



**Horry County Board of Education
Board Meeting Agenda**

November 15, 2021

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, Conference Room C-107

1. OPENING - November 15, 2021 - 6:00 PM - CALL TO ORDER - BOARD MEETING ROOM
 - a. Invocation - Mrs. Graham
 - b. Presentation of Colors and Pledge of Allegiance - NMBHS Navy JROTC
 - c. Administration of the Oath of Office - Mrs. Tracy S. Winters (District 3) - Mr. James
 - d. Introduction of Board Members - Mr. Richardson
 - e. Approval of Agenda - Mr. Richardson
 - f. Approval of Minutes - Mr. Richardson
 1. November 1, 2021
2. DISCUSSION
 - a. Monitoring Report: R-7 College and Career Readiness - Ms. Myrick/Mr. Washburn
 - b. Student Enrollment Data: 45-Day ADM Report - Ms. Allen
 - c. Reminder: Second Semester Instructional Setting Change Timeline- Ms. Allen
 - d. COVID-19 Voluntary Vaccination Opportunities: Dates and Locations - Ms. Allen
 - e. Superintendent's Report

1. 2021 First Place Girls AAAA Golf State Champion: Madison Messimer, Myrtle Beach High School
2. 2021 Girls AAAAA Tennis State Champions: Carolina Forest High School Girls Tennis Team
3. 2021 Girls AAAAA-AAAA Tennis Singles Champion: Brooke Rogers, Socastee High School
4. South Carolina State Fair Art Contest Winners
5. South Carolina Adult Education Awards:
 - Director of the Year: Etta Carter
 - Full-time Adult Education Teacher of the Year: Karen Watts
 - Part-time Teacher of the Year: Linda Richards
6. South Carolina Virtual Adjunct Teacher of the Year: Cyndi Teegarden, Myrtle Beach High School
7. St. James High School, United Way of Horry County Caring Cup Winner
8. 2021 Civil Rights/Civil Liberties Excellence in Teaching Award: William Chappell, HCS Early College High School
9. 2021 National ESEA Distinguished Schools Award: HCS Early College High School

3. PUBLIC COMMENTS

4. EXECUTIVE SESSION

- a. Superintendent's Evaluation

5. BUSINESS

- a. Superintendent's Evaluation - Mr. Richardson
- b. Consider Engagement of Risk Management Consulting Services - Mr. Gardner
- c. Consider Approval of the 2021-24 Short-term Capital Project List - Mr. Burch
- d. Designation of Assembly Delegates for SCSBA Annual Business Meeting, December 4, 2021, Charleston, S.C. - Mr. Richardson
- e. Appointment of Advisory Board Members - Board Members

6. CONSENT AGENDA

- a. Personnel Recommendations
- b. Monitoring Report R-1: Literacy
- c. Monitoring Report OE-8: Communicating with the Board
- d. Education Fund Allocation - Board Chair

7. ADJOURNMENT

A. Facilities Committee Meeting, 4:00 PM, December 6, 2021, District Office, Room C-300

B. Board Work Session/Board Meeting, 6:00 PM, December 6, 2021, District Office, Board Room

HORRY COUNTY BOARD OF EDUCATION
MINUTES
SPECIAL-CALLED MEETING/BOARD WORK SESSION

November 1, 2021
District Office
335 Four Mile Road
Conway, SC 29526

Board of Education

Ken Richardson
Neil James
W Russell Freeman
Sherrie Todd
David Cox

Helen Smith
Janet Graham
Melanie Wellons
James Edwards
Shanda Allen

Horry County Schools Staff

Velna Allen
Mary J. Anderson
Lisa Bourcier
Joe Burch
Dena Chatfield
Kandi Fleming
John Gardner
Kenneth Generette
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 AND CALL TO ORDER

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

a. Invocation/Pledge of Allegiance - Mr. Russell Freeman

Mr. Freeman offered the invocation and led the Pledge of Allegiance.

b. Approval of Agenda - Mr. Richardson

A motion was made to approve the November 1, 2021, agenda as presented.

