



**Horry County Board of Education  
Board Work Session**

June 2, 2025  
6:00 pm  
District Office  
335 Four Mile Road  
Conway, SC 29526

As required by SC Law 30-4-80, local news media were informed of the date, time, place, and agenda of this meeting. Copies of the agenda were posted at the District Office and distributed to schools for posting.

5:00 PM - Board Dinner - District Office, C107

1. OPENING - JUNE 02, 2025 - 6:00 PM - CALL TO ORDER - BOARD MEETING ROOM
  - a. Invocation/Pledge of Allegiance - Ms. Dawson
  - b. Approval of Agenda - Mr. Cox
  - c. Approval of Minutes
    1. May 19, 2025
2. ADJOURN BOARD MEETING AND CONVENE PUBLIC HEARING
3. PUBLIC HEARING ON THE 2025-2026 SUPERINTENDENT'S COMPREHENSIVE BUDGET
4. ADJOURN PUBLIC HEARING AND RECONVENE BOARD MEETING
5. DISCUSSION
  - a. South Carolina School Boards Association eLearning Days Proposal - Ms. Winters
  - b. Monitoring Report: OE-12 Learning Environment/Treatment of Students - Ms. Allen
  - c. Monitoring Report: R-6 Personal Success and Citizenship - Mr. James
  - d. Consider Approval of Employment Contracts by Superintendent During the Summer - Ms. Anderson
  - e. Consider Increase of Discretionary Education Funds for Board Members - Mr. Edwards

f. Superintendent's Report - Mr. Jones

1. 2024-2025 Class AAA Softball State Champions: Aynor High School
2. Graduations - Class of 2025
3. Superintendent's 100 Days of Leadership - Reflections

g. Recognitions - Ms. Bourcier

1. Institute of Competition Sciences Plant the Moon Challenge Winner, the Academy for the Arts, Science & Technology Team
2. South Carolina Band Directors Association(SCBDA) Outstanding Performance Awards - Forestbrook Middle School, North Myrtle Beach High School, and Socastee Middle School
3. South Carolina Music Educators Association (SCMEA) Outstanding Performance Awards - Carolina Forest High School, Aynor Middle School, and Ten Oaks Middle School
4. South Carolina Chapter of the National School Public Relations Association (SC/NSPRA) Awards: HCS Communications

6. EXECUTIVE SESSION

- a. Discussion of Personnel Matter(s)
- b. Superintendent Evaluation

7. ADJOURN BOARD WORK SESSION AND CONVENE SPECIAL-CALLED MEETING

8. BUSINESS

- a. Personnel Recommendation(s)
- b. Consider Final Approval of the 2025-2026 Superintendent's Comprehensive Budget - Mr. Gardner
- c. Consider Annual Request to Authorize Expenditures from Revenues Collected from the Education Capital Improvement Sales and Use Tax - Mr. Gardner
- d. Consider the Increase of Discretionary Education Funds for Board Members - Mr. Edwards
- e. Consider Approval of Employment Contracts by Superintendent During the Summer - Ms. Anderson

- f. Consider Approval of Locally Developed Course Numbers for the 2025-2026 - Mr. Washburn

9. CONSENT

- a. Personnel Recommendations

10. ADJOURNMENT

- a. UPCOMING MEETING(S):

- A. Board Work Session, 3:00 PM, June 09, 2025, District Office, Board Room

**HORRY COUNTY BOARD OF EDUCATION**

**MINUTES**

**BOARD MEETING**

**May 19, 2025**

**District Office**

**335 Four Mile Road**

**Conway, SC 29526**

**Board of Education**

David Cox, Chair

Melanie Wellons

Tracy Winters

Wendy Hodges

Howard Barnard

Janet Graham

Pam Dawson

James Edwards

Darrell Ricketts

**As required by SC Law 30-4-80, local news media were informed of the date, time, place, and agenda of this meeting. Copies of the agenda were posted at the District Office and distributed to schools for posting.**

**1. OPENING - MAY 19, 2025 6:00 PM - CALL TO ORDER - BOARD MEETING ROOM**

Chairman Cox called the meeting to order at 6:00 PM.

**a. Invocation - Ms. Wellons**

Ms. Wellons offered the invocation.

**b. Presentation of Colors and Pledge of Allegiance - Socastee Air Force JROTC**

The Socastee Air Force JROTC offered the presentation of Colors and led the Pledge of Allegiance.

**c. Introduction of Board Members - Mr. Cox**

Mr. Cox asked Board Members to introduce themselves and the areas which they represent.

**d. Approval of Agenda - Mr. Cox**

A motion was made to approve the May 19, 2025, agenda as presented.

**Moved By:** Ms. Wellons  
**Seconded By:** Mr. Edwards

**Board Action: Carried Unanimously**

**e. Approval of Minutes - Mr. Cox**

A motion was made to approve the May 5, 2025, meeting minutes as presented.

**1. May 5, 2025**

**Moved By:** Ms. Wellons  
**Seconded By:** Ms. Dawson

**Board Action: Carried Unanimously**

**2. DISCUSSION**

**a. Finance Committee Meeting Report - Mr. Edwards**

Mr. Edwards provided a report from the Finance Committee meeting held earlier in the day. It was noted that the Finance Committee voted to approve the increase of the Board member's discretionary fund from \$8,000 to \$12,000 pending full Board approval. Mr. Edwards also shared that the committee voted to move the Superintendent's 2025-2026 Comprehensive Budget to the full Board, subject to changes if needed. Mr. Edwards also provided a summary of some of the highlights from the budget.

**b. Facilities Committee Meeting Report - Mr. Edwards**

Mr. Edwards shared a report on the Facilities Committee meeting held earlier in the day. Mr. Edwards mentioned that the topics discussed included the Committee meeting dates for the 2025-2026 school year. It was also mentioned that the final inspection for Pine Island Elementary School is scheduled for June 12, and the final inspection for Ten Oaks Elementary School is scheduled for June 26. Mr. Edwards also shared that the Facilities Committee voted to approve a budget increase in the Forestbrook Middle School gymnasium HVAC project. The overall increase was \$175,000 and will be funded from the 25-26 Annual Capital Improvement funds. The committee also voted to approve the integrated project delivery model for the St. James Elementary School replacement project. It was noted that this matter will be brought to the full Board for consideration.

Mr. Edwards concluded the report by sharing a video of project updates, "Building on the Penny".

**c. Delivery Model for the Replacement of St. James Elementary School - Mr. Burch**

Mr. Burch addressed Board members, requesting consideration of using the integrated project delivery model for the St. James Elementary School replacement facility, as discussed during the Facilities Committee meeting. Mr. Burch noted that this model has been used successfully in previous projects, noting that the approval of this model will allow for the issuing of a request for qualifications to select an architect and a request for proposals to select a general contractor.

