



**Horry County Board of Education
Special Called Meeting**

November 1, 2021

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.

3:00 PM - Curriculum and Instruction Committee Meeting, Conference Room C-300

4:00 PM - Technology Committee Meeting, Conference Room C-300

5:00 PM - Board Dinner - C107

1. OPENING AND CALL TO ORDER

- a. Invocation/Pledge of Allegiance - Mr. Russell Freeman
- b. Approval of Agenda - Mr. Richardson
- c. Approval of Minutes

- 1. October 25, 2021

2. DISTRICT 3 BOARD VACANCY INTERVIEWS

- a. Mrs. Ann D. MacDonald - 6:10 PM
- b. Mr. Michael Ryhal - 6:40 PM
- c. Mrs. Tracy S. Winters - 7:10 PM

3. EXECUTIVE SESSION

- a. District 3 Board Vacancy Deliberations
- b. Receipt of Legal Advice Regarding Personnel Matters
- c. Consider Student Appeals

4. ADJOURN SPECIAL-CALLED MEETING/CONVENE WORK SESSION

5. DISCUSSION

- a. Curriculum and Instruction Meeting Report - Ms. Todd
- b. Technology Committee Meeting Report - Ms. Shanda Allen
- c. Monitoring Report: OE-8 Communicating with the Board - Mr. Generette
- d. Monitoring Report: R-1 Literacy - Ms. Myrick
- e. Consider Engagement of Risk Management Consulting Services - Mr. Gardner
- f. Consider Approval of the 2021-24 Short-Term Capital Project List - Mr. Burch
- g. Consider 2021-22 Bonus for Active HCS Employees - Dr. Maxey
- h. Superintendent's Report
 - 1. Superintendent's Evaluation
 - 2. HCS Employees - Veterans Series

6. ADJOURN WORK SESSION/CONVENE SPECIAL-CALLED MEETING

7. BUSINESS

- a. Appointment to Fill Unexpired District 3 Board Seat - Mr. Richardson
- b. Consider Student Appeals - Mr. Richardson
- c. Consider 2021-22 Bonus for Active HCS Employees - Dr. Maxey

8. CONSENT

- a. Personnel Recommendations
- b. Monitoring Report: OE-6 Financial Administration
- c. Education Fund Allocation - District 5

9. ADJOURNMENT

UPCOMING MEETING:

Board Meeting, 6:00 PM, November 15, 2021, District Office, Board Room

HORRY COUNTY BOARD OF EDUCATION

MINUTES

BOARD MEETING

October 25, 2021

District Office

335 Four Mile Road

Conway, SC 29526

Board of Education

Neil James

W Russell Freeman

Sherrie Todd

David Cox

Shanda Allen

Helen Smith

Janet Graham

Melanie Wellons

James Edwards

Horry County Schools Staff

Velna Allen

Mary J Anderson

David Beaty

Lisa Bourcier

Daryl Brown

Joe Burch

Dena Chatfield

John Gardner

Kenny Generette

Kim Johnson

Rick Maxey

Boone Myrick

Heidi Oates

Lucas Richardson

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 - October 25, 2021 - 6:00 PM - CALL TO ORDER - BOARD MEETING ROOM**

Vice Chair James called the meeting to order at 6:00PM.

a. **Invocation - Mr. Cox**

Mr. David Cox offered the invocation.

b. **Presentation of Colors and Pledge of Allegiance - Green Sea Floyds Army JROTC**

The Green Sea Floyds High School Army JROTC presented the Colors and led the Pledge of Allegiance.

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

Board Members introduced themselves and indicated the areas they represent.

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

A motion was made to approve the October 25, 2021, agenda as presented.

Moved By: Ms. Allen

Seconded By: Ms. Graham

Board Action: Carried Unanimously

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

1. **October 11, 2021**

A motion was made to approve the October 11, 2021, minutes as presented.

Moved By: Mr. Edwards

Seconded By: Ms. Todd

Board Action: Carried Unanimously

2. **DISCUSSION**

a. **Curriculum and Instruction Committee Report - Ms. Todd**

Ms. Todd shared information regarding textbook adoption for fall of this year. Ms. Myrick and Ms. Jeter presented the books that HCS is considering adopting and they were all approved by the Committee. Ms. Todd shared the Committee also

discussed the addition of a Barbering Major at the Academy for Technology and Academics. Ms. Todd stated there were still questions and concerns, and those will be discussed at a later date.

b. Facilities Committee Report - Mr. James

Mr. James provided a Facilities Committee update on several projects. Mr. James shared that bids were opened for the Riverside Elementary School parent loop road project and that bids received were significantly less than previously thought. Mr. James also shared that the bid process will open soon for the Lakewood Elementary School parent loop road project. The Waterway Elementary School and Aynor Middle School parent loop road projects are currently waiting on OSF approval. Mr. James stated that the Green Sea Floyds High and Elementary sidewalk project along Tulip Grove Road between the two schools required a second bid solicitation with support from SCDOT. The solicitation was very successful and will be awarded to the selected vendor. Mr. James shared an update on the ESSER II projects, noting that 32 of 54 school air purification projects have been completed thus far. Mr. James also noted that HCS has awarded 2 of the outdoor air unit replacements (OAUs) to vendors for Homewood Elementary School and Riverside Elementary School and is currently in the design phase on Carolina Forest Elementary School, Midland Elementary School, Palmetto Bays Elementary School, Pee Dee Elementary School, and Loris Elementary School. Additionally, the roof replacement and OAU replacement project at St. James Middle School is almost ready for bid. Mr. James shared that the Committee had significant discussion regarding the ESSER III funds with the primary focus of those funds being on the following projects: Aynor High School's roof and rooftop HVAC replacement, Conway High School's roof, rooftop HVAC replacement and internal HVAC renovations, Daisy Elementary School's roof and rooftop HVAC replacement, and the Carolina Forest High School OAUs. These projects account for \$53 million of the available ESSER funds. The biggest project out of those listed is the Conway High School roof and HVAC replacements with that school's project alone costing \$34 million. Mr. James noted should there be funds remaining after completing those four main projects, the Facilities focus will be shifted to outdoor air unit replacements at Aynor Middle School, Loris Middle School, Conway Elementary School, Kingston Elementary School, and Ocean Bay Elementary School. Mr. James remarked that the next topic of discussion was capital planning for 2024. Mr. James stated that the Facilities Committee is awaiting the results of the Facility Condition Index to determine if that updated data would change the direction of the planning projects. The Facilities staff was given approval to proceed with the IPD delivery method for the Conway High School ESSER III projects, as well as various tennis, track, and turf projects. The Facilities Committee also reviewed the usage fees regarding gymnasiums. Mr. James noted that the District's usage

fees are in alignment with other areas. A complete listing of user fees will likely be presented at the December Facilities Committee Meeting.

c. Monitoring Report: OE-6 Financial Administration - Mr. Gardner

Monitoring Report: OE-6 was presented for the period ending September 30, 2021.

d. Timeline for Selecting Second Semester Instructional Setting (Brick-and-Mortar OR Virtual) - Ms. Velna Allen

It should be noted Mr. Freeman joined the meeting at 6:23 PM.

Ms. Velna Allen shared the timeline parents will follow to select their students' instructional setting for second semester:

Date	Event
October 25	HCS Board of Education Update
October 26 - 29	Use multiple media platforms (district website, school websites, HCS TV, notice to local media, and district social media outlets) to inform parents/students of the second semester opportunity to change instructional settings.
November 1 - 5	Current K-12 HCS Virtual Students: Send parents of K-12 HCS Virtual students reminders via ParentLink email that the commitment window opens on November 10th and closes on November 19th. ALL PARENT SELECTIONS FOR SECOND SEMESTER ARE FINAL. Current HCS Brick-and-Mortar Students: Send parents of students who attend an HCS brick-and-mortar school reminders via ParentLink email that the commitment window opens on November 29th and closes on December 8th (or sooner). ALL PARENT SELECTIONS FOR SECOND SEMESTER ARE FINAL.
November 10 - 19	Current K-12 HCS Virtual Students: Open Commitment Window for K-12 HCS Virtual students to return to their brick-and-mortar school for second semester. ALL PARENT SELECTIONS FOR SECOND SEMESTER ARE FINAL.
November 22 - 26	Thanksgiving Break

November 29 - December 8 (or sooner)	Current HCS Brick-and-Mortar Students: Open commitment window for students who attend an HCS brick-and-mortar school to enroll in the K-12 HCS Virtual program for second semester. The window may close prior to December 8th IF the maximum student enrollment number* has been reached. ALL PARENT SELECTIONS FOR SECOND SEMESTER ARE FINAL.*Proviso 1.103
December 9 - 17	Create schedules for students who are changing instructional settings.
December 20 - January 2	Winter Break
January 3 - January 13	Create schedules for students who are changing instructional settings.
January 18	Second Semester Begins.

Ms. Allen shared the following important information:

- **Proviso 1.103 limits the enrollment number for the HCS K-12 HCS Virtual program.**
- **The number of current K-12 HCS Virtual students who elect to move to their brick-and-mortar schools will determine the number of available seats for second semester enrollments in the K-12 HCS Virtual program.**
- **The exact number of seats available in the K-12 HCS Virtual program for second semester will be known by Monday, November 29th.**
- **Students who currently attend a brick-and-mortar school will be given the option to apply for a seat in the K-12 HCS Virtual program on November 29-December 8. Commitment to the virtual program will be on a first-come, first-served basis. Once the maximum student enrollment number has been reached, the commitment process will end.**
- **Teacher assignments may change as a result of second semester student enrollments.**

At the conclusion of Ms. Allen's presentation, Dr. Maxey encouraged parents to make a decision that they and their family will be comfortable with--- regardless of what the virus is doing at the present time---as there will be no changes to a student's instructional setting once parents have submitted their selections for second semester to the District.

e. Consider Calendar Adjustment of November Board Meeting Dates - Dr. Maxey

Dr. Maxey made a recommendation regarding the consolidation of the November 2021 Board Meetings, noting the Board of Education approved its calendar of meeting dates for the 2021-22 school year on August 23, 2021. Since a third meeting date was added to the calendar for the purpose of conducting interviews for the District 3 Board vacancy, the Board is requested to consider the rescheduling of its meeting dates as follows:

November 1st - District 3 Vacancy Interviews/Board Work Session

November 8th - Board Work Session canceled.

November 15th - Board Meeting

November 22nd - Board Meeting canceled

This item will be brought before the Board for a vote during the Business portion of this meeting.

f. Superintendent's Report

Dr. Maxey called Mr. Daryl Brown, Chief Officer for Support Services, forward to discuss operational updates within Nutrition Services. Mr. Brown provided the following statement:

As you know, there are supply chain issues nation-wide. Those issues are beginning to impact Horry County Schools' Nutrition Services meal service. We are working closely with our distributors to make sure we have everything we need to support our program. Availability of the items we need changes daily. Unfortunately, these shortages may impact our menus with little or no notice. If changes become necessary, we will attempt to substitute the scheduled menu item with another similar item if possible.

In addition to food shortages, we are also faced with Styrofoam and paper shortages. Because of the impact on these supplies, many of our students will be transitioning to the cafeteria within the next couple of weeks to consume their meals. This adjustment in service will allow us to use plastic trays instead of Styrofoam trays which were previously used to transport meals to the classrooms.

We appreciate all the efforts of our staff and students to make this a smooth transition.

Following Mr. Brown's statement, Dr. Maxey provided a slideshow presentation regarding SCDHEC's public health guidance to South Carolina K-12 public schools with regards to quarantines. Dr. Maxey highlighted recent updates that SCDHEC has made in regard to student and staff quarantines.

SCDHEC COVID-19 GUIDANCE FOR K-12 SCHOOLS

2021-2022 Academic Year - UPDATED: October 12, 2021

Close contact: Someone who was within 6 feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes) from 48 hours prior to symptom onset (or specimen collection for an asymptomatic infected person) of the infected person.

- The close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory confirmed or a clinically compatible illness) if the exposed student(s) wore mask(s) during the exposure time. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.
- Close physical contact can include contact with the mucous membranes of a COVID infected person through such things as, kissing, sharing eating/drinking utensils, etc., regardless of the time frame.

SCDHEC COVID-19 GUIDANCE FOR K-12 SCHOOLS

2021-2022 Academic Year - UPDATED: October 20, 2021

Close Contact (asymptomatic)

Scenario: Person who is fully vaccinated and does not have any symptoms after a close contact with someone with COVID-19.

Criteria to return to school: Person does not need to quarantine if they voluntarily choose to provide documentation of their full vaccination status to eliminate the need for quarantine.

- Recommended to get tested 5-7 days after exposure.
- It is important for them to wear a mask at school until 14 days after exposure or until they receive a negative test result.
- Testing of vaccinated close contacts living in a household with someone in isolation that cannot be separated should occur 5-7 days after the initial

exposure, and again 5-7 days after the end of isolation for the person diagnosed with COVID-19. They should continue wearing a mask in public indoor settings until they obtain the results of their final test.

Household contact

- If the child or staff member lives in the same household as a known case, their quarantine period begins on the date their household member has been cleared from their isolation period. If they are not a caretaker of the household member who is sick and can separate themselves into their own space in the home, their quarantine period begins the day that they had their last close contact with the ill person.
- Testing of vaccinated close contacts living in a household with someone in isolation that cannot be separated should occur 5-7 days after the initial exposure, and again 5-7 days after the end of isolation for the person diagnosed with COVID-19. They should continue wearing a mask in public indoor settings until they obtain the results of their final test.

Staff working while in quarantine

To limit the chances of COVID-19 spread in the facility, staff should plan to quarantine at home and not return to work after close contact to someone contagious with COVID-19.

- Fully vaccinated staff who were in close contact with someone who has COVID-19 but do not have COVID-19 symptoms do not need to quarantine unless they develop symptoms.
 - o Individuals may voluntarily choose to provide documentation of their full vaccination status to eliminate the need for quarantine.
 - o Fully vaccinated people are recommended to get tested 5-7 days after exposure, even if they do not have symptoms. If fully vaccinated people test negative, they may not need to wear a mask.
 - o These individuals should also continue to monitor for symptoms daily and throughout the day, practice physical distancing to the extent possible, practice good hand hygiene, and clean frequently touched surfaces often until 14 days after exposure.

Dr. Maxey then reviewed and highlighted the “SC COVID-19 Liability Safe Harbor Act” as it pertains to public school districts:

SECTION 4. Notwithstanding any other provision of law, a covered entity or covered individual that reasonably adheres to public health guidance applicable at the time the conduct giving rise to a coronavirus claim occurs shall be entitled

to immunity from liability for any acts or omissions resulting in a coronavirus claim. This immunity will not apply:

(1) for claims arising pursuant to SECTION 3(1)(b), if a claimant proves by a preponderance of the evidence that the covered entity or covered individual caused the injury or damage by:

- (a) grossly negligent, reckless, willful, or intentional misconduct; or
- (b) a failure to make any attempt to adhere to public health guidance; or

(2) for all other claims, if the claimant proves by clear and convincing evidence that the covered entity or covered individual caused the injury or damage by:

- (a) grossly negligent, reckless, willful, or intentional misconduct; or
- (b) a failure to make any attempt to adhere to public health guidance.”

3. PUBLIC COMMENTS

The following individuals signed up to address the Board during the Public Comments portion of the meeting and did not come forward when called: Jivko Roussev, Denise Patterson, Ashlyn Brierre, and Laurie Stutts-Smith. The following individual did come forward when called: Laura Blackmon.

4. EXECUTIVE SESSION

a. Receipt of Legal Advice Regarding a Contractual Matter

b. Consider Student Appeal

A motion was made to move into Executive Session at 6:49 PM.

Moved By: Ms. Graham

Seconded By: Mr. Cox

Board Action: Carried Unanimously

5. BUSINESS

A motion was made to move into the Business portion of the meeting at 7:13PM. It should be noted there was no action was taken and no votes were decided during Executive Session.

Moved By: Mr. Cox

Seconded By: Ms. Allen

Board Action: Carried Unanimously

a. Consider Student Appeal

A motion was made that based upon review and consideration of the written record regarding the student's appeal, it is recommended the Board uphold the District Appeal Board's decision to assign the student to the alternative program at the SOAR Academy.

Moved By: Ms. Todd

Seconded By: Mr. Cox

Board Action: Carried Unanimously

b. Consider Calendar Adjustment of November Board Meeting Dates - Dr. Maxey

A motion was made to approve the administration's recommendation that the Board cancel its November 8th and 22nd meetings and reschedule those two meetings for November 1st and November 15th respectively.

Moved By: Ms. Graham

Seconded By: Ms. Smith

Board Action: Carried Unanimously

c. Request City of Conway to Annex the New Whittemore Park Middle School Site - Mr. Burch

A motion was made to authorize the Facilities Department to submit applications to the City of Conway requesting the annexation, combination, and rezoning of the land on El Bethel Road for the New Whittemore Park Middle School site.

Moved By: Mr. Edwards

Seconded By: Ms. Graham

Board Action: Carried Unanimously

d. Consider Approval of General Contractor for New Whittemore Park Middle School - Mr. Burch

A motion was made to approve H.G. Reynolds to serve as the general contractor to construct the new Whittemore Park Middle School and work under the framework of the IPD method in conjunction with PMH & Associates architects.

Moved By: Ms. Graham
Seconded By: Mr. Edwards

Board Action: Carried Unanimously

6. **CONSENT AGENDA**

- a. **Personnel Recommendations**
- b. **Monitoring Report R-8: Perception of Stakeholders - Ms. Myrick**
- c. **Monitoring Report OE-10: Instructional Program - Ms. Myrick**
- d. **Monitoring Report OE-13: Quarterly Facilities Report**

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

Moved By: Ms. Allen
Seconded By: Ms. Graham

Board Action: Carried Unanimously

7. **ADJOURNMENT**

A motion was made to adjourn the meeting at 7:21PM.

Moved By: Mr. Cox
Seconded By: Mr. Freeman

Board Action: Carried Unanimously

Respectfully submitted,



Heidi Oates

Executive Assistant to the Superintendent and Horry County Board of Education

OPERATIONAL EXPECTATIONS MONITORING REPORT

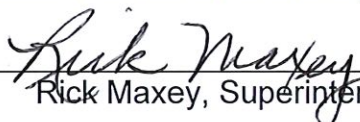
Board's Coherent Governance Policy

Policy Reference: Board Governance: "OE-8 – Communicating with the Board," p.35.

Purpose:

To provide a monitoring report to the Board on the above policy as required by the Board's *Governance Policies*.

I certify that the information in this report is true.

Signed:  Date: October 28, 2021
Rick Maxey, Superintendent

Disposition of the Board:

- ☐ In compliance
- ☐ Not in compliance
- ☐ Compliance with exception

Signed: _____ Date: _____
Ken Richardson, Board Chair

Comments: _____

Monitoring Report:

See following report.

For Further Information:

Contact Kenny Generette at 488-6765 or by e-mail at kgenerette@horrycountyschools.net.

Recommended Action:

Move to accept the Superintendent's monitoring report on OE-8, which he has presented as evidence of the status of his compliance with the provisions of the policy.

OE-8 – Communicating with the Board

The superintendent shall assure that the board is fully and adequately informed about matters relating to board work and significant organizational concerns.	In Compliance
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Evidence of Status of Compliance:

The superintendent informs the board about matters relating to board work and significant organizational concerns at the board work sessions and board meetings. In addition, between the meetings, the superintendent provides information to the board through e-mails and telephone calls.

1. The superintendent shall submit required monitoring data (see policy <i>B/SR-5–Monitoring Superintendent Performance</i>) in a thorough, accurate and understandable fashion, according to the board's annual work plan schedule, and including both superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	In Compliance
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Evidence of Status of Compliance:

Operational Expectations monitoring reports are presented at board meetings consistent with the schedule set forth in GC-6-E, *Annual Work Plan*, of the *Board Governance Policies*.

2. The superintendent shall provide for the board in a timely manner information about trends, facts and other information relevant to the board's work.	In Compliance
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Evidence of Status of Compliance:

The superintendent includes reports in the agendas for board work sessions and board meetings. Examples include achievement data, blended learning, reading interventions, technology usage, and achievement gap.

3. The superintendent shall inform the board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.	In Compliance
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Evidence of Status of Compliance:

Quarterly financial reports are provided to the board members. When there is a significant transfer of money within funds or other changes substantially affecting the district's financial condition, the board is notified through an agenda item at a board work session or a board meeting.

4. The superintendent shall assure that the board has adequate information from a variety of internal and external viewpoints to assure informed board decisions.	In Compliance
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Evidence of Status of Compliance:

The superintendent provides the board with adequate information from a variety of internal and external viewpoints. For internal viewpoints, the superintendent seeks information from staff members through his weekly Executive Cabinet meetings and from monthly meetings with his Principals' Cabinet. In addition, the superintendent meets periodically with representatives of each of the following groups: teachers, middle and high school students, and support staff. For external viewpoints, the superintendent seeks information from periodic meetings with representatives of each of the following groups: parents, faith-based community, and business leaders.

5. The superintendent shall inform the board of anticipated significant media coverage.	In Compliance
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Evidence of Status of Compliance:

The superintendent informs the board of anticipated significant media coverage through e-mails and telephone calls.

6. The superintendent shall inform the Chair or Vice-Chair if, in the superintendent's opinion, the board or individual members have encroached into areas of responsibility assigned to the superintendent or if the board or its members are noncompliant with any <i>Governance Culture</i> or <i>Board/Superintendent Relations</i> policies.	In Compliance
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Evidence of Status of Compliance:

The superintendent will inform the Chair or Vice-Chair if, in the superintendent's opinion, the board or individual members have encroached into areas of responsibility assigned to the superintendent or if the board or its members are noncompliant with any *Governance Culture* or *Board/Superintendent Relationship* policy.

7. The superintendent shall present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.	In Compliance
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Evidence of Status of Compliance:

The superintendent presents information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring. For example, the board agendas, the agenda item cover pages, and the related documents are written in simple and concise form. The superintendent organizes the information so that it is clear whether it is incidental, intended for decision preparation, or for formal monitoring.

8. The superintendent shall treat all members equally and assure that all members have equal access to information.	In Compliance
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Evidence of Status of Compliance:

The superintendent treats all board members equally, and he distributes information to board members in a timely manner so that all board members have equal access to information.

9. The superintendent shall inform the board in a timely manner of any actual or anticipated noncompliance with any board <i>Operational Expectations</i> policy or any anticipated failure to achieve reasonable progress toward any <i>Results</i> policy.	In Compliance
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Evidence of Status of Compliance:

The superintendent informs the board in a timely manner of any actual or anticipated noncompliance with any board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy. In addition, the superintendent submits status reports on *Operational Expectations* and *Results* to the board according to the annual work plan established by the board in its *Governance Policies*.

10. The superintendent shall provide for the board adequate information about all administrative actions and decisions that are delegated to the superintendent, but required by law to be approved by the board.	In Compliance
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Evidence of Status of Compliance:

The superintendent provides the board with adequate information about all administrative actions and decisions that are delegated to the superintendent, but required by law to be approved by the board.

11. The superintendent shall inform the board in a timely manner of the administrative disposition of complaints presented to the superintendent by the board.	In Compliance
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Evidence of Status of Compliance:

The superintendent informs the board in a timely manner of the administrative disposition of complaints presented to him by the board.

12. The superintendent shall inform the board in advance of any deletions of, additions to or significant modifications of any instructional programs.	In Compliance
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Evidence of Status of Compliance:

Through Learning Services, the superintendent informs the board in advance of any deletions of, additions to, or significant modifications of instructional programs.

13. The superintendent shall inform the board about changes in attendance boundaries.	In Compliance
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Evidence of Status of Compliance:

The board-approved Facility Optimization Plan is followed when attendance line changes are contemplated.

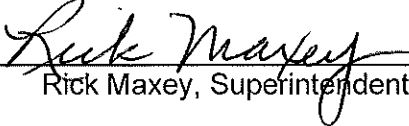
14. The superintendent shall inform the board of significant changes in or additions to administrative policies.	In Compliance
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Evidence of Status of Compliance:

All changes in and additions to administrative policies are distributed to board members.

**HORRY COUNTY SCHOOLS
MONITORING REPORT – R-1 Literacy**

I certify that the information in this report is true.

Signed:  Date: October 28, 2021
Rick Maxey, Superintendent

Disposition of the Board:

☐ In compliance
☐ Not in compliance
☐ Compliance with exception

Signed: _____ Date: _____
Ken Richardson, Board Chair

Comments: _____

R-1 – Literacy	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in ELA.	✓			

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina College-and-Career-Ready Standards for K-12 English Language Arts (SCCCR) that will prepare students to be proficient readers and writers.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school as part of the ongoing efforts to improve student learning in the area of English language arts. Staff will also provide ongoing support through professional development opportunities designed to build capacity by establishing exemplary English language arts curriculum and assessments and developing process knowledge in language and reading acquisition.

Indicators of Evidence and Compliance:

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

Curriculum

- Horry County Schools curricula and course offerings are aligned with the South Carolina College- and Career-Ready Standards for English Language Arts (SCCCR) expectations.
- Instructional materials adoption processes comply with state requirements.
- Implementation of the South Carolina support documents has been emphasized since their release as a means of further ensuring student mastery of standards.
- Consensus maps (pacing guides), lesson plans, and assessments have been aligned to South Carolina College-and-Career-Ready Standards (SCCCR).
- Summer curriculum teams revised instructional maps and materials to include a wide variety of resources and tools to support effective and engaging instruction in both face-to-face and distance-learning models.
- District specialists have participated in the K-12 ELA and Math Priority and Support Learning Standards professional development sessions offered by the Office of Standards and Learning. With the knowledge gained through these sessions, specialists are assisting administrators, instructional coaches, and teachers with using priority standards to determine next steps in instructional planning and pacing.
- To increase students' college-and-career readiness, opportunities are available for students to take dual-enrollment, Advanced Placement, and International Baccalaureate courses.
- A document-based questioning process (DBQ) is utilized to promote evidence-based writing in grades 4-8, Global Studies, U.S. History, and Government.
- A literature-based questioning process (LBQ) is utilized to promote evidence-based writing in grades 6-8 ELA and English I – IV.
- Development of written scientific explanations using claims, evidence, and reasoning is emphasized in K-12 science.
- Text-dependent analysis writing prompts aligned to SC READY and English EOCEP are utilized in grades 3-8 and English I and English II. The SC READY and English EOCEP writing rubrics are used to score writing outcomes.
- Teachers have participated in virtual professional development sessions on preparing students for high-stakes writing (text-dependent analysis/ACT/SAT/AP).
- Writing prompts aligned to ACT have been implemented in English II – IV. The ACT argumentative writing rubric is used to score writing outcomes.
- Writing prompts aligned to the SAT have been implemented in English II – IV. The SAT essay rubric is used to score writing outcomes.
- The SC Honors Framework is being implemented for honors-weighted courses at the high and middle school levels in order to ensure rigor and comparability across the state.
- *In the USA* and *Inside the USA*, curriculum for Newcomers, has been implemented to assist ESOL students with language acquisition and literacy development.
- A comprehensive K-12 ESOL curriculum has been implemented to assist EL students with language acquisition and literacy development.
- The research-based *Being a Writer* writing curriculum has been implemented in K-5.

Assessment

- Phonological Awareness Literacy Screening (PALS) is administered to all pre-K students, and the Kindergarten Readiness Assessment (KRA) is administered to kindergarten students as a state required readiness assessment.
- DIBELS, MAP, AIMSWEB, and Oral Reading Fluency assessments are utilized to monitor progress and plan instruction.
- The District participates in an early-childhood collaborative with community agencies, higher education representatives, and school-based services to facilitate the development of a comprehensive intervention program for children who are at risk for school readiness.
- District common assessments are utilized in grades 2-11.
- Intervention reading assessments are used to monitor student progress and guide instruction.
- School data teams compile, monitor, and review data to analyze students' progress towards meeting state accountability goals. These data provide context for instructional planning.
- English I and II text-dependent analysis writing prompts have been developed and embedded in the English I and II curriculum to match the expectations of the SCCR standards for English I and II and provide formative assessment data.
- Eighth and tenth-grade students participate in the PSAT/NMSQT administration to support college-and career-ready expectations.
- Assessment tools are embedded in the K-12 ESOL curriculum to progress monitor student growth in speaking, listening, reading, and writing as assessed annually on ACCESS.
- Eleventh-grade students are administered Ready to Work (R2W) test sponsored by WIN (Worldwide Interactive Network) to assess career readiness and essential soft skills.
- Virtual SAT/ACT preparation sessions are being offered in place of whole-group face-to-face sessions.
- Students continue to use online test preparation tools such as *Khan Academy*, *ACT Kaplan*, *USA Test Prep*.

Instruction

Reading and Language Instructional Strategies

- *Lexia Learning* is utilized as a digital-content resource that supports reading in grades K-2.
- *Achieve3000* is utilized as a digital-content resource that supports reading in grades 3-5.
- *Quindew* will be utilized as a digital content resource that supports reading in grades 6-8.
- *ImagineIT*, a core research-based reading program, is utilized in grades K-5.
- Spelling is a part of *ImagineIT*, the elementary reading program.
- Students in grades 3-12 have the opportunity to participate in the district's summer reading initiatives.
- All middle and high school English teachers receive professional development on critical reading strategies, writing, and research.

- Explicit instruction in reading informational and literary texts, vocabulary, grammar, writing, and research is provided in grades K-2.
- Students in grades 6–8 participate in a reading and writing workshop model.
- Ongoing professional development in rigorous standards-based planning, instruction, and assessment is provided at the district level for principals, instructional coaches, and lead teachers.
- *No Red Ink*, a digital-content resource, is utilized to support grammar and writing instruction for grades 6-12.

Interventions and Strategies for Struggling Students

- District protocols exist to ensure students needing intervention receive services through interventions district wide.
- Research-based curricula for students with disabilities is utilized in PK-12. (*Read It Once Again, Sounds Sensible, SPIRE, Reading Mastery Signature Edition*)
- Reading intervention programs and materials are being used for levels K-12 to provide additional support and remediation for students who are struggling with reading. (*Burst, PassPort, Kaleidoscope, Language, Language Live, Read 180, System 44*)
- A digital college- and career-readiness program to prepare students for the ACT and SAT tests is available to students. (*Albert io, AP Classroom, March2Success, KUDER*)
- Special education learning-strategies curriculum has been implemented to support students and improve literacy in all content areas.
- HCS Virtual provides online opportunities for students to earn initial credits and recover credits through online curricula.
- Teachers and paraprofessionals are provided professional development opportunities in reading intervention curriculum and instructional strategies.

Interventions and Strategies for High-Achieving Students

- HCS Virtual provides additional opportunities for students to enroll in Advanced Placement courses and other higher-level courses.
- Elementary G/T ELA curriculum materials (*William and Mary*) include research-based units of study, as well as district-developed research, word-part study, and integrated units. The units address SC gifted goals and objectives, extend beyond the grade-level standards, and incorporate instructional strategies appropriate in response to the needs of gifted learners, including learning experiences to enhance capacity to think critically, logically, and creatively.
- English language arts curricula for honors and accelerated courses is based on the integrated curriculum model and includes thematic study, advanced content, writing, research and word part study. Support structures include consensus maps posted online and training in the use of pre-Advanced Placement instructional strategies.
- Teachers are provided professional development strategies for supporting gifted and talented students.
- Advanced Placement English teachers participate in professional development with College Board trainers and AP teacher collaboration sessions.

- English language arts instruction is differentiated to accommodate the level and pace of gifted and talented learners.
- Digital content and resources are utilized to help students prepare for AP exams, college entrance exams, and above grade-level assessment opportunities.
(*Albert.io, AP Classroom, March2Success, KUDER, USA TestPrep*)

Other Strategies

- Literacy workstations provide opportunities for targeted small-group instruction and practice in essential literacy skills.
- "Reading Like a Historian" lessons are part of middle and high school social studies curriculum maps.
- All schools developed a site-based reading plan following the guidelines required by the State Read to Succeed Act.
- Certificated professionals in grades pre-K-12 are required to earn the Read to Succeed endorsement through professional development or coursework.
- Library media specialists monitor patron usage and circulation statistics to ensure increased utilization of literary resources.
- Library collections are updated annually to include a variety of print and digital resources that support language and reading acquisition.
- In many schools, student portfolios are used to collect samples of student work to document literacy development over time.
- Social emotional learning competencies are being taught via the district's new K-5 writing program *Being a Writer*.
- Teachers and district staff serve on various state committees that include standards setting, curriculum and assessment, development of assessments, textbook adoption and South Carolina College-and-Career-Ready Standards (SCCCR) implementation.

Consider Engagement of Risk Management Consulting Services

Policy Reference: Board Governance: OE-7: “The Superintendent shall assure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk,” p. 34.

Background Information: Horry County Schools utilizes several partners to provide property, casualty, health/dental, and workers’ compensation insurance coverage. The Insurance Reserve Fund is the provider for property/casualty. The SC Public Employee Benefits Authority is the provider for health/dental insurance. The SC School Board Insurance Trust is the provider for workers’ compensation insurance. The District also has coverage for privacy and network security, student accident, student athletics, drone, and commercial crime.

Purpose: To engage a qualified risk management consultant to evaluate exposures, assess risk, and examine insurance programs to determine whether assets and personnel are adequately and cost effectively protected.

For additional information: Contact John Gardner at (843) 488-6896 or jgardner@horrycountyschools.net

Recommended Action: Approve funding of Risk Management Consulting Services.

Estimated Cost: \$100,000

Non-recurring X
Funding Sources: General Fund Balance

Consider Approval of the 2021-24 Short-Term Capital Project List

Policy Reference: Board Governance: “OE-13 – Facilities,” p. 42

Background Information: On June 21, 2021, the Facilities Committee and Finance Committee at a joint meeting received information from Facilities and Finance about potential projects and funding for the 2021-24 Building Program.

On June 21, 2021 the Board approved funding for the 2021-24 Building Program in the amount of \$109.3 million. In addition, The Board approved the designation of \$58 million for a new Whittemore Park Middle School.

The remaining items on the 2021-24 Building Program Project List were approved by the Facilities Committee on July 13, 2021. Total additional project estimates are \$35.9 million, \$10.5 million in contingency, and an anticipated available fund balance remaining of \$4.9 million for a total of \$51.3 million.

Purpose: To approve the remaining 2021-24 Building Program projects.

For additional information: Contact Joe Burch 843-488-6712 or Daryl Brown 843-488-6774

Recommended Action:

To approve the list of remaining 2021-24 Building Program Projects

Estimated Cost: \$109.3 million over the length of the 2021-24 Building Program.

Recurring___Non-recurring X

Funding Sources: Approved on June 21, 2021 (attached)

Potential Short-Term Capital Projects 2021-2024

July 13, 2021 Facilities Committee

CAPACITY/GROWTH

Modular Classrooms as needed:	2021-2024	-	Contingency
Regional Bus Lot:	2022	-	\$15 million
Preliminary Site Work for New Elementary Schools:	2024	-	\$5 million

RENOVATE/REPLACE FOR CONDITION & AGE

Replacement Facility for Whittemore Park Middle	2021 – 2024	-	\$58 million
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ATHLETIC PROJECTS

Artificial Turf Fields for High School Stadiums:	2022: SH, LH, CFH, SJH	-	\$5.1 million
	2023: AH, GSFH, NMBH	-	\$3.6 million
	2024: CH	-	\$1.2 million

GROUNDS PROJECTS

Elementary School Play Areas:	2021-2024	-	\$6 million
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<u>CONTINGENCY</u>	2021-2024	-	\$10.5 million
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Approved Funding Sources for the 2021-24 Building Program

Sources	Amount
Current Residual Funds from Old Capital Improvement Projects	
Phase IV Building Program	\$ 256,545
2011-12 Facility Plan	39,429
Current Residual Funds from the Short-term Facilities Plan	
Facilities Management	1,260,815
Sustainment & Upkeep Projects	481,028
Building Modification & Renovation	1,393,273
Emergency Repair	1,323,370
Utilization of ESSER Funds	
2020-21 to 2023-24 PDL Initiative	24,000,000
2021-22 Sustainment & Upkeep Projects	2,500,000
2022-23 & 2023-24 Sustainment & Upkeep Projects	5,000,000
2022-23 & 2023-24 Building Modification & Renovation	2,200,000
Uncommitted Sales Tax Revenue from 2020-21 to 2023-24	43,380,844
80% of Projected 2020-21 Undesignated General Fund - Fund Balance *	27,482,505
Total Projected Funding	<u>\$ 109,317,809</u>

** Recommend a planned 80% reduction in the projected 2020-21 unassigned Fund Balance of \$34.4M to address any future uncertainties and ensure maintenance of the 15% BOE minimum Fund Balance requirement.
*This would reduce the use of unassigned fund balance by \$6.9 million.**

Approved at June 21, 2021 Board Meeting

Consider 2021-22 Bonus for Active HCS Employees

Policy Reference: *Board Governance: OE-4 Personnel Administration, pp. 29-30.*

Background Information: HCS employees have gone above and beyond the call of duty to provide continuity of services to the students of Horry County and to maintain the daily operations of Horry County Schools during the COVID-19 pandemic. Many employees have served in unfamiliar capacities and have gladly performed “other duties as assigned” for the benefit of our students.

Purpose: To provide a bonus to all active HCS employees to acknowledge their commitment and dedication to our students during the COVID-19 pandemic.

For additional information: MAnderson002@horrycountyschools.net

Recommended Action: To approve the payment of a bonus to all active HCS employees in acknowledgment of and in gratitude for their dedicated service to HCS students during the COVID-19 pandemic.

Estimated Cost: TBD

Funding Sources: Fund Balance

Recurring Non-recurring **X**

**HORRY COUNTY SCHOOLS
OPERATIONAL EXPECTATIONS MONITORING REPORT
OE-6 – Financial Administration**

I certify that the information in this report is true.

Signed:  Date: October 25, 2021
Dr. Rick Maxey, Superintendent

Disposition of the Board:

- ☒ In compliance
☐ Not in compliance
☐ Compliance with exception

Signed:  Date: November 8, 2021
Ken Richardson, Board Chair

Comments:

	Supt	Supt	Bd	Bd
	In compliance	Not in compliance	In compliance	Not in compliance
The superintendent shall not: cause or allow any financial activity or condition that materially deviates from the budget adopted by the board; cause or allow any fiscal condition that is inconsistent with achieving the board's Results or meeting any Operational Expectations goals; or place the long-term financial health of the district in jeopardy.	✓			

Interpretation: I interpret this policy to mean that the District will develop and adopt policies and procedures for financial reporting, budgetary planning and internal control for fiscal responsibility.

Evidence of Status of Compliance:

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

- A financial condition statement has been published for the 1st quarter.

Approval of Expenditure of Annual Education Funds

Policy Reference: Board Governance, “GC-10 Governance Cost,” p.19.

Effective with the 2020-2021 fiscal year, each Board member will have an \$8,000.00 annual deduction 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 calendar 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 the un-designated reserves. If there are no un-designated reserves available these funds will not be allowed.

Background Information:

A revision was made August 25, 2014, to Board Governance to allow Board members to use annual education funds to support school projects as they deem appropriate, with full Board approval.

Purpose:

To support the following school(s):

Burgess Elementary - \$1,000 – Student Holiday Incentives
Seaside Elementary - \$1,000 – Student Holiday Incentives
St. James Elementary - \$1,000 – Student Holiday Incentives
St. James Intermediate - \$1,000 – Student Holiday Incentives
St. James Middle - \$1,000 – Student Holiday Incentives

For additional information: Contact Rick Maxey at 843-488-6717 or Rmaxey@horrycountyschools.net

Recommended Action: Mr. Barnard recommends that \$5,000 of his educational fund be dispersed to the school(s) as detailed above.

Estimated Project Cost:

Recurring ____ Non-recurring X

Funding Sources: Annual Education Fund