Moved By: Ms. Allen

Seconded By: Mr. Edwards

Board Action: Carried Unanimously

c. Approval of Minutes

1. October 25, 2021

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

Moved By: Ms. Allen

Seconded By: Ms. Wellons

Board Action: Carried Unanimously

2. DISTRICT 3 BOARD VACANCY INTERVIEWS

Pursuant to Board Governance By-laws concerning the appointment of a person to fill a Board member's unexpired term, the Board officially sought applications of interest from citizens of District 3. The Board received three applications. The Board will interview the applicants during tonight's meeting in alphabetical order. Each interview is anticipated to last 20-30 minutes. Upon the conclusion of the interviews, at the appropriate time on the agenda, the Chair will entertain a motion to convene an Executive Session to allow deliberation on the applicants. The Board will later reconvene in public session to appoint by a majority vote one person from the applicants to fill the vacancy at tonight's meeting.

Individuals who have not been interviewed will remain in a different location while other interviews are being conducted. Once a candidate has completed his/her interview, they may stay for the public meeting. The Board members took turns asking questions of each candidate. Mrs. Ann D. MacDonald was the first candidate called for an interview. Mr. Michael Ryhal was then called, followed by Mrs. Tracy S. Winters.

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**

A motion was made to move into Executive Session at 7:05 PM.

Moved By: Mr. Freeman

Seconded By: Mr. Edwards

Board Action: Carried Unanimously

4. **ADJOURN SPECIAL-CALLED MEETING/CONVENE WORK SESSION**

A motion was made to adjourn the Special-Called Meeting and convene the Work Session at 8:42 PM.

5. **DISCUSSION**

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

Ms. Todd provided a report from the Curriculum and Instruction Committee meeting from earlier today. Ms. Todd shared this was an informational meeting regarding the IB Program at the high schools. Ms. Todd noted that Ms. Myrick along with her staff gave a detailed report and answered questions during the meeting. Ms. Todd shared there will be an update provided at a future meeting.

b. **Technology Committee Meeting Report - Ms. Shanda Allen**

Ms. Shanda Allen provided an update from the Technology Committee meeting from earlier today. Ms. Shanda Allen shared that Ms. Velna Allen and her staff provided information regarding the high school PDL device refresh. Ms. Allen noted the out-of-date Chromebooks have been sold with 2,000 remaining. Ms. Shanda Allen shared the high school refresh process will begin in fall of 2021

and the new high school devices will be issued at the beginning of the 2022 school year.

Ms. Velna Allen shared that from the beginning of the 2021-2022 school year until September, 50 devices were lost, 278 devices were damaged, and 983 device work orders were placed. Ms. Velna Allen also noted HCS offered hot spot devices for students that did not have internet access in their homes, with 14 students utilizing this service. Ms. Velna Allen shared that to date 572 teacher devices had been distributed with 75 still available. The Dell Latitude 3120 and the Chromebook 11 will both be brought before the high school refresh committee at the school level for review and input. The Technology Committee will meet at a later date to get a recommendation from those who reviewed the options. Ms. Velna Allen remarked that 98.6% of parents had utilized online registration.

c. Monitoring Report: OE-8 Communicating with the Board - Mr. Generette

Monitoring Report OE-8 was presented. No questions were posed by the Board.

d. Monitoring Report: R-1 Literacy - Ms. Myrick

Monitoring Report R1 was presented. No questions were posed by the Board.

e. Consider Engagement of Risk Management Consulting Services - Mr. Gardner

Mr. Gardner addressed the Board sharing that 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. The purpose of considering risk management consulting services is 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.

f. Consider Approval of the 2021-24 Short-Term Capital Project List - Mr. Burch

Mr. Burch shared 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.

g. Consider 2021-22 Bonus for Active HCS Employees - Dr. Maxey

Dr. Maxey addressed the Board noting 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. Dr. Maxey is seeking Board approval for 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.

h. Superintendent's Report

1. Superintendent's Evaluation

Dr. Maxey shared the following pertaining to superintendent evaluation. In accordance with Board Governance Policy B/SR-5, the board considers superintendent performance to be linked to organizational performance. Organizational accomplishment of the board's Results policies and operation according to the values expressed in the board's Operational Expectations policies will be considered successful superintendent performance. Each November, the board will conduct a formal summative evaluation of the superintendent. The summative evaluation will be based upon data collected during the previous academic year from the monitoring of Results and Operational Expectations policies. Dr. Maxey stated a letter will be sent to Board Members on Tuesday, November 2, 2021, sharing the process of the evaluation and including links to documents regarding Board Governance expectations. Dr. Maxey noted that the Board would conduct his evaluation during the November 15, 2021, Board Meeting.

Additionally, Dr. Maxey shared the positive news that COVID numbers are continuing to decline. As of today, there are 37 student positives and 8 employee positives. Dr. Maxey shared that 672 students and 22 staff are in quarantine as of today. Dr. Maxey noted HCS is heading in the right direction as far as COVID cases are concerned.

Dr. Maxey shared that Office Max/Office Depot participates in donation campaigns for schools. This year, a "round-up" campaign raised to

provide support for Title 1 schools, and Myrtle Beach Primary was chosen as a recipient of one of the most significant grants in the company's history with a \$34,000 grant. Dr. Maxey recognized and congratulated Myrtle Beach Primary and shared a brief video regarding this donation.

2. HCS Employees - Veterans Series

Dr. Maxey noted that Horry County Schools will celebrate Veterans Day on November 11. Schools across our district will host events and virtual events honoring the many veterans who served our country. Also, on November 11, the HCS Communications Team will release a video series highlighting the over 200 veterans who work for Horry County Schools. A brief video presentation was shared regarding the upcoming video series.

6. ADJOURN WORK SESSION/CONVENE SPECIAL-CALLED MEETING

A motion was made to adjourn the Work Session and convene a Special-Called Meeting at 9:10 PM.

7. BUSINESS

a. Appointment to Fill Unexpired District 3 Board Seat - Mr. Richardson

Ballots were passed to Board members. After selecting a candidate, the ballots were passed to the Board's Executive Assistant. After a tally of the votes, the Executive Assistant notified the Board Chair of the outcome of the vote. This vote resulted in a tie vote. There were 9 Board members present. Of the nine votes, four were for Mrs. Winters, four were for Mr. Ryhal, and one for Mrs. MacDonald. Because no candidate received a majority vote, Mrs. Winters and Mr. Ryhal were declared run-off candidates. A second ballot was passed and following that vote, the Board Chair announced the outcome of the vote. Mrs. Tracy S. Winters was elected by the Board to fill the vacant seat for District 3 by a vote of seven to two. It should be noted the Mrs. Winters will be administered the oath of office at the beginning of the Board meeting scheduled for November 15, 2021.

b. Consider Student Appeals - Mr. Richardson

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

Moved By: Mr. James

Seconded By: Mr. Cox

For (8): Mr. James, Ms. Todd, Mr. Cox, Ms. Smith, Ms. Graham, Ms. Wellons, Mr. Richardson, and Ms. Allen

Against (2): Mr. Freeman, and Mr. Edwards

Board Action: Carried (8 to 2)

c. Consider 2021-22 Bonus for Active HCS Employees - Dr. Maxey

A motion was made to approve payment of a bonus in the amount of \$1000 to all active full-time employees and \$500 to all active part time, substitute, and positive pay employees for their dedication and service to HCS students during the COVID-19 pandemic. This motion was seconded by Mr. James. No vote was taken.

Moved By: Mr. Cox

Seconded By: Mr. James

Board Action: NA

A second motion was made by Ms. Smith and seconded by Ms. Graham to amend the original motion to approve payment of a bonus in the amount of \$1183.90 to all active full-time employees and \$591.95 to all active part-time, substitute, and positive pay employees. The amended amounts will result in a net payment of \$750 for active full-time employees and \$375 for active part-time, substitute, and positive pay employees. Mr. Gardner noted this would be in the form of a separate check arriving prior to Thanksgiving break. The motion carried.

Moved By: Ms. Smith

Seconded By: Ms. Graham

For (8): Mr. Freeman, Ms. Todd, Ms. Smith, Ms. Graham, Ms. Wellons, Mr. Edwards, Mr. Richardