is a public servant and its meetings and records are a matter of public information except as such meetings and records pertain to individual personnel and other classified matters as provided by law.

The official minutes of the board, its written policies, and its financial records will be open for inspection at the superintendent's office. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district employee will release records pertaining to individual students or staff members for inspection by the public or any unauthorized persons.

Adopted 6/26/00; Revised ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

MEDIA RELATIONS

Code **KDD** *Issued*

Purpose: To establish the board's vision for relations with the media.

The district will make every effort practical to assist the press and other communications media to obtain complete and adequate coverage of the programs, issues, planning, and activities of the district.

The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans, or challenges.

Adopted 2/26/79; Revised 6/26/00, ^

Policy KA School-Parent-Community Relations Goals/Priority Objectives

Issued 6/07

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of the community in accomplishing our goals and mission.

The board believes the following.

- The public schools belong to the people who created them by consent and support them by taxation.
- The schools are only as strong as the support afforded them by an intelligent and informed community.
- The support of the people must be based upon their knowledge of, their understanding about and their participation in the aims and efforts of the schools.
- The education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff and community members.

In support of these beliefs, the district will encourage support of effective partnerships among schools, parents/legal guardians, community and business. To increase participation of business and industry in our schools, the district may do the following.

- Recruit business and industry personnel to serve on local school improvement councils and serve as volunteers or mentors.
- Encourage school personnel to obtain advice and suggestions from the business community.
- Work with businesses and civic and professional organizations to establish adopt-a-school programs.

Schools may implement an effective public information program to inform citizens about schools and about the achievement of students.

Schools may establish awards programs to recognize individuals and firms which contribute to effective partnerships.

Adopted 8/24/88; Revised 6/26/00, 6/11/07

Legal references:

S.C. Code, 1976, as amended:

[Section 59-5-60](#) - General powers of the board.

[Section 59-5-65](#)(11), (12), (13) - State board of education authorized to assist school districts in the creation of effective school/business/community partnerships.

McCormick County School District

Policy KB Parent Involvement in Education

Issued 6/07

Purpose: To establish the board's vision for the involvement of parents and families in the education of their children.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in an collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the board commits to the following.

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff and community representatives in school governance and decision making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole and the community at large.

Parent involvement (2000 Parent Involvement in Their Children's Education Act)

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success, the board will do the following.

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.

- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following.

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent involvement (No Child Left Behind Act of 2001)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following.

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following.
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents/families to use together with their children

- keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following.
 - Provide input into district policies.
 - Volunteer time within the classrooms and school programs.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and state department of education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. In cooperation with parents, the district's policy, plan and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement

of their children.

Limited English Proficient (LEP) parent involvement

Pursuant to federal law, parents of LEP students will be provide notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

(Cf. [KBB](#))

Adopted 11/27/00; Revised 6/11/07

Legal references:

Federal law:

No Child Left Behind Act of 2001, [P.L. 107-110](#) - Sections 1111- 1120B.

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

[Sections 59-28](#)-100 through [59-28](#)-220 - Parental Involvement in Their Children's Education Act.

[Section 59-139](#)-90 - Strategic plans to include stated goals and objectives for parent involvement.

McCormick County School District

Policy KBB Parent Rights and Responsibilities

Issued 6/07

Purpose: To establish the board's vision for the rights and responsibilities of the parents of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent has the following **rights**.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Special education

- to be informed of all programs in special education
- to appeal the placement, in accordance with established guidelines, of his/her child in a special education class

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal governments

Every parent has the following **responsibilities**.

- to make reasonable efforts to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the school teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

(Cf. KB)

Adopted 6/26/00; Revised 11/27/00, 6/11/07

Legal references:

United States Code, Annotated:

Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [[20 U.S.C. 1232g](#)].

South Carolina Code of Laws, 1976, as amended:

[Section 63-5-30](#) - Rights and duties of parents regarding minor children.

[Sections 59-28-100](#) through [59-28-220](#) - Parental Involvement in Their Children's Education Act.

McCormick County School District

Policy KBE Relations with Parent Organizations

Issued 6/07

Purpose: To establish the basic structure for board and district relations with parent organizations.

State law delegates to local school district boards of trustees the responsibility of officially representing the public in the operation of the district's public schools. In order to accommodate citizens who have specific positive interests in providing additional support for selected school activities, the board authorizes the formation of cooperative parent-school groups that will provide legitimate and systematic participation to foster selected school activities. Among these are booster clubs, parent-teacher organizations, parent support groups, business-school partnerships and education foundations. The board believes that for a successful community-school organization to exist, the propelling and compelling impetus for such an organization must be a spirit of altruism, cooperation and supportive action rather than discord, confrontation and usurpation of legitimate board and administrative prerogatives.

These groups will not have administrative authority in connection with the operation of the school. The board has final authority over all phases of the school and money raised for schools. Equipment donated to the school becomes the property of the district.

The board encourages administration, staff and employees to be supportive and accommodating to the activities of these groups. Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval by the board.

These support groups need administrative approval for any events, programs or operations that involve the following.

- the participation of children
- operation of a school service
- charges to children
- solicitation of children
- communications sent home with all children in a school

The board directs the administration to establish regulations and procedures that will provide for an orderly and systematic operation of such groups. The board further directs the administration periodically to evaluate the productivity and impact of the support groups.

This policy governs all groups currently in existence in the district as well as those formed after the date of adoption of this policy.

Adopted 2/9/78; Revised 7/30/84, 6/26/00, 6/11/07

McCormick County School District

Policy KC Career and Technology Education Planning and Appeals

Issued 6/07

Purpose: To establish the board's vision for community involvement in career and technology education planning and appeals.

Career and technology education program planning

In order to comply with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 ([PL 101-392](#)), the district will observe the participatory and appeal processes described below in the planning and implementation of career and technology education programs. Interested parents/legal guardians, students and area residents will be able to participate directly in local decisions pertaining to the local plan.

Participatory planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following.

- Provide the opportunity for community involvement or input into the development of the local plan for career and technology education prior to its submission to the State Office of Career and Technology Education.
- Inform students, parents/legal guardians, teachers and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited appeal process

Students, parents/legal guardians, teachers and/or area residents will be able to appeal local decisions that influence the character of career and technology programs affecting their interest as follows.

- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.
- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina state board of education within 14 days for final action within 60 days.

Adopted 6/26/00; Revised 6/11/07

Legal references:

Federal statutes:

[P.L. 101-392](#), Section 118, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

McCormick County School District

Policy KCA School-Community Relations Goals/Priority Objectives

Issued 2/09

Purpose: To establish the board's vision for school-community relations.

The board will interpret the educational program to the people and invite discussion and suggestion on important educational policies. The board will attempt, at all times, to represent the entire community rather than any single group or section. To this end, the board establishes the following school-community relations goals.

- to develop intelligent citizen understanding of the school district in all aspects of its operation
- to determine how the citizenry feels about the school district and what it wishes the school district to accomplish
- to develop citizen understanding of the need for adequate financial support of a sound educational program
- to help citizens assume a more direct responsibility for the quality of education the school district provides
- to earn the good will, respect and confidence of the citizenry in the personnel and services of the school district
- to bring about citizen understanding of the need for improvement and what must be done to facilitate essential change
- to involve citizens in the work of the board and the solving of its educational problems
- to invite the assistance, cooperation and understanding of elected and appointed officials and committees in the development of educational programs and facilities
- to promote a genuine spirit of cooperation between the board and community in sharing leadership for the improvement of the community
- to use advocacy as a means to support board policies and foster a citizen understanding of the impact of federal and state legislation on the district and its schools

Adopted 6/26/00; Revised 2/9/09

Legal references:

Court cases:

U.S. Fourth Circuit Court of Appeals: *Randall S. Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

McCormick County School District

Policy KCD Public Gifts/Donations to Schools

Issued 6/00

Purpose: To establish the basic structure for the public donation of items to the schools.

The school board may accept and hold in trust for its particular school district any property granted, devised or bequeathed to the district. The board may use the property in such a manner as in its judgement seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift or bequest.

Gifts to the school districts for public school purposes may be accepted subject to conditions of the gift. Property purchased by school districts may be acquisitioned in fee simple title only.

The superintendent will establish other criteria to be met in acceptance of gifts and the procedures to be followed in using such gifts.

Adopted 6/26/00

Legal references:

S.C. Code 1976, as amended:

[Section 59-19-170](#), Acceptance and holding of property by trustees.

[Section 59-19-180](#) - Purchase of land by trustees.

[Section 59-69-30](#) - Investment of such fund.

S.C. Attorney General's Opinion:

1968-69 Opinion No. 2655, p. 71.

McCormick County School District

Policy KD Public Information and Communication

Issued 2/09

Purpose: To establish the board's vision for the district's public information and communication program.

It will be the policy of the board to keep the community informed of the objectives, achievements, needs and conditions of the school system.

The board of trustees will seek to keep the citizens of the district regularly and thoroughly informed through all the channels of communication. Therefore, the board will make every attempt to do the following.

- Keep the public informed regarding the policies, administration operation, objectives, educational program and successes or failures of the schools and the needs of the school system.
- Inform the citizens of the board's position in relation to issues that may have an impact on the district schools that are being considered by state or federal elected representatives.
- Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of the school plan and programs.

The superintendent will supervise the public information program of the district. The central administration office will implement and coordinate the program. The superintendent will develop guidelines for the district's use of its communications channels, including the district web site, to implement the public information and communication program and to ensure that measures are in place to monitor and control its use and content in a manner that is consistent with the district's mission.

Adopted 6/26/99; Revised 2/9/09

Legal references:

Court cases:

U.S. Fourth Circuit Court of Appeals: *Randall S. Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

McCormick County School District

Policy KDB Public's Right to Know/Freedom of Information

Issued 6/00

Purpose: To establish the board's vision for the public's right to know about board operations.

The board is a public servant and its meetings and records are a matter of public information except as such meetings and records pertain to individual personnel and other classified matters as provided by law.

The official minutes of the board, its written policies and its financial records will be open for inspection at the superintendent's office. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district employee will release records pertaining to individual students or staff members for inspection by the public or any unauthorized persons.

Adopted 6/26/00

Legal references:

S.C. Code, 1976, as amended:

[Section 30-4-10](#) *et seq.* - Freedom of Information Act.

McCormick County School District

Policy KDD Media Relations

Issued 6/00

Purpose: To establish the board's vision for relations with the media.

The district will make every effort practical to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning and activities of the district. The director of public information will serve as liaison for the district with the news media.

The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

Adopted 2/26/79; Revised 6/26/00

McCormick County School District

McCormick County School District
Job Description

POSITION TITLE: Early Childhood Teacher

SUMMARY: To teach students the content and skills as defined in the McCormick County School District Curriculum and develop proficiency in analytical thinking and problem solving, instill a love and appreciation for independent learning, and build ethical character and promote responsible citizenship.

EDUCATION and/or EXPERIENCE:

- Bachelor's degree from an accredited college Valid South Carolina teaching certificate
- Meets Highly Qualified requirements as defined by the ESEA legislation preferred
- Documented successful teaching experience
- Proficiency in the use of technology

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans and provides daily instruction based on the McCormick County School District Curriculum that meets the individual needs, interests, abilities, and developmental levels of assigned students.
- Plans daily instruction that uses instructional strategies to accommodate individual differences immaturity and rates, styles, and modalities of learning.
- Provides content for learners that is appropriate for the unit objectives, for students' ability and developmental levels, and maintains a pace appropriate for all students.
- Provides content for learners using multiple sources and formats, explanations, examples, and demonstrations and provides emphasis on key elements.
- Monitors and enhances learning using multiple strategies such as observation of student performance, appropriate questioning techniques, informal assessment, appropriate adjustment of instructional strategies, effective instructional feedback, and appropriate and sufficient reviews and summaries of content and skills.
- Maintains and reinforces appropriate expectations for student performance and responsibility and student expectations for completing assignments.
- Communicates with parents/legal guardians regarding the academic performance of the students.
- Displays confidence and enthusiasm and promotes student to student interactions and students to teacher interactions
- Establishes and communicates to students and parents clear and appropriate rules and consequences for student behavior and enforces rules in a fair and consistent manner.
- Establishes effective routines for non-instructional tasks, plans for smooth transitions between instructional events, and manages instructional materials, resources, and technologies.
- Maintains a physical environment that promotes learning and is safe and attractive.
- Maintains confidentiality of student records
- Works Cooperatively with the district.

- Attends staff meetings and serves on committees as required.
- Performs requirements as established by state and federal laws and requirements established by the Board of Trustees.
- Fulfills professional responsibilities beyond the classroom.
- Participates in professional development programs.
- Performs other duties as directed.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

McCormick County School District

Job Description

POSITION TITLE: Spanish Teacher

SUMMARY: To teach students the content and skills as defined in the McCormick County School District Curriculum and develop proficiency in analytical thinking and problem solving, instill a love and appreciation for independent learning, and build ethical character and promote responsible citizenship.

EDUCATION and/or EXPERIENCE:

- Bachelor's degree from an accredited college Valid South Carolina teaching certificate
- Meets Highly Qualified requirements as defined by the ESEA legislation preferred
- Documented successful teaching experience
- Proficiency in the use of technology

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans and provides daily instruction based on the McCormick County School District Curriculum that meets the individual needs, interests, abilities, and developmental levels of assigned students.
- Plans daily instruction that uses instructional strategies to accommodate individual differences immaturity and rates, styles, and modalities of learning.
- Provides content for learners that is appropriate for the unit objectives, for students' ability and developmental levels, and maintains a pace appropriate for all students.
- Provides content for learners using multiple sources and formats, explanations, examples, and demonstrations and provides emphasis on key elements.
- Monitors and enhances learning using multiple strategies such as observation of student performance, appropriate questioning techniques, informal assessment, appropriate adjustment of instructional strategies, effective instructional feedback, and appropriate and sufficient reviews and summaries of content and skills.
- Maintains and reinforces appropriate expectations for student performance and responsibility and student expectations for completing assignments.
- Communicates with parents/legal guardians regarding the academic performance of the students.
- Displays confidence and enthusiasm and promotes student to student interactions and students to teacher interactions
- Establishes and communicates to students and parents clear and appropriate rules and consequences for student behavior and enforces rules in a fair and consistent manner.
- Establishes effective routines for non-instructional tasks, plans for smooth transitions between instructional events, and manages instructional materials, resources, and technologies.
- Maintains a physical environment that promotes learning and is safe and attractive.
- Maintains confidentiality of student records
- Works Cooperatively with the district.

- Attends staff meetings and serves on committees as required.
- Performs requirements as established by state and federal laws and requirements established by the Board of Trustees.
- Fulfills professional responsibilities beyond the classroom.
- Participates in professional development programs
- Performs other duties as directed

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

McCormick County School District

Job Description

POSITION TITLE: Educational Interpreter

SUMMARY: To facilitate communication among deaf or hard of hearing students and their hearing peers, the teacher's directions/instructions and all other spoken communication within the educational environment.

EDUCATION and/or EXPERIENCE:

- Meets the educational requirements as mandated in the *Early Child Succeeds Act* (ESSA)
- Completion of an interpreter preparation program or equivalent experience required
- Ability to interpret/transliterate via sign language/spoken English (voice for deaf student/s) at a normal conversational rate
- Demonstrates ability to work with people and to implement plans according to directions
- Willingness to be flexible to learn and perform new tasks

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides expressive and voice interpreting (may include American Sign Language, manually coded English, and/or oral interpreting) for deaf or hard of hearing students within the educational environment.
- Provides tutoring and/or notetaking services for deaf or hard of hearing students when necessary and when interpreting is not needed.
- Participates in educational team meetings, including the development and review of progress on the Individualized Education Program IEP, providing insight on the success of communication strategies.
- Provides interpreting for extracurricular activities and parent meetings when necessary.
- Assists in providing pertinent information in connection to deafness to hearing students, teachers and other staff members.
- Works with small groups or individuals to reinforce material initially introduced by the teacher.
- Assists individual students.
- Maintains confidentiality concerning students and students' records and data.
- Participates in professional development.
- Performs other duties as directed.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 180

Salary Range: Please see our salary schedule

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

McCormick County School District Board of Trustees

Regular Meeting

February 19, 2019

7:00 p.m.

6:00 Executive Session: Motion to leave Executive session by Heather McNally, seconded by Christine Lee. All in favor

Members Present

- I. Verteema Chiles, Heather McNally, Christine Lee, Janie Martin and Dr. Melody Wilt.

Verteema Chiles called the meeting to order at 7:00 p.m.

- a. **Moment of Silence (Christine Lee)**
- b. **Welcome (Dr. Melody Wilt)**
- c. **Pledge of Allegiance (Heather McNally)**

- II. **Approval of Agenda** – Motion to Approve Agenda by Christine Lee, Seconded by Heather McNally.
All in favor.

- III. **Approval of Minutes** – Motion to approve Minutes by Heather McNally, seconded by Melody Wilt.
All in Favor.

- IV. **Action on Executive Session Items (Student Matters)**– Motion to approve Student A by Heather McNally, seconded by Melody Wilt. All in favor.
Motion to approve Student B by Christine Lee, seconded by Janie Martin. All in favor.
Property Matters – No Action Taken

V. Spotlights

MES

	Last Name	First Name
CARE	McDuffie	Ramajie
HARD WORK	Chamberlain	Zion
INTEGRITY	McDonald	Aliheyah
EXCELLENCE	Acree	Caziah
FOCUS	Blair	Mireyah
STEADFAST	Quarles	Ja'Layah

MMS- Student of the Month

6TH Grade – Jasmine Green

7th Grade – Laura Turman

8th Grade – Jeremiah Fambrough

Staff of The Month – Alvin Jennings

Teachers of the Month – Vicki Huffman and Jimmy Hughes

MHS – Star Academy – Ashton Gage

9th - Ashley Smith

10th - Lyracis Johnson

11th - Isiah Dansby

12th - Troy Beasley

- VI. Public Comments – Tim Rhodes –** “Condolences to all of the families. Thank you Ms. Bagley for the invitation. I am the representative for SCSBA, this is all new to me and I am going around and introducing myself to the Districts. I have been part of the Abbeville School Board since 2007 and have been married for 30 years. I wanted to be the voice and I am available to get any training that the board wants or need. I can also get a word out to the State Board of Education. Anything that I can do please let me know. We all serve for one reason it’s the kids just like the ones you’ve seen standing here tonight. We have to be the voice for our kids, they don’t have a voice. Thank you and I will be that voice for you.”

VII. Office of the Superintendent

- a) Revenue and Expenditure Report.....Ms. Bagley
- b) **Second Reading** - Motion to approve the second reading if IKF-R by Heather McNally, seconded by Melody Wilt. All in favor
Motion to approve the second reading of IKF by Heather McNally, seconded by Janie Martin. All in favor
Motion to approve the second reading of JHCB by Melody Wilt, seconded by Christine Lee. All in favor
- c) **First Reading** - Motion to approve LA, LH and LBA by Heather McNally, seconded by Christine Lee. All in favor.
- d) 2019-2020 Regular, Balanced and Year- Round Calendars presented by Betty Bagley.
- e) District Dress code information presented via Powerpoint by Betty Bagley.
- f) Motion to approve Job Descriptions by Christine Lee, seconded by Melody Wilt. All in Favor
- g) The second Active Shooter drill is set to take place in April. There is no specific date and time set as for now, the drill will just happen.
- h) Instructional Program information shown and presented by Betty Bagley.
- i) Motion to us the current name of McCormick County Educational Foundation to pursue the 501 C program for planning by Dr. Melody Wilt, seconded by Janie Martin.

VIII. Public Comments

IX. No Second Executive Session Needed

- X. Adjournment –** Motion made by Christine Lee to adjourn the Board Meeting and seconded by Heather McNally. All in favor.

McCormick County School District

Job Description

POSITION TITLE: Social Studies Teacher

SUMMARY: To teach students the content and skills as defined in the McCormick County School District Curriculum and develop proficiency in analytical thinking and problem solving, instill a love and appreciation for independent learning, and build ethical character and promote responsible citizenship.

EDUCATION and/or EXPERIENCE:

- Bachelor's degree from an accredited college Valid South Carolina teaching certificate
- Meets Highly Qualified requirements as defined by the ESEA legislation preferred
- Documented successful teaching experience
- Proficiency in the use of technology

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans and provides daily instruction based on the McCormick County School District Curriculum that meets the individual needs, interests, abilities, and developmental levels of assigned students.
- Plans daily instruction that uses instructional strategies to accommodate individual differences in maturity and rates, styles, and modalities of learning.
- Provides content for learners that is appropriate for the unit objectives, for students' ability and developmental levels, and maintains a pace appropriate for all students.
- Provides content for learners using multiple sources and formats, explanations, examples, and demonstrations and provides emphasis on key elements.
- Monitors and enhances learning using multiple strategies such as observation of student performance, appropriate questioning techniques, informal assessment, appropriate adjustment of instructional strategies, effective instructional feedback, and appropriate and sufficient reviews and summaries of content and skills.
- Maintains and reinforces appropriate expectations for student performance and responsibility and student expectations for completing assignments.
- Communicates with parents/legal guardians regarding the academic performance of the students.
- Displays confidence and enthusiasm and promotes student to student interactions and students to teacher interactions
- Establishes and communicates to students and parents clear and appropriate rules and consequences for student behavior and enforces rules in a fair and consistent manner.
- Establishes effective routines for non-instructional tasks, plans for smooth transitions between instructional events, and manages instructional materials, resources, and technologies.
- Maintains a physical environment that promotes learning and is safe and attractive.
- Maintains confidentiality of student records.
- Works cooperatively with the district.
- Attends staff meetings and serves on committees as required.
- Performs requirements as established by state and federal laws and requirements established by the Board of Trustees.
- Fulfills professional responsibilities beyond the classroom.
- Participates in professional development programs.

- Performs other duties as directed.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

McCormick County School District
Job Description

POSITION TITLE: Instructional Coach

SUMMARY: The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about research-base effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. Building Principal and Director of Curriculum and Instruction.

EDUCATION and/or EXPERIENCE:

- Master's degree preferred from an accredited college/university.
- Current South Carolina Teaching License on file in the central office.
- Minimum of five years of successful teaching experience.
- Experience in researched-based instructional practices.
- Proficiency with curriculum software.
- Have a valid driver's license, be able to drive, and qualify under the district's insurance carrier when driving a district vehicle.
- Desire to continue career improvement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Support the philosophy and vision of McCormick County School District.
- Facilitate the intellectual and professional development of teachers.
- Create positive relationships with teachers and administrators.
- Communicate and demonstrate researched-based instructional practices that result in increased student performance.
- Communicate effectively with all members of the school district and community.
- React to change productively and handle other tasks as assigned.
- Support the value of an education.
- Serve as Testing Coordinator.
- Demonstrate willingness to assume leadership positions.
- Demonstrate knowledge of researched-based instructional strategies and engage all students.
- Provide organized individual and/or group learning opportunities for teachers as needed.
- Demonstrate knowledge using a variety of assessment tools.
- Demonstrate a thorough knowledge of Curriculum standards and subject matter.
- Provide support in analyzing student assessment data.
- Assist teachers with designing instruction based on assessment data
- Assist teachers with specific classroom activities when requested.
- Provide support for classroom motivation and management strategies.
- Assist teachers in creating materials that are in alignment with curriculum.
- Monitor intervention programs by observing and meeting with teachers.
- Provide teachers Internet links related to instruction and curriculum.

- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies.
- Provide assistance in researching instructional and/or curriculum issues
- Model lessons when appropriate.
- Provide encouragement and emotional support to teachers.
- Encourage ongoing professional growth for all teachers.
- Manage time and schedule flexibility that maximizes teacher schedules and learning.
- Work positively toward meeting identified district and building improvement goals.
- Assist with development of district curriculum, instruction and assessments.
- Develop and maintain a confidential, collegial relationship with teachers.
- Possess an understanding of when to contact administrators regarding issues of safety/ethics involving students in classroom observed.
- Obtain advance approval of the Principal/Director of Curriculum and Instruction for unique activities and expenditures.
- Attend workshop/conferences to learn about new innovative instructional strategies.
- Adhere to all district and building health and safety policies, including all precautions of the Blood borne Pathogens Exposure Control Plan and Building Crisis Plan.
- Understand that job responsibilities may vary related to each building's needs
- Perform duties as assigned by the Principal and the Director of Curriculum and Instruction.

Physical Requirements/Environmental Conditions:

- Requires prolonged sitting or standing.
- Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials.
- Occasional stooping, bending, and reaching.
- May require working with students.
- May require occasional travel.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 210

Salary Range: Please see our salary schedule

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy.

McCormick County School District
Job Description

POSITION TITLE: Computer Science Teacher

SUMMARY: The teacher will instruct students in the language and skills in Computer Science at the AP level with a focus on engineering and computing. The teacher may need additional professional development in the curriculum and will be supported for the training. The teacher will report to the Executive Director.

EDUCATION and/or EXPERIENCE:

- Bachelors and/or Master's Degree Preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Teaches concepts and skills in the use of specifically chosen software, computer language in Python and Java and other computer languages that may be a part of the curriculum.
- Strives to implement by instruction and action the Institute's philosophy of education and instructional goals and objectives.
- Employs a variety of instructional techniques and instructional media and conducts subject area research to support and enhance course content.
- Prepares lesson plans for daily classroom activities; organizes classroom for daily instruction. Provides limited lectures, demonstrates and uses audiovisual teaching aids to present subject matter to class.
- Selects and requests books, instructional aids, and instructional supplies; maintains inventory of supplies, equipment, and materials needed for classroom activities; inspects and troubleshoots any computer problems.
- Prepares, administers, and corrects tests and assignments; record grades and/or other assessments.
- Maintains order in classroom; supervises student activities such as, printing reports, working on projects, etc.
- Maintains attendance and grade records as required by school board.
- Counsels students in adjustment and academic problems; provides feedback to students.
- Meets with parents and school personnel as needed to discuss student performance, activities, etc.; issues report to inform parents of students' progress.
- Instructs students in the proper use, care and operation of computers, keyboards, printers, etc. Evaluates progress of students in concepts and skills of subject taught and contribution to group projects.
- Prepares various records and forms such as lesson plans, daily and weekly activity plans, tests, purchase orders, discipline reports; keeps abreast of new technology and software.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops. Strives to maintain and improve professional competence.

- Responsible for classroom materials and supplies budget. Supervises students in classroom situation.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of the policies, procedures and activities of the school district which pertain to the specific duties and responsibilities of the position.
- Knowledge in the methods for developing lesson plans and materials, and classroom activities which stimulate learning.
- Knowledge of the records, forms and reports which must be prepared and maintained.
- Knowledge of proper maintenance of equipment, materials and supplies used in daily activities.
- Knowledge of training methods used in teaching concepts and skills on computers to classroom students.

Knowledge of counseling methods necessary for handling student academic and adjustment problems

- Knowledge of the materials and information which must be prepared for classroom instructional activities.
- Ability to provide instruction to students in computer and software use through explanation, demonstration and/or supervised practice.
- Ability to supervise students and maintain order in various classroom and instructional activities and situations.
- Ability to operate computers and related peripherals and general office equipment in the performance of daily activities.
- Ability to prepare lesson plans, tests, and instructional materials for classroom activities.
- Ability to identify student adjustment and/or academic problems, provide counseling and/or recommend appropriate remedial action to parents.
- Ability to communicate effectively with students and their parents, district staff, and all other groups involved in the activities of the job.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

Evaluated Annually

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

McCormick County School District
Job Description

POSITION TITLE: Computer Science Teacher

SUMMARY: The teacher will instruct students in the language and skills in Computer Science at the AP level with a focus on engineering and computing. The teacher may need additional professional development in the curriculum and will be supported for the training. The teacher will report to the Executive Director.

EDUCATION and/or EXPERIENCE:

- Bachelors and/or Master's Degree Preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Teaches concepts and skills in the use of specifically chosen software, computer language in Python and Java and other computer languages that may be a part of the curriculum.
- Strives to implement by instruction and action the Institute's philosophy of education and instructional goals and objectives.
- Employs a variety of instructional techniques and Instructional media and conducts subject area research to support and enhance course content.
- Prepares lesson plans for daily classroom activities; organizes classroom for daily instruction. Provides limited lectures, demonstrates and uses audiovisual teaching aids to present subject matter to class.
- Selects and requests books, instructional aids, and instructional supplies; maintains inventory of supplies, equipment, and materials needed for classroom activities; inspects and troubleshoots any computer problems.
- Prepares, administers, and corrects tests and assignments; record grades and/or other assessments.
- Maintains order in classroom; supervises student activities such as, printing reports, working on projects, etc.
- Maintains attendance and grade records as required by school board.
- Counsels students in adjustment and academic problems; provides feedback to students.
- Meets with parents and school personnel as needed to discuss student performance, activities, etc.; issues report to inform parents of students' progress.
- Instructs students in the proper use, care and operation of computers, keyboards, printers, etc. Evaluates progress of students in concepts and skills of subject taught and contribution to group projects.
- Prepares various records and forms such as lesson plans, daily and weekly activity plans, tests, purchase orders, discipline reports; keeps abreast of new technology and software.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops. Strives to maintain and improve professional competence.

- Responsible for classroom materials and supplies budget. Supervises students in classroom situation.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of the policies, procedures and activities of the school district which pertain to the specific duties and responsibilities of the position.
 - Knowledge in the methods for developing lesson plans and materials, and classroom activities which stimulate learning.
 - Knowledge of the records, forms and reports which must be prepared and maintained.
 - Knowledge of proper maintenance of equipment, materials and supplies used in daily activities.
 - Knowledge of training methods used in teaching concepts and skills on computers to classroom students.
- Knowledge of counseling methods necessary for handling student academic and adjustment problems
- Knowledge of the materials and information which must be prepared for classroom instructional activities.
 - Ability to provide instruction to students in computer and software use through explanation, demonstration and/or supervised practice.
 - Ability to supervise students and maintain order in various classroom and instructional activities and situations.
 - Ability to operate computers and related peripherals and general office equipment in the performance of daily activities.
 - Ability to prepare lesson plans, tests, and instructional materials for classroom activities.
 - Ability to identify student adjustment and/or academic problems, provide counseling and/or recommend appropriate remedial action to parents.
 - Ability to communicate effectively with students and their parents, district staff, and all other groups involved in the activities of the job.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

Evaluated Annually

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

McCormick County School District
Job Description

POSITION TITLE: School Psychologist

SUMMARY: The school psychologist will handle all new referrals and reevaluation reviews, will be the chair of the intervention team, and will participate in the development and implementations of behavioral intervention plans at assigned schools

EDUCATION and/or EXPERIENCE:

- Master's and/or Educational Specialist's degree in school psychology.
- Experience as a School Psychologist in a public school setting preferred
- Previous teaching experience preferred
- Valid S. C. certification as a School Psychologist II or III

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Serve as liaison between school personnel and special education regarding assessment and shared professional responsibilities.
- Maintain knowledge of all regulations (local, state, and federal) regarding psychological services.
- Monitor the referral, evaluation and placement process to ensure that all requirements of due process are met.
- Serve as coordinator of intervention teams in assigned schools.
- Assist in the development of preventive measures for students with potential problems.
- Assists in professional development and provide relevant training in the area of psychological services.
- Prepare periodic reports as required.
- Conducts appropriate reports as required.
- Maintains confidentiality concerning student records and data.
- Participate in staff development programs.
- Stay informed of current developments in the field of school psychology (consultation, research, and assessment).
- Perform other duties as directed.

Terms of Employment: Salary to be determined by the salary schedule established by the Board of Trustees.

Reports to: Principal

Days: 190

Salary Range: Please see our salary schedule

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.

STUDENT DRESS

Code **JICA** Issued

The board believes that the manner in which students dress, accessorize, and groom themselves affects the learning environment. Maintaining a dress code that focuses on decency, neatness, cleanliness, safety, and suitability for school helps to ensure students are free from unnecessary disruptions and gang activity or influence.

A principal or her/his designee may authorize exceptions from the school dress code for specially-designated days, health reasons, or for school-sponsored activities (e.g., pep rallies, prom, spirit days, attendance at after school events, etc.). Parents/guardians of students requiring accommodation for religious beliefs, disability, or other good cause should contact the students' principal.

All students dressed in accordance with this policy should not experience student or staff repercussions related to their apparel regardless of how their clothing coincides with their body type, gender, race, religion, sex, color, disability, or national origin.

Uniform Dress Code

In order to eliminate distractions and increase the focus in education, improve culture and climate, and create a visual of uniformity and equality in the community the board authorizes schools to have a uniform dress policy.

Schools will follow the guidelines set out in administrative code JICA-R.

Schools will not deny a student attendance at school or penalize a student for failure to wear a uniform for reason of financial hardship. Each school will have a plan for any parent/legal guardian who cannot afford uniforms.

Schools will not consider a student non-compliant when the student wears the uniform of a nationally recognized youth organization such as the Boy Scouts, Girl Scouts, Junior ROTC, etc. on a regular school day.

The district will evaluate the school uniform program with input from each participating school at the end of the 2022 school year.

New and Transfer Students

Students entering the district during the school year will be granted a grace period of up to five (5) days before being required to comply with the dress code, unless the school provides the student(s) with clothing to comply with the dress code.

PAGE 2 -- JICA-R - STUDENT DRESS

Beginning in 2021-2022, schools will poll their faculty and parents/legal guardians to determine if the school wants to continue and/or adopt a student uniform program. The schools will continue this poll at three-year intervals.

- The district urges schools to select practical, generic-type uniforms that will be available at a modest cost.
- The school will give parents/legal guardians at least two months notice prior to implementation of the student uniform program.

Financial Assistance Plan

- Any parent/legal guardian who cannot afford to participate in the uniform dress code policy may request financial assistance from the school. The individual must establish need with the principal, as the district does not expect the school to incur the parental responsibility of providing school clothing for students.
- Each school will work with staff, the local school community and business partners to identify resources for assisting families in the purchase of clothing required by the uniform dress code policy.
- The school will maintain a list of community agencies, uniform retailers, organizations, and individuals willing to assist families in need of help to purchase clothing required by the uniform dress code policy.
- The school may ask PTAs or school volunteers to coordinate the effort to provide needed assistance.

Disciplinary Action

First Offense: The student will have to correct the violation before permission is given to return to class. The student will receive a formal warning that will be documented in the student's discipline record (not the permanent record).

Second and Subsequent Offenses: The student will have to correct the violation before permission is given to return to class. The student will be considered disobedient and an appropriate disciplinary consequence will be assigned according to the Code of Conduct Policy JICDA and JICDA-R.

McCormick County School District **Uniform Dress Code Policy**

All students that attend McCormick County School District are required to wear the clothing outlined in the Uniform Dress Code Policy.

The McCormick County School District Uniform Dress Code Policy is as follows:

Boys	Girls
Tops	Tops
Polo Shirts Button Down Shirts w/ collars Sweaters Cardigans Sweatshirts without hoods can be worn with a polo or button down shirt underneath	Polo Shirts Blouses w/ collars Sweaters Cardigans Sweatshirts without hoods can be worn with a polo or button down shirt underneath
<u>Colors</u> Black, Red, White (NO DENIM)	<u>Colors</u> Black, Red, White (NO DENIM)
Bottoms	Bottoms
Slacks Shorts Cargo pants/shorts	Slacks Shorts Skirts Dresses (with collars) Jumpers Capri Pants
<u>Colors</u> Black, Gray, Khaki (NO DENIM)	<u>Colors</u> Black, Gray, Khaki (NO DENIM, LEGGINGS, OR JEGGINGS)

- ❖ T-Shirts are not considered uniform attire.
- ❖ Dress Down Days will be at the discretion of the principals.

STUDENT DRESS

Code **JICA** Issued

The board believes that the manner in which students dress, accessorize, and groom themselves affects the learning environment. Maintaining a dress code that focuses on decency, neatness, cleanliness, safety, and suitability for school helps to ensure students are free from unnecessary disruptions and gang activity or influence.

A principal or her/his designee may authorize exceptions from the school dress code for specially-designated days, health reasons, or for school-sponsored activities (e.g., pep rallies, prom, spirit days, attendance at after school events, etc.). Parents/guardians of students requiring accommodation for religious beliefs, disability, or other good cause should contact the students' principal.

All students dressed in accordance with this policy should not experience student or staff repercussions related to their apparel regardless of how their clothing coincides with their body type, gender, race, religion, sex, color, disability, or national origin.

New and Transfer Students

Students entering the district during the school year will be granted a grace period of up to five (5) days before being required to comply with the dress code, unless the school provides the student(s) with clothing to comply with the dress code.

STUDENT DRESS

Code JICA-R Issued

Student Dress Code

Students are prohibited from wearing:

- clothing, jewelry, and/or accessories that present a reasonable threat or hazard to the safety of others in a school environment, e.g., sharp jewelry, some chains, etc.
- clothing, jewelry, and/or accessories that have slogans, comments, or designs that are obscene, lewd, or vulgar; are directed towards, or intended to harm, harass, threaten, intimidate, or demean individual groups or individuals on the basis of race, religion, sex, color, disability, or national origin
- clothing, jewelry, and/or accessories that contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive; gang-, drug-, weapon- or alcohol-related; obscene, profane, promote hate, or are disruptive or potentially disruptive to the learning environment
- ill-fitting clothing (i.e. clothing that is too tight or too loose) or clothing that is worn in such a manner as to expose undergarments (i.e. boxer shorts, bras, underwear)
- clothing that inappropriately bares or exposes private parts of a body, including but not limited to the stomach, areas above mid-thigh, buttocks, back and breasts (i.e. cut-off t-shirts, half shirts, midriffs, tops with spaghetti straps, tube tops, see through or revealing tops)
- sunglasses
- sleepwear or lounge pants
- hats: Students are not permitted to wear or display hats, caps, headbands, sweatbands, bandanas, do-rags, or any head coverings at school. If any of these items are worn to school, then the student is to place the item in his/her locker before going to class. Such attire should remain in the locker until after school. Failure to follow these instructions may result in the items being confiscated by a school employee.
- Combs and curlers: combs are not to be worn in the hair. Except barrette style combs. Hair curlers and pick are prohibited.

Additionally, clothing should be worn as designed. All pants must be worn at the natural waist. A belt must be worn with all slacks and jeans (with belt loops).

Shorts, skirts, or skorts are acceptable if they are modest in length. Outer garments that are worn over tights, leggings, and jeggings are to follow the same length expectations as shorts or skirts. Tailored pants or jeans are acceptable if they do not have holes above what is considered to be modest in length. "Modest in length" is defined as tip of longest finger with arms by sides, fingers fully extended; tip of thumb with arms by sides, fingers full extended; 5" above the knee; knee-length; mid-thigh.

Acceptable footwear is required to be worn at all times. No flip flops, shower shoes, athletic sandals/slides, or bedroom shoes!

Any attire/paraphernalia/symbol that signifies gang affiliation will not be allowed. Congregation of students wearing like colors may be perceived as gang affiliated behavior, resulting in the request to discontinue the offensive behavior and/or dress.

Disciplinary Action

First Offense: The student will have to correct the violation before permission is given to return to class. The student will receive a formal warning that will be documented in the student's discipline record (not the permanent record).

Second and Subsequent Offenses: The student will have to correct the violation before permission is given to return to class. The student will be considered disobedient and an appropriate disciplinary consequence will be assigned according to the Code of Conduct Policy JICDA and JICDA-R.

McCormick County School District

2019-2020 School Calendar DRAFT Regular Option

July 2019						
Su	M	Tu	W	Th	F	Sa
	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 2019						
Su	M	Tu	W	Th	F	Sa
				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 2019						
Su	M	Tu	W	Th	F	Sa
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 2019						
Su	M	Tu	W	Th	F	Sa
		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 2019						
Su	M	Tu	W	Th	F	Sa
					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 2019						
Su	M	Tu	W	Th	F	Sa
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 2020						
Su	M	Tu	W	Th	F	Sa
			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 2020						
Su	M	Tu	W	Th	F	Sa
						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




March 2020						
Su	M	Tu	W	Th	F	Sa
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 2020						
Su	M	Tu	W	Th	F	Sa
			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 2020						
Su	M	Tu	W	Th	F	Sa
					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 2020						
Su	M	Tu	W	Th	F	Sa
	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				

-  Teacher Inservice Days (No Students)
-  Half Day - students dismiss at 11:30
-  Inclement Weather Make-Up Days
(Schools are closed if days are not needed)

-  Holiday - No Students
-  High School Graduation: May 29, 2020
-  First and Last Day of School

End of Grading Periods:

45th Day (first 9 wks):	October 22nd
90th Day (second 9 wks):	January 13th
135th Day (third 9 wks):	March 23rd
180th Day (fourth 9 wks):	June 3rd

McCormick County School District

2019-2020 School Calendar DRAFT Year-Round Option 1

July 2019						
Su	M	Tu	W	Th	F	Sa
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September 2019						
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October 2019						
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November 2019						
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December 2019						
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January 2020						
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February 2020						
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March 2020						
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April 2020						
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June 2020						
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 Teacher Inservice Days (No Students)
 Intersession
 Inclement Weather Make-Up Days
 (Schools are closed if days are not needed)

 Holiday - No Students
 High School Graduation: May 29, 2020
 First and Last Day of School

 Regular School Day

McCormick County School District

2019-2020 School Calendar DRAFT Year-Round Option 2

July 2019						
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September 2019						
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December 2019						
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
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March 2020						
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June 2020						
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 Teacher Inservice Days (No Students)
 Intersession
 Inclement Weather Make-Up Days
 (Schools are closed if days are not needed)

 Holiday - No Students
 High School Graduation: May 29, 2020
 First and Last Day of School

 Regular School Day

McCormick County School District

2019-2020 School Calendar DRAFT Year-Round 6 week Option

July 2019						
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August 2019						
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September 2019						
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October 2019						
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November 2019						
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December 2019						
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April 2020						
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June 2020						
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 Teacher Inservice Days (No Students)
 Intersession
 Inclement Weather Make-Up Days
 (Schools are closed if days are not needed)

 Holiday - No Students
 High School Graduation: June 5, 2020
 First and Last Day of School

 Regular School Day

McCormick County School District

2019-2020 School Calendar DRAFT Year-Round 6 week Option 2

July 2019						
Su	M	Tu	W	Th	F	Sa
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
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April 2020						
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May 2020						
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June 2020						
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21	22	23	24	25	26	27
28	29	30				

 Teacher Inservice Days (No Students)
 Intersession
 Inclement Weather Make-Up Days
 (Schools are closed if days are not needed)

 Holiday - No Students
 High School Graduation: June 5, 2020
 First and Last Day of School

 Regular School Day
 Half Day



MCSD

Our Vision

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

Our Mission

To provide a quality education for every student.

Our Beliefs

- Students are our first priority.
- Safe, engaging learning environments are necessary for student growth.
- All students must have equitable educational opportunities.
- Every person is unique and valuable
- All students can learn and contribute to society.
- The parent is a child's first teacher.
- Today's students are tomorrow's workforce.
- Education, character, and citizenship are keys to success.
- Learning and education are life-long processes.

Our Guiding Principles

- We make a quality instructional program our first priority.
- We foster a caring and safe environment that respects the dignity of learning.
- We treat each person with dignity and respect in a caring atmosphere.
- We recruit, hire, and retain the highest qualified, most effective, and committed teachers, leaders, and staff.
- We include parents, business, industry, and community as partners in education.
- We promote the recognition and understanding of individual differences.

McCORMICK COUNTY SCHOOL DISTRICT GOALS AND STRATEGIES

2018-2019

1

Promote a Positive Culture & Learning Environment

Strategy 1: Ensure safe school environments through continuous review of district practices reporting security, discipline, bullying, & mental health.

Strategy 2: Establish a channel for clear communications

Strategy 3: Foster a culture of resilience.

Strategy 4: Embrace social-emotional learning for teachers and students

2

Provide High Quality Effective Teachers and Administrators

Strategy 1: Hire effectively; hire early; hire the BEST.

Strategy 2: Build leadership; encourage leadership practices that are best practice.

Strategy 3: Provide high quality professional development.

3

Ensure Continuous Improvement

Strategy 1: Monitor academic progress through formative assessments (MAP, TE21, EVAAS, F&P). Measure academic performance (achievement and growth) at each level through the following criterion:

- K-2nd: MAP
- 3rd-5th: SC READY, SC PASS
- 6th-8th: SC READY, SC PASS, End of Course Assessments
- 9th-12th: Percentage of College or Career Ready Graduates, Advanced Placement, End of Course Assessments, ACT, SAT, WIN

Strategy 2: Review school administration team presentation of academic results.

Strategy 3: Monitor instructional expectations.

4

Focus on the Future

Strategy 1: Meet technology needs for teacher/student devices, opportunities, and network infrastructure.

Strategy 2: Promote innovative, researched-based practices, programs, and active engagement to promote the 21st Century characteristics of the Profile of the SC Graduate

Strategy 3: Develop long range plans for technology, maintenance, capital improvement, fiscal security, and STEAM district.

5

Obtain & Maintain Financial Security and Stability

Strategy 1: Create and maintain balanced budgets.

Strategy 2: Stay current with economic information at the local, state, and federal levels

Strategy 3: Collaborate with stakeholders to ensure sound and transparent decision making.

Strategy 4: Budget reflects the vision and mission of the school district.

6

Establish Partnerships with our Families and Communities

Strategy 1: Create a welcoming school climate.

Strategy 2: Establish effective school-to-home and home-to-school communication.

Strategy 3: Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.



MCCORMICK COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT

2018-2019

1

Promote a Positive Culture & Learning Environment

- Responsive classroom Training
- Profile of the South Carolina Graduate
- Visits to exemplar schools (flexible grouping, flexible seating, multiage classrooms)
- Project-Based Learning
- SPED/MTSS Training

3

Ensure Continuous Improvement

- ELA Professional Learning Opportunities from the SCDE
- Computer Science Symposium
- STEM Workshop with Lander
- Visits to exemplar schools (flexible grouping, flexible seating, multiage classrooms)
- Learning.com
- 4K Block Grant
- Responsive Classroom
- Creative Curriculum
- Profile of the South Carolina Graduate
- Visits to exemplar schools (flexible grouping, flexible seating, multiage classrooms)
- Project-Based Learning
- SPED/MTSS Training
- Odysseyware Academy
- NWEA MAP Skills
- Read to Succeed
- Math Professional Learning Opportunities from the SCDE
- TE21 & Mastery Connect
- Science Kits
- Dial 4 Training
- STAR Training

2

Provide High Quality Effective Teachers and Administrators

- ELA Professional Learning Opportunities from the SCDE
- Computer Science Symposium
- STEM Workshop with Lander
- 4K Block Grant
- Responsive Classroom
- Creative Curriculum
- Profile of the South Carolina Graduate
- Visits to exemplar schools (flexible grouping, flexible seating, multiage classrooms)
- Project-Based Learning
- SPED/MTSS Training
- Odysseyware Academy
- NWEA MAP Skills
- Read to Succeed
- Math Professional Learning Opportunities from the SCDE
- TE21 & Mastery Connect
- Science Kits
- Dial 4 Training
- STAR Training

4

Focus on the Future

- Computer Science Symposium
- STEM Workshop with Lander
- 4K Block Grant
- Profile of the South Carolina Graduate
- STAR Academy
- Odysseyware Academy
- Project-Based Learning
- Personalized Learning
- Learning.com

6

Establish Partnerships with our Families and Communities

- 4K Block Grant
- Visits to exemplar schools (flexible grouping, flexible seating, multiage classrooms)



INITIATIVES

District Initiatives

- STAR Academy
- Responsive Classroom
- Odysseyware and Odysseyware Academy
- NWEA MAP Skills
- Project-Based Learning
- MTSS Process
- TE21
- Mastery Connect
- Personalized Learning
- Active Engagement
- Google Classroom
- Performing Arts
- After School Intervention

Classroom Initiatives

- Multiage Classrooms
- Flexible Grouping
- Flexible Seating
- RAZ Plus
- 1:1 technology (iPads and Chromebooks)
- Balanced Literacy
- Questioning according to Depth of Knowledge levels
- Data Analysis & Goal Setting
- Student Conferencing

HOW MONEY IS BEING ALLOCATED:

1

Promote a Positive Culture & Learning Environment

Homeless supplies	\$828.00	Title I
Contract with Beckman Mental Health	\$10,000.00	Title I
Homeless Services	\$828.00	Title I
Class Flags and Houses	6,027.33	General Fund
\$17,683.33		

2

Provide High Quality Effective Teachers and Administrators

Benchmark Assessment Kit		
Refurbishments, PD Books (MES)	\$8,600.00	Title I
Supplies & Materials for PD (MMS)	\$2,000.00	Title I
Read To Succeed Coaching Classes (MHS)	\$255.00	Title I
TransformSC Conference	\$600.00	Title I Mini Grant
Model Schools Conference Travel	\$6,300.49	Title II
Stipends for Inst. Coaches		
PD and travel to exemplar schools	\$22,202.84	Title II
Substitutes for teachers during travel, leadership trainings	\$36,712.64	Title II
Model Schools Conference (Admin)	\$9,591.00	Title II Mini Grant
Gifted and Talented Course Cost	\$1,564.64	Title II Mini Grant
Gifted and Talented Course Cost and textbooks	\$12,300.00	Title IV
\$100,126.61		

3

Ensure Continuous Improvement

Summer/After School Teach. and Benefits	\$30,000.00	Title I
RAZ Plus, Mastery Connect, TE 21, MAP Skills	\$35,300.66	Title I
Balanced Literacy Classrooms	\$67,000.00	Title I
Classroom Libraries (MES)	\$60,032.34	Title I
Summer/After School Teach. and Benefits	\$5,000.00	Title I
Math Manipulative, Odysseyware		
Academy, Classroom Lib. (MMS)	\$50,085.66	Title I
Summer/After School Teach. and Benefits (MHS)	\$15,000.00	Title I
Odysseyware Academy, Rosetta Stone, GT Curriculum, MAP Skills	\$50,688.70	Title I
Summer School Reading Interventionists and Benefits	\$15,600.00	Title I Direct
Bus Mileage for Summer School	\$6,000.00	Title I Direct
Bus Driver/Monitor Salaries & Benefits for S.S.	\$8,361.60	Title I Direct
Supplies for Interventionists	\$2,000.00	Title I Direct
RAZ Plus for Summer School	\$3,036.06	Title I Direct
System 44 (READ180 Program)	\$15,803.00	Title I Mini
Bus Driver Salaries/Benefits for After Hours	\$11,058.21	Title IV, Title VI
Bus Mileage for Summer School/After School	\$11,387.00	Title IV, Title VI
21st Century After School	\$81,000.00	21st Century
\$467,353.23		

4

Focus on the Future

MLC Rising K5 Student Activities	\$10,058.26	Title I
Chromebooks (MMS)	\$5,000.00	Title I
iPads (MES)	\$29,010.00	Title I
Chromebooks (MHS)	\$4,185.00	Title I
Rosetta Stone (8th Graders)	\$3,000.00	Title IV
Jobs for America's Graduates (JAG)	\$58,800.00	JAG Grant
Career and Technology Education	\$152,451.25	Perkins/CATE
\$262,504.51		

5

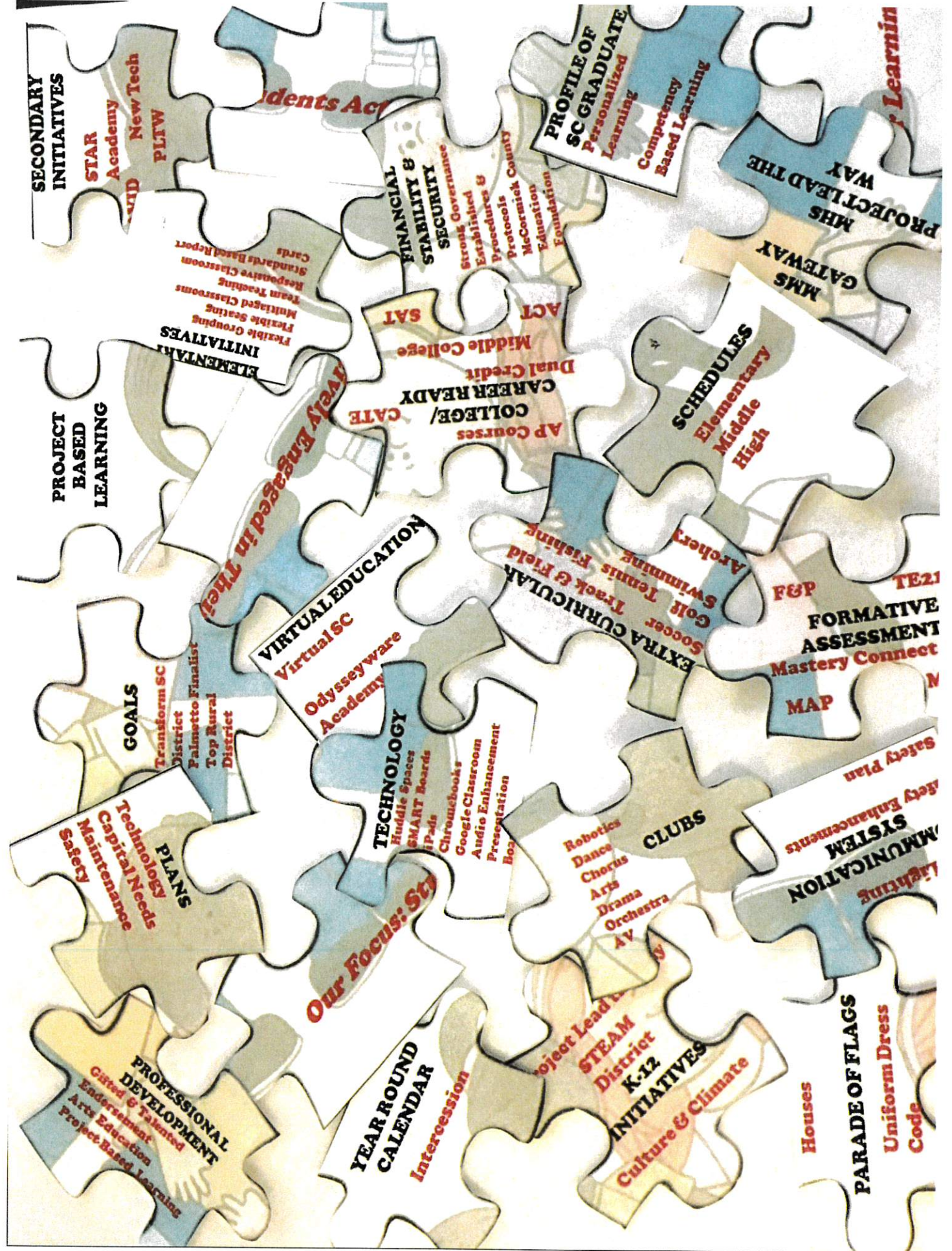
Obtain & Maintain Financial Security and Stability

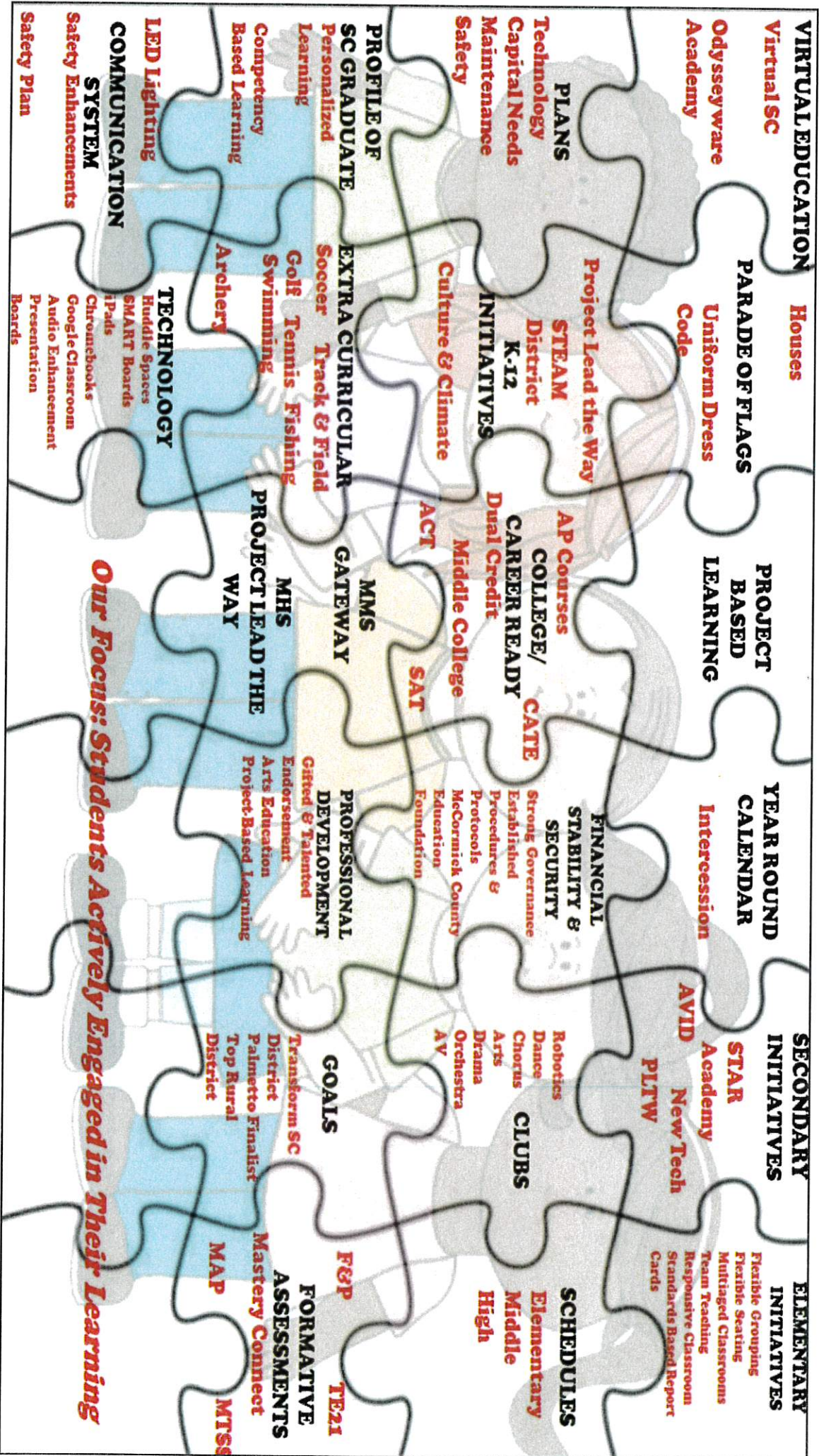
Auditing Reports and Monthly Financial Reports from Finance Department

6

Establish Partnerships with our Families and Communities

Parent Coordinator Salary/Benefits/Supplies	40295.18	Title I
MLC Rising K5 Student Activities	\$10,058.26	Title I
	\$50,353.44	





McCormick County School District District Professional Development Day

DRAFT

March 15, 2019

8:30-12:00

MES/MMS Media Center

FOSS Science Kits (MES).....Ginger Davis

MHS Media Center

TE21.....Saysha Carter

MES PD Room

Related Arts.....Betty Bagley

12:00-1:00

LUNCH (At Complex)

1:00-2:00

MES/MMS Media Center

FOSS Science Kits (MES).....Ginger Davis

MHS Media Center

Personalize Learner Profile.....MMS/MHS Staff

2:00-3:00

MHS Cafeteria

MTSS.....Lynn Dowis

3:00-3:30

MHS Cafeteria

Questions & Answers with the Superintendent.....Betty Bagley