**d. Consider Annual Request to Authorize Expenditures from Revenue Collected from the Education Capital Improvement Sales and Use Tax - Mr. Gardner**

Mr. Gardner addressed Board members requesting consideration of the annual request to authorize the expenditure not to exceed \$60,267,000 from Sales Tax Revenues for the direct payment of costs for Approved Projects including classroom & instructional technology, the Short-term Facilities Plan, the 2021-24 Facilities Plan, and the 2024-29 Capital Improvement Plan.

**e. Consider Approval of Locally Developed Course Numbers for the 2025-2026 Academic Year - Mr. Washburn**

Mr. Washburn addressed Board members and presented information regarding the list of locally developed course numbers for the 2025-26 academic school year. Pursuant to State Board regulation 43-232, districts are allowed to offer locally designed elective courses that have been given approval by the local Board of Trustees. These courses do not have to be approved by the Department of Education, provided the local Board of Trustees has given their approval. Per the regulation, locally approved courses must be approved annually by the Board of Trustees during a regularly scheduled meeting. Mr. Washburn mentioned that a copy of the full catalog listing of the HCS locally approved courses was provided to Board members. Mr. Washburn noted there are no additional courses being requested for the upcoming school year.

**f. Superintendent's Report - Mr. Jones**

**1. 2025 Class AAAAAA Boys Tennis - Division II State Champions - Myrtle Beach High School**

Mr. Jones extended congratulations to the Myrtle Beach High School (MBHS) boys' tennis team who won the 2025 South Carolina High School League Class AAAAAA - Division 2 state championship. They defeated Riverside High School 4-2 in the championship match, held on May 10, 2025, at the USC Indoor Tennis facility. This marks the Myrtle Beach High

School team's second consecutive state title in the AAAAA division, and the third state championship win in the last four years.

## 2. **2025 State Track and Field Champions**

Mr. Jones recognized the student champions who competed during the recent 2025 SC State Track and Field Championship.

Class A Girls Triple Jump: Tanisha Myers, Green Sea Floyds High School

Class A Boys 1600 Meter and 3200 Meter Champion: Abram Suggs, Green Sea Floyds High School

Class AAAAA - Division 2 Girls High Jump Champion: Aaliyah Livingston, Myrtle Beach High School

Class AAAAA - Division 2 Boys High Jump Champion: Julien “J.J.” Brown, Myrtle Beach High School

Class AAAAA - Division 2 Girls Shot Put Champion: Destinee Vereen, North Myrtle Beach High School

Class AAAAA - Division 2 Girls Triple Jump Champion: Kaylee Kearney, St. James High School

Class AAAAA - Division 1 Boys 400 Meter Champion: Zayveon Winns, Carolina Forest High

## 3. **Summer of Learning**

Mr. Jones shared that this summer, Horry County Schools is launching an exciting initiative to keep elementary students engaged and growing as readers. The program is called **READ-OPOLY**, and it runs from **May 27th to September 2nd**.

READ-OPOLY is more than just summer reading—it’s a game-style challenge where students track their progress on a colorful board, earn recognition, and build critical reading skills in a fun and engaging way.

Students are encouraged to read a variety of books—whether it’s a favorite superhero story, a challenging text to build reading strength, or a book shared with family or friends. As they read, they move around the READ-OPOLY board and aim for reading goals:

- **8 books** earns the title of *READCamp Champion*
- **12 books** earns the top honor of *READCamp MVP*

Schools will celebrate student achievements with **prizes and recognition**, reinforcing our commitment to literacy and lifelong learning.

Mr. Jones concluded by stating HCS is proud to offer READ-OPOLY as a meaningful way to support students and families over the summer while having a little fun along the way.

**g. Recognitions - Ms. Bourcier**

**1. National Merit Scholarship Winners**

Ms. Bourcier extended congratulations to Imane Aboulqassim, Elaine Deng, Sean Dobis, and Alex Tabaku, all from HCS Scholars Academy High School. The National Merit Scholarship Corporation (NMSC®) has awarded these four students National Merit Scholarships in recognition of their superior academic achievements.

Last fall, NMSC named more than 16,000 Semifinalists. Over 15,000 students met the very high academic standards and other requirements to advance to the Finalist level of the competition. By the conclusion of the 2025 program, more than 6,930 Finalists will have earned the “Merit Scholar” title and received a total of nearly \$26 million in college scholarships. Additional winners will be announced in June and July.

**2. National History Day State-Level Winners**

Ms. Bourcier shared that the South Carolina National History Day results are in, and HCS is once again well-represented on the list of winners

A total of 24 projects submitted by 44 students have ranked in the top three in their categories, earning them a spot in the national competition at the University of Maryland in June. Students from Black Water Middle, Early College High, North Myrtle Beach High, and Ten Oaks Middle won additional awards at the competition. Visit [horrycountyschools.net](http://horrycountyschools.net) for the complete list. Every year, National History Day projects must focus on a chosen theme. This year’s theme was “Rights & Responsibilities in History.” Congratulations were extended to all these outstanding student-historians for addressing this powerful theme in such powerful ways.



**3. Project Lead the Way Distinguished Programs: Palmetto Bays Elementary School, South Conway Elementary School, Waccamaw Elementary School, Academy for the Arts, Science & Technology & Carolina Forest High School**

Palmetto Bays Elementary, South Conway Elementary, Waccamaw Elementary, Carolina Forest High, and the Academy for the Arts, Science & Technology (AAST) have all been recognized by Project Lead the Way (PLTW) for having distinguished programs for the 2024-25 school year.

Project Leads the Way empowers millions of students across the U.S. to unlock their potential by developing the in-demand, real-world knowledge and skills necessary to thrive in life beyond the classroom. Project Leads the Way Distinguished Program celebrates districts and schools committed to helping students own their education by increasing student access, engagement, and achievement in their programs.

**4. Government Finance Officers Association - Certificate of Achievement for Excellence in Financial Reporting: HCS Finance Department**

Ms. Bourcier shared that the Government Finance Officers Association of the United States and Canada (GFOA) has awarded the Certificate of Achievement for Excellence in Financial Reporting to Horry County Schools for its annual comprehensive financial report for the fiscal year ended June 30, 2024.

The report was judged by an impartial panel to meet the high standards of the program, which includes demonstrating a constructive "spirit of full disclosure" to clearly communicate HCS's financial story and motivate potential users and user groups to read the report.

The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government and its management.

**3. PUBLIC COMMENTS**

The following individuals signed up to speak during the Public Comments portion of the meeting and came forward when called: Patricia Milley, Leah Hornberger, David Warner, Robert Urbancik.

The following individuals signed up to speak during the Public Comments portion of the meeting and did not come forward when called: Tiffany Maggard.

**4. EXECUTIVE SESSION**

A motion was made to move into Executive Session at 6:40 PM.

- a. Potential Purchase of Property**
- b. Discussion of Personnel Matters**

**Moved By:** Mr. Edwards

**Seconded By:** Ms. Dawson

**Board Action: Carried Unanimously**

**5. BUSINESS**

A motion was made to return from Executive Session at 7:17 PM.

It should be noted that while in Executive Session, no votes were taken, and no decisions were made.

**Moved By:** Ms. Graham

**Seconded By:** Mr. Edwards

**Board Action: Carried Unanimously**

**a. Consider Personnel Recommendation(s) - Mr. Jones**

Mr. Jones recommended Ashley Arthur to serve as the Principal for Daisy Elementary School, effective July 1, 2025.

**Moved By:** Ms. Wellons

**Seconded By:** Ms. Winters

**Board Action: Carried Unanimously**

Mr. Jones recommended Rich Reyes to serve as the Principal for Ocean Drive Elementary School, effective July 1, 2025.

**Moved By:** Ms. Wellons

**Seconded By:** Ms. Hodges

**Board Action: Carried Unanimously**

**b. Delivery Model for the Replacement of St. James Elementary School - Mr. Burch**

Mr. Burch addressed Board members, requesting approval to use the integrated project delivery method for the new St. James Elementary School replacement as presented earlier in the meeting.

A motion was made to approve the recommendation as presented.

**Moved By:** Mr. Barnard

**Seconded By:** Ms. Dawson

**Board Action: Carried Unanimously**

**c. Consider Surplus Properties - Mr. Prince**

Mr. Prince addressed Board members and requested consideration to approve the surplus of the following properties: the former Conway Education Center, located at 1620 Sherwood Drive, Conway, and the former Kingston Elementary School, located at 2694 Highway 905, Conway.

A motion was made to approve the recommendation as presented.

**Moved By:** Mr. Edwards

**Seconded By:** Mr. Ricketts

**Board Action: Carried Unanimously**

**d. Monitoring Report: OE-5 Financial Planning - Mr. Gardner**

Mr. Gardner addressed Board members and presented Monitoring Report OE-5 Financial Planning and requested consideration for approval.

A motion was made to approve Monitoring Report OE-5 as presented.

**Moved By:** Ms. Wellons

**Seconded By:** Ms. Dawson

**Board Action: Carried Unanimously**

**e. Monitoring Report: OE-6 Financial Administration - Mr. Gardner**

Mr. Gardner requested consideration to approve Monitoring Report OE-6 Financial Administration.

A motion was made to approve Monitoring Report OE-6 Financial Administration as presented.

**Moved By:** Ms. Dawson

**Seconded By:** Ms. Wellons

**Board Action: Carried Unanimously**

**f. Consider Preliminary Approval of 2025-2026 Superintendent's Comprehensive Budget - Mr. Jones/Mr. Gardner**

Mr. Gardner addressed Board members and requested consideration of the preliminary approval of the 2025-2026 Superintendent's Comprehensive Budget as presented.

General Fund	\$678,015,312
Special Revenue	39,337,436
Education Improvement Act	47,142,010
Debt Service	139,988,270
School Building	194,104,636
Food Service	36,395,090
Pupil Activity	6,783,192
<b>Total</b>	<b>\$1,141,765,946</b>

A motion was made to approve the 2025-2026 Superintendent's Comprehensive Budget.

For (8): Ms. Winters, Ms. Hodges, Ms. Wellons, Mr. Cox, Ms. Dawson, Ms. Graham, Mr. Edwards, Mr. Ricketts

Against (1): Mr. Barnard

**Moved By:** Mr. Edwards

**Seconded By:** Ms. Wellons

**Board Action: Carried (8 to 1)**

**6. CONSENT AGENDA**

A motion was made to approve the Agenda items as presented.

**a. Personnel Recommendations**

**b. Education Fund Allocation**

**1. District 8**

**2. District 10**

**Moved By:** Mr. Edwards

**Seconded By:** Ms. Graham

**Board Action: Carried Unanimously**

**7. ADJOURNMENT**

A motion was made to adjourn the meeting at 7:23 PM.

**Moved By:** Mr. Barnard

**Seconded By:** Mr. Edwards

**Board Action: Carried Unanimously**




Amanda Plyler

Executive Assistant to the Superintendent and Horry County Board of Education

**HORRY COUNTY SCHOOLS  
MONITORING REPORT – OE-12**

I certify that the information in this report is true.

Signed:  Date: 5/30/25  
Clifford Jones, Superintendent

Disposition of the Board:

☐ In compliance  
☐ Not in compliance  
☐ Compliance with exception

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
David Cox, Board Chair

Comments: \_\_\_\_\_

	Supt	Supt	Bd	Bd
	In compliance	Not in compliance	In compliance	Not in compliance
OE-12 – The superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.	X			

Interpretation: I interpret this policy to mean that the District will establish and maintain a safe learning environment that promotes respect, encourages high student achievement, and works collaboratively with parents and other agencies to support students who may be having difficulty with behavioral issues.

Evidence of Status of Compliance:

We are in full compliance of this policy. Evidence is listed below:

### **Work-Based Learning Coaches**

A paraprofessional at each high school supports students who plan to enter the workforce immediately after graduation by securing and monitoring work-based opportunities in the student's chosen career pathway. These Work-Based Learning Coaches help bridge the gap between classroom learning and real-world work experience for students. Their primary role is to support students, educators, and employers in designing, implementing, and managing high-quality work-based learning opportunities such as internships, apprenticeships, job shadowing, and cooperative education.

### **Graduation Coaches**

A certified teacher at each high school supports and monitors student progress toward on-time graduation. The Graduation Coach supports at-risk students in staying on track for high school graduation by providing individualized support, monitoring academic progress, and coordinating targeted interventions. The Graduation Coach works collaboratively with students, families, educators, and support staff to remove barriers to success and promote college and career readiness.

### **Comprehensive School Guidance and Counseling Program**

Each school in the district implements the Comprehensive Developmental Guidance and Counseling Program developed and adopted by the State Department of Education and based on the ASCA National Model. The school counseling program consists of structured developmental experiences presented systematically through individual activities, classroom activities, and small group activities in pre-kindergarten through grade twelve. The school counseling program provides students at all levels with knowledge of personal, social, academic, and career development to promote their mental health and personal wellness, and to assist them in acquiring and using life skills. School counselors work in collaboration with school and district staff in determining priorities consistent with school and district goals to assist with maintaining an effective learning environment for all students. Consultation services are provided for students, parents, teachers, and administrators concerning student behavior, social and family issues, and academic progress and planning. Referrals to other professionals in the school district or to agencies and institutions outside the district are made as needed, required, or requested. School counselors also work with school administration and clinical staff to intervene in crisis situations whenever necessary. HCS middle and high schools are staffed with school counselors at the student to counselor ratio of 300 to 1, while our elementary schools are staffed at the ratio of 500 to 1. There are currently a total of 134 school counselors, serving our 56 school sites.

Beginning with the 2017-18 school year, career counseling sessions, either individually or in a group setting, have been held with students in grades 3 – 7. For these counseling sessions, developmentally appropriate, online career awareness resources are utilized, and the results are shared with parents. In previous years, Individual Graduation Plans (IGP) and career inventories were only required of students in grades 8 – 12. Throughout the year, counselors from all 3 school levels are provided with the opportunity to participate in district, state, and national professional development training.

### **Grief Counseling Team**

The District has a Grief Counseling Team established that incorporates the utilization of school counselors, and RBHS counselors. Grief counseling services cannot be fully planned in advance due to the unexpected nature of such incidents. However, all school counselors and administrators are given specific contact information and procedures for activating the team in the event the school has a tragedy. The specific number of personnel brought into a school to assist with a tragedy is determined collaboratively by district staff and school administration and is based on the needs of the school and school community at the time of the incident. The team that comes in is for the assistance of the school and falls under the direction of the school administration. District staff also assists in the organization and supervision as needed during any incident. Counselors are given specific information in the organization of a school grief kit for the team in the event it is needed.

### **Rehabilitative Behavioral Health Services**

Rehabilitative Behavioral Health Services (RBHS) is a student-centered, goal-directed, family supportive counseling service, housed within our schools, and provided to students who have emotional and behavioral characteristics that interfere with their ability to function at their highest academic and social levels. Services are based on students' needs and may include Behavior Modification, Group Psychotherapy, Individual Psychotherapy, Family Psychotherapy, Family Support, Psychosocial Rehabilitative Services, and Crisis Management. The overall goals of services to students are to help them understand the meaning of their behavior so that they begin to address emotional needs and responses, and make positive changes, as well as to teach them to channel anxiety and aggression or other negative emotions appropriately and constructively. The students learn new skills and to monitor and adjust their own behavior and interactions with others. This leads to greater gains academically and socially, with resulting increased achievement and attendance, and decreased discipline incidents. In addition, family support and guidance are provided to educate the caregivers about the effects of their attitudes and behaviors on their children and to give the families a stronger understanding of what is happening with their child. Families are aided in finding successful ways to interact with their children and promote positive and lasting changes. There are currently 99 RBHS counselors serving the students and families of Horry County Schools.

Staff members are present in the schools five days a week during the school hours, and beyond, if needed. RBHS staff are an integral part of the school community and are involved in meetings regarding students (e.g., IEP, BIP, MDR), crisis situations that may involve children not involved with the program (as school administration expresses the need), and other non-academic programs (assemblies, special teams). Throughout the year, counselors and behavior interventionists are provided with the opportunity to participate in clinical professional development and training.

During the 2024-25 school year, RBHS provided the above listed services regularly in all 56 Horry County schools and programs. As part of a school team, RBHS staff assisted with the



completion of threat and suicide assessments on a regular basis. The RBHS staff were called upon to provide home-based services and summer services to several students. The RBHS Coordinators work closely with the South Carolina Department of Education and Department of Health and Human Services to ensure compliance with state Medicaid standards and practices that align with the SC Code of Ethics for Professional Counselors.

### **Therapeutic Learning Center (TLC)**

TLC is a therapeutic educational facility that offers a comprehensive system of individual, family, and group treatment services provided within a small and highly structured educational setting. The program serves students with severe emotional needs and students who can benefit from counseling and complex behavior support systems. The purpose of the program is to provide services to students with challenges which impede their academic progress, despite multiple intensive educational and behavioral interventions. Placement is designed with the expectation that the student will benefit from the program and move towards the goal of returning to the base school. The program presently serves students in grades K-12.

TLC also provides Rehabilitative Behavioral Health Services (RBHS) for students who would have required Clinical Day Services and/or out-of-district placement to meet the educational and behavioral/emotional needs of these students. The TLC allows students to remain in the district and live at home and be provided quality education and counseling services that would otherwise have to be provided by outside agencies, typically at the expense of the District.

### **Emergency Response**

The District Office, and each school, has Emergency Management Plans which outline response procedures in the event of a critical incident. Included in the plans are detailed roles and responsibilities of the District and school teams when responding to a variety of emergencies. Plans are reviewed and updated annually, at minimum. Campus plans are validated by emergency drills. No less than six emergency drills are to be held each school year. Four of these drills must be armed intruder/lockdown drills which are to be held within the first three weeks of each new nine-week quarter. Additionally, state law requires two weather-related drills during a school year at each campus. Horry County Schools participates in state and regional drills regarding earthquakes and tornadoes to meet this objective. All campuses participate in monthly fire drills during the academic year as required by law. All drills are documented in each school's Monthly Safety Inspection Report. Traditional drill activities may be subject to modification during extraordinary circumstances, for example, public health emergencies.

Effective April 2025, the Safety & Security unit revised the existing Emergency Operations Plans to improve their usefulness to school administrators, primarily by removing non-emergency safety information and focusing on critical incident response. This revision greatly reduced the size of the document, which Safety & Security then converted to a digital product available online for both updating and access purposes.

Beginning in the 2023-24 school year, all employees were required to complete additional training modules within the SafeSchools curriculum to accommodate active shooter training recommendations provided by the SCDE.

In the summer of 2023, all building administrators attended training related to Standard Response Protocol (SRP) and Standard Reunification Method (SRM) in a “train-the-trainer” format. This training enhances campus emergency plans and permits perpetual training of campus staff as needed. Administrators and staff were also invited to attend police active shooter training during the summer.

Horry County Schools has created a Model Fire and Safety Policy as mandated by Act 256 (2018).

### Risk Assessment Protocol

During the 2018-2019 school year, the district began utilizing a Risk Assessment Protocol, which was developed by a team of District staff members from Counseling, RBHS, Special Education, and Health Services. This protocol, which is closely aligned with South Carolina Department of Education guidelines, allows a school team to determine what level of risk a student is considered to be, in regard to his/her danger to self or others. This protocol has been instrumental in the determination of our students’ risk levels, but also in allowing us to work with parents/guardians to provide the appropriate assistance necessary to meet our students’ needs. All necessary staff members are annually trained on the use of the protocol and receive updated information as needed. HCS utilizes the services of *Care Solace*, a mental health care coordination program, that our staff can use to help connect students and families with the outside mental and behavioral health services they need. The data chart below indicates this year’s usage (to date), of Care Solace for coordinating mental and behavioral health services, many times in response to the administration of the district’s Crisis Protocol procedure:

#### Key Performance Indicators (KPIs)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
<b>Inbound Interactions</b> ②	206	227	530	943	957	695	725	847	750	627	187	6,694
<b>Communications saved</b> ②	746	1,256	3,713	4,805	4,413	4,404	3,665	4,393	4,732	4,646	1,134	37,907
<b>Warm Handoffs</b> ②	3	44	98	109	94	94	80	96	122	89	32	861
<b>Family-initiated cases</b> ②	4	9	10	10	8	9	7	14	17	12	5	105
<b>Total Unreachable</b>	3	25	45	46	47	48	39	53	67	48	0	421
<b>Total Declined Services</b>	2	12	15	12	15	19	14	16	14	9	2	130
<b>Total appointments into care</b> ②	10	11	38	52	53	37	36	44	43	39	11	374
<b>Anonymous searches</b> ②	13	19	36	48	36	29	39	39	52	24	10	345

### Bullying Prevention/Intervention

Each school in the District has an anti-bullying team with one member of the team serving as the lead representative. This representative, and/or associated team members, is tasked

with the following responsibilities: investigation, documentation of findings, conflict resolution, and follow-up to ensure anti-bullying initiatives are effective. All schools have in place an anti-bullying plan that includes, but is not limited to, the following components:

1. Highly visible administrative leadership and commitment
2. Clearly defined behaviors to address direct and indirect bullying
3. Published specific school rules with consistent sanctions for bullying
4. Operational guidelines for staff via training and resources
5. Reporting system with direct and anonymous channels
6. Review of data
7. Supervision enhanced in trouble spots
8. Intensive support to victims of bullying
9. Social skills behavior training for bullies
10. Ongoing system for training and validation which includes the requirement that each school is expected to review their anti-bullying plan at least one time annually

Horry County Schools provides avenues for parties to report suspected incidents of bullying/harassment which supplement measures in place at each campus. Examples of these reporting conduits are:

1. The SRO "tip line"
2. The bullying reporting utility which is incorporated into the "Horry Mobile" app
3. The online reporting form, which when submitted is sent directly to Student Affairs
4. The "See-Something, Say-Something app" which was pushed out to every student device during the 2023-24 school year.

Horry County Schools has also developed resources for parents, students, teachers, and community members to prevent bullying. All resources may be found on the HCS website. Grade level appropriate posters, developed by our Communications Department, were provided to every school.

### **Advancement Via Individual Determination (AVID)**

AVID, which stands for Advancement Via Individual Determination, is a college-readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on developing writing, inquiry, collaboration, organization, and reading skills (WICOR).

Early College High School, Conway High School, and Myrtle Beach Middle School continue to implement and sustain certification in AVID, a school-wide College Readiness System focusing on school transformation through leadership, systems, instruction, and school culture. Whittemore Park Middle School and Loris Middle School implemented AVID in the 2024-2025 school year.

Early College High School is an AVID School-wide Site of Distinction. This achievement represents the highest level of AVID implementation fidelity demonstrating excellence in instructional practice and the promotion of college readiness school wide.

As part of the certification, the sites report the following:

1. The school's mission and vision are aligned with AVID's mission and vision for college readiness, which serve as a foundation for decision-making, are integrated throughout school documents such as the School Renewal Plan.
2. The school implements academic support structures and rigorous instructional practices to help ensure AVID Elective students, students of AVID Site Team members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work.
3. AVID students set goals and monitor their grades to ensure that they are college ready.
4. Students in the AVID Elective class receive instruction in the critical reading process to access increasingly more rigorous text in AVID and in other academic courses.
5. AVID students model leadership skills while collaborating in the AVID Elective class, in other academic classes, and in community/college awareness activities on campus or in the community that promote college readiness.

#### **CCU Mentoring/Tutoring Program**

Coastal Carolina University and Horry County Schools collaborate to implement the Dalton and Linda Floyd Family Mentoring Program. Coastal Carolina University provides students to serve as mentors and/or tutors through experiential learning courses or as volunteers. A staff member hired by Horry County Schools and housed at CCU recruits, trains, places and monitors students in Horry County Schools. Elementary and middle school principals designate a staff member as a school liaison for mentors. Schools determine which children could benefit from having a mentor. Mentors are assigned based on the requests of participating schools. During the 2024-25 school year, The Floyd Mentoring Program served 229 students across 26 Horry County Schools. This collaboration between HCS and CCU has provided meaningful mentoring experiences for HCS students since 2004.

#### **School Security Officers/School Resource Officers**

There are 24 schools that have a sworn School Resource Officer (SRO) assigned on a full-time basis. All schools have armed civilian security officers assigned to their campuses which are referred to as School Security Officers (SSO). There are a total of 110 SSOs in our facilities, including the Conway and Myrtle Beach Education Centers and the District Office.

#### **Other Security Resources**

We also maintain a safe environment which is conducive to effective learning by:

1. In September 2024, Safety & Security reorganized as a standalone unit within the HCS organizational structure, and reoriented its focus from a regulatory footing to a constituent/stakeholder service model. The unit added a robust behavioral threat assessment function to investigate threats against schools, students, and staff; an in-house criminal investigative capacity; and reformed the management model to better integrate and coordinate the deployment of three key assets: School Resource Officers, School Security Officers, and Safety & Security investigations. The changes included the addition of two Safety & Security specialists / investigators, threat assessment training for Safety & Security specialists, and greatly increased local law enforcement coordination / cooperation.
2. Utilizing the services of School Security Officers, Security Guards, and SROs.
3. Utilizing Walk-Through Weapons Detectors and Hand-Held Wands.
4. Utilizing a visitor management screening system for all schools.
5. Providing an application for mobile devices which facilitates anonymous reporting of bullying and harassment to school officials.
6. Installed the "See Something, Say Something" app on all student devices, grades K-12. Created the "See Something, Say Something" email address that is monitored by Student Services.
7. Providing security cameras in all schools and on all buses.
8. Utilizing keyless locks.
9. Installing a remote activated entry system at all school campuses.
10. Providing a proximity card reader override code for first responders during tactical responses related to critical incidents.
11. Implementing a false alarm reduction program.
12. Mandating monthly safety inspections by each school's administration; and all campuses participate in self-assessment activities that require monthly safety inspections which meet or exceed mandates issued by the South Carolina Fire Marshal.
13. Providing resources for students, parents, and educators on the Student Affairs web page which addresses a variety of safety-related topics ranging from anti-bullying initiatives to emergency preparedness.
14. Creating a comprehensive School Emergency Management Plan at every school which is reviewed on a routine basis and modified as needed.
15. Participating in a variety of emergency drills that meet or exceed state mandates at all schools.
16. Randomly visiting all schools by Safety and Security Department personnel to validate district protocols as well as gauge emergency response proficiencies by campus staff.
17. Conducting meetings with police SRO leadership to maintain a great working relationship and open lines of communication.


#### **Other Security Resources - CENTEGIX**

While reviewing all security protocols, the Safety and Security team recognized an important security gap related to the short, critical period just before an incident and in the one-to-two

minutes following an incident discovery/onset. "Crisis alert" systems address this critical gap by enabling simple, reliable, nearly instantaneous notification and school lockdown during such events. The Safety and Security Department's three-month review of the most common and widely used crisis alert systems rated CENTEGIX CrisisAlert as superior technology for both technical and physiological reasons. Once approved, coordination with CENTEGIX began immediately so that installations could begin prior to the beginning of the 2025-26 school year. The system should be operational as school begins (in test mode) and fully operational by the end of first semester. Employees will be issued a wearable "badge" that will allow them to alert administrators and/or law enforcement when a crisis situation is discovered. The Safety and Security team will provide training for administrators and employees on how and when to use the device.

**HORRY COUNTY SCHOOLS**  
**MONITORING REPORT – R-6: Personal Success and Citizenship**

I certify that the information in this report is true.

Signed:  Date: 5/23/25  
Clifford Jones, Superintendent

Disposition of the Board:

☐ In compliance  
☐ Not in compliance  
☐ Compliance with exception

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
David Cox, Board Chair

Comments:

---

---

---

R-6: Personal Success and Citizenship	Superintendent	Superintendent	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will demonstrate characteristics and values that contribute to personal and societal success.	Yes			

**Interpretation:**

I interpret this policy to indicate that all schools within Horry County Schools will implement robust programs focused on life and career characteristics, aligning with the South Carolina graduate profile. This approach aims to equip students with lifelong skills, empowering them to become responsible and engaged members of society.

**Evidence of Status of Compliance:**

We are in full compliance of this policy as demonstrated below:

## **Life and Career Development Opportunities**

---

### **Elementary School-Level Life and Career Education Activities**

- Various reward and incentive programs are in place for reinforcing positive behavior.
- Classroom guidance and teacher lessons focusing on character education, careers, and anti-bullying are offered. Common themes include respect, responsibility, leadership, organization, perseverance, effort, friendship, problem solving, integrity, caring, patience, initiative, team player, honesty, sense of humor, flexibility, fairness, trustworthiness, responsibility, kindness, manners, peer pressure, bullying, citizenship, safety, and pride.
- Small-group counseling focusing on the specific needs of students that support character is offered.
- Students participate in various school activities, such as but not limited to, Positive Behavior Intervention Supports System (PBIS), Kindness Challenge, and Red Ribbon Week.
- Students participate in community service projects, such as Jump Rope for Heart, Relay for Life, March of Dimes, and United Way.
- Students participate in community service projects.
- Accountability-based career planning is linked to student interests, skills, and work-values assessments.

### **Middle School-Level Life and Career Education Activities**

- Students are involved in various school groups, organizations, and activities that promote strong character development, such as, but not limited to, the Student Council, Jr. Beta Club, Fellowship of Christian Athletes, CCU Mentor Program, Red Ribbon Week, Stomp Out Bullying, and Kindness Challenge.
- Student of the Week and/or Student of the Month recognitions across various schools promote essential world-class skills that prepare students for success in both life and career.
- School, group, and classroom guidance programs, such as anti-bullying programs, are utilized.
- Advisory instructional periods are scheduled to support students in life and career characteristics.
- Student participation in community service projects is encouraged via organizations and programs, such as Arbor Day, Earth Day, St. Jude's, Relay for Life, Polar Plunge, March of Dimes, United Way, and American Heart Association.
- Virtual career-exploration activities promote school interaction with the business community and encourage business participation and partnership within schools.
- School incentive programs for reinforcing positive behavior are implemented.
- Individual and small-group counseling focusing on the specific needs of students is offered.
- Job-shadowing activities that promote interaction with school, business, and residential communities are available.
- Character development is incorporated into fine arts and athletic programs to build skills that contribute to personal success through collaboration and teamwork.
- School events are scheduled to honor the service and accomplishments of community members at various times in the year, including, but not limited to, Veterans Day, Black History Month, Hispanic Heritage Month, and Women's History Month.
- Individual graduation planning is linked to student interests, skills, and work values assessments.



## High School Level Life and Career Education Activities

- Students are involved in various school groups, organizations, and activities that promote strong character development, such as, but not limited to, the Student Council, Honors Societies, Fellowship of Christian Athletes, CCU Mentor Program, Red Ribbon Week, and Kindness Challenge.
- Advisory instructional periods are scheduled to support students.
- As required by the James B. Edwards Civics Education Bill, high school students who are enrolled in government take a civics test. The results are collected by the district and reported to the state.
- Individual graduation planning is linked to student interests, skills, and work-values assessments.
- Individual and small-group counseling focusing on the specific needs of students is offered.
- Peer-mediation opportunities are offered to assist students in resolving conflicts.
- Anti-bullying programs are offered at all high schools.
- Freshman seminar and leadership development courses are offered at various high schools across the district.
- School events are scheduled to honor the service and accomplishments of community members at various times in the year, including, but not limited to, Black History Month, Hispanic Heritage Month, and Women's History Month.
- Mentoring programs, such as Mentoring Men, Leading Ladies, and other school-developed programs, are frequently utilized.
- Students have the opportunity to participate in school-wide community events, such as American Red Cross Blood Drive, Wounded Warrior Project, Senior Citizen Luncheons, March of Dimes Walk for Babies, United Way, American Heart Association Fundraisers, Red Ribbon Week, Relay for Life, Students Against Drunk Driving (SADD), Mothers Against Drunk Driving (MADD), Polar Plunge, as well as other school and community partnership service-learning projects.
- Senior Project, Senior Venture, and Senior Mastery initiatives are implemented at various district high schools and secondary programs.
- Students participate in local and state events aimed at promoting student growth and leadership, such as Hugh O'Brien Youth Leadership, Palmetto Girls and Boys State Programs, and the Horry Electric Cooperative Washington Youth Tour.
- Character-development training is presented through the Career and Technology Education (CTE) course curriculum, Microburst Employability Credentialing, the Junior Reserve Officer Training Corps (JROTC) curriculum, and school athletic programs.
- Service-learning and community service opportunities are offered through school and/or through clubs and organizations.
- Students have opportunities for career internships and virtual job-shadowing activities that promote interaction with school, business, and residential communities.
- Students have the opportunity for involvement in organizations, such as Student Council, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), Family, Career and Community Leaders of America (FCCLA), Distributive Education Clubs of America (DECA), Virtual Enterprise (VE), Technology Student Association (TSA), Skills USA, Prostart, National Honor Society, Beta Club, Envision Program, Fellowship of Christian Athletes (FCA), and Junior Civitans.

## Respect for the Flag and Moment of Silence

- Schools promote respect for the flag in various ways through JROTC, student councils, music classes, student assemblies, and community and civic organization guest speakers.
- Pursuant to State law, “schools shall provide a minute of mandatory silence at the beginning of each school day. All schools shall provide for a minute of mandatory silence at the beginning of each school day.” The District is in compliance with State law. (SC CODE OF LAWS, SECTION 59-1-443)
- Pursuant to State law, “...all public-school students, commencing with grades kindergarten through and including high school, shall during the course of each school day’s activities at a specific time which must be designated by the local school say the Pledge of Allegiance ...” The District is in compliance with State law. (SC CODE OF LAWS, SECTION 59-1-455)

## Results for 2023 - 2024 Civics Test

All students must take the US Citizenship and Immigration Service Test as a part of their United States Government course. This course is required for a South Carolina High School Diploma.

School	Pass Rate
Aynor High School	99.5%
Carolina Forest High School	72.4%
Conway High School	100%
Green Sea Floyds High School	98.6%
HCS Early College High School	100%
HCS Scholars Academy	98.2%
Loris High School	98%
Myrtle Beach High School	100%
North Myrtle Beach High School	82.9%
Socastee High School	95.9%
St. James High School	100%

Note: AAST and ATA student scores are included with their base high schools.

## Citizenship Activities

---

### Citizenship and Personal Student Success

Students participate in the following activities/programs that promote the characteristics and values that contribute to their citizenship and personal success.

**Mock Trial** – Horry County middle and high schools have the opportunity to compete each year in Mock Trial at both the regional and state levels.

Schools That Participated	Notes About Team
Ten Oaks Middle School	Participated in regionals, advanced to state
Whittemore Park Middle School	Participated in regionals
Carolina Forest High School	Participated in regionals, Sketch Artist advanced to state and nationals
Conway High School	Participated in regionals
Myrtle Beach High School	Participated in regionals
North Myrtle Beach High Schools	Participated in regionals
Scholars Academy High School	Participated in regionals, advanced to state
Socastee High School	Participated in regionals

**National History Day** - Horry County middle schools participate annually in National History Day, providing students with an invaluable opportunity to engage in historical research. This initiative not only fosters critical thinking skills but also enhances students' understanding and appreciation of the significant contributions of individuals and events throughout history.

Schools That Participated	Notes About Achievement
Aynor Middle School	Participated in regionals, one project advanced to state
Black Water Middle School	Participated in regionals, two projects advanced to state
Conway Middle School	Participated in regionals, five projects advanced to state, one project advanced to nationals (2024) and placed 3rd
Forestbrook Middle School	Participated in regionals, three projects advanced to state
Green Sea Floyds Middle School	Participated in regionals
Loris Middle School	Participated in regionals

Myrtle Beach Middle School	Participated in regionals, three projects advanced to state
North Myrtle Beach Middle School	Participated in regionals, nine projects advanced to state, one project advanced to nationals (2024)
Ocean Bay Middle School	Participated in regionals, five projects advanced to state, two projects advanced to nationals (2024) and one paper selected as excellent by White House Historical Association
St. James Middle School	Participated in regionals, three projects advanced to state, to projects advanced to nationals (2024)
Socastee Middle School	Participated in regionals, four projects advanced to state
Ten Oaks Middle School	Participated in regionals, five projects advanced to state, six projects advanced to nationals (2024)
Whittemore Park Middle School	Participated in regionals
Early College High School	Participated in regionals, eight projects advanced to state, six projects advanced to nationals (2024) and one project selected by Smithsonian to display
North Myrtle Beach High School	Participated in regionals, five projects advanced to state

## **EMPLOYMENT CONTRACTS ISSUED BY THE SUPERINTENDENT DURING THE SUMMER MONTHS**

**Policy Reference:** OE-4

**Operational Expectations Personnel Administration**

### **Background Information:**

District policy requires Board approval of initial employment of professional personnel. There is no regularly scheduled Board meeting from June 2, 2025, until August 11, 2025.

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the organization to achieve its Results policies.

### **Purpose:**

To allow approval for the Superintendent to issue professional employment contracts to qualified candidates from June 2, 2025, through August 11, 2025, to facilitate the hiring process.

### **For additional information:**

Mary Anderson, Chief Human Resources Officer  
E-mail: [manderson002@horrycountyschools.net](mailto:manderson002@horrycountyschools.net)  
(843) 488-6862

### **Recommended Action:**

Move to grant approval for the Superintendent to issue professional employment contracts to qualified candidates from June 2, 2025, through August 11, 2025. The Board agrees to ratify employment contracts issued pursuant to this grant of authority at the Board meeting on August 11, 2025.

### **Estimated Project Cost:**

Recurring \_\_\_\_ Non-recurring x

Funding Sources: None

## **Consider the Increase of Discretionary Education Funds for Board Members**

**Policy Reference:** *Board Governance*, GC-10, "Governance Cost," pp. 19.

### **Background Information:**

Effective with the 2020-21 fiscal year, each Board member will have an \$8,000 annual education fund available for special projects related to education. All funds shall be allocated beginning each fiscal year from July 1 to the first Board meeting in June of the following year. The spending of those funds must be approved by the full Board. The funds do not roll over to the next cycle. The funds are taken out of un-designated reserves. If there are no un-designated reserves available, these funds will not be allocated.

### **Purpose:**

At the May 19, 2025, Finance Committee meeting, a motion was approved to increase the annual education fund to \$12,000 for each Board member. This item would be added to the next Board agenda for the consideration of the entire Board. Mr. Jones suggested that the funds could be allocated on a per-pupil basis in future years.

**For Further Information:** Please contact John Gardner at 843-488-6896 or by e-mail at [jgardner@horrycountyschools.net](mailto:jgardner@horrycountyschools.net)

### **Recommendation:**

It is recommended that the Board amend CG-10 "Governance Cost" to increase the annual education funds available for special projects to \$12,000 for each Board member.

### **Estimated Project Cost:**

The cost is expected to be a \$48,000 increase.

<b>Recurring</b>	<b>X</b>	<b>Non-recurring</b>
<b>Funding Sources:</b>	<b>Unassigned General Fund</b>	<b>- Fund Balance</b>

# Consider Final Approval of 2025-26 Superintendent's Comprehensive Budget

**Policy Reference:** *Board Governance*, OE-5, "Financial Planning," pp. 31.

**Background Information:** The proposed 2025-26 Superintendent's Comprehensive Budget was presented to the Board of Education at the May 5, 2025, Board Meeting. The administration's General Fund Budget proposes the utilization of \$31,948,915 in unassigned fund balance.

At the May 19, 2025, Board Meeting, the Board gave preliminary approval to the 2025-26 Superintendent's Comprehensive Budget.

On June 2, 2025, there will be a public hearing on the 2025-26 Superintendent's Comprehensive Budget and a special called meeting requesting final approval of the 2025-26 Superintendent's Comprehensive Budget.

**Purpose:** To provide an appropriation to meet the district's operational and capital needs.

**For Further Information:** Please contact John Gardner at 843-488-6896 or by e-mail [jgardner@horrycountyschools.net](mailto:jgardner@horrycountyschools.net).

**Recommended Action:** It is recommended that the Board of Education gives final approval for the following 2025-26 Comprehensive Budget:

General Fund	\$679,323,961
Special Revenue	39,337,436
Education Improvement Act	47,142,010
Debt Service	139,988,270
School Building	194,104,636
Food Service	36,395,090
Pupil Activity	6,783,192
<b>Total</b>	<b>\$1,143,074,595</b>

# **Annual Request to Authorize Expenditures from Revenues Collected from the Education Capital Improvement Sales and Use Tax**

**Policy Reference:** *Board Governance*, OE-6, “Financial Administration,” pp. 32, *Board Governance*, OE-7, “Asset Protection,” pp. 34, and *Board Governance*, OE-13, “Facilities.” pp. 43.

## **Background Information:**

The Education Capital Improvement Sales and Use Act approved on November 4, 2008, authorizes the school district to utilize the sales tax revenue to pay debt service on bonds to be issued, to pay debt service on bonds previously issued, and directly pay costs of projects authorized in the referendum question.

## **Purpose:**

Burr & Forman LLP has prepared the enclosed Resolution to authorize the direct expenditure of approved capital improvement projects including classroom & instructional technology, the Short-term Facilities Plan, the 2021-24 Facility Plan, and the 2024-29 Capital Improvement Plan.

**For Further Information:** Please contact John Gardner at 843-488-6896 or by e-mail at [jgardner@horrycountyschools.net](mailto:jgardner@horrycountyschools.net)

## **Recommendation:**

It is recommended that the Board authorizes the expenditure of not to exceed \$60,267,000 from Sales Tax Revenues for the direct payment of costs for Approved Projects including classroom & instructional technology, the Short-term Facilities Plan, the 2021-24 Facilities Plan, and the 2024-29 Capital Improvement Plan.

## **Estimated Project Cost:**

**The cost is expected to be approximately \$60,267,000**

<b>Recurring X (over life of sales tax)</b>	<b>Non-recurring</b>
<b>Funding Sources: Debt Service</b>	



## **Consider the Increase of Discretionary Education Funds for Board Members**

**Policy Reference:** *Board Governance*, GC-10, "Governance Cost," pp. 19.

### **Background Information:**

Effective with the 2020-21 fiscal year, each Board member will have an \$8,000 annual education fund available for special projects related to education. All funds shall be allocated beginning each fiscal year from July 1 to the first Board meeting in June of the following year. The spending of those funds must be approved by the full Board. The funds do not roll over to the next cycle. The funds are taken out of un-designated reserves. If there are no un-designated reserves available, these funds will not be allocated.

### **Purpose:**

At the May 19, 2025, Finance Committee meeting, a motion was approved to increase the annual education fund to \$12,000 for each Board member. This item would be added to the next Board agenda for the consideration of the entire Board. Mr. Jones suggested that the funds could be allocated on a per-pupil basis in future years.

**For Further Information:** Please contact John Gardner at 843-488-6896 or by e-mail at [jgardner@horrycountyschools.net](mailto:jgardner@horrycountyschools.net)

### **Recommendation:**

It is recommended that the Board amend CG-10 "Governance Cost" to increase the annual education funds available for special projects to \$12,000 for each Board member.

### **Estimated Project Cost:**

The cost is expected to be a \$48,000 increase.

<b>Recurring</b>	<b>X</b>	<b>Non-recurring</b>
<b>Funding Sources: Unassigned General Fund - Fund Balance</b>		

## **EMPLOYMENT CONTRACTS ISSUED BY THE SUPERINTENDENT DURING THE SUMMER MONTHS**

**Policy Reference:** OE-4

**Operational Expectations Personnel Administration**

### **Background Information:**

District policy requires Board approval of initial employment of professional personnel. There is no regularly scheduled Board meeting from June 2, 2025, until August 11, 2025.

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the organization to achieve its Results policies.

### **Purpose:**

To allow approval for the Superintendent to issue professional employment contracts to qualified candidates from June 2, 2025, through August 11, 2025, to facilitate the hiring process.

### **For additional information:**

Mary Anderson, Chief Human Resources Officer  
E-mail: [manderson002@horrycountyschools.net](mailto:manderson002@horrycountyschools.net)  
(843) 488-6862

### **Recommended Action:**

Move to grant approval for the Superintendent to issue professional employment contracts to qualified candidates from June 2, 2025, through August 11, 2025. The Board agrees to ratify employment contracts issued pursuant to this grant of authority at the Board meeting on August 11, 2025.

### **Estimated Project Cost:**

Recurring \_\_\_\_ Non-recurring x

Funding Sources: None

## Locally Developed Course Numbers 2025-2026 Academic Year

**Policy Reference:** *South Carolina State Department of Education Activity Coding System for the Student Information System 2020-21, Page 88*

### **Background Information:**

The South Carolina State Department of Education Activity Coding System includes the standardized codes for courses, instructional activities, and non-instructional activities used in the student information systems in South Carolina public schools. Course codes are assigned to courses by the Office of Federal and State Accountability. In addition, school districts have the option of developing locally board-approved course codes for courses for elective credit only.

“Each district must maintain a listing of locally approved courses by subject areas and subgroups. These activities must be uniformly numbered within each school district. All locally board-approved courses must be approved by the district’s board of trustees each year and evidenced in the board’s minutes. The Office of Federal and State Accountability may ask for Board minutes during a desk audit.”

*South Carolina State Department of Education Activity Coding System for the Student Information System 2020-21, Page 88*

**Purpose:** Request approval for locally developed course numbers for the 2025-26 academic year (list attached).

**For Additional Information:** Lee James, jjames@horrycountyschools.net, 843-488-6764.

**Recommended Action:** Approve the request for locally developed course numbers for the 2025-26 academic year.

**Estimated Project Cost:** N/A

Recurring \_\_\_\_ Non-recurring \_\_\_\_

**Funding Sources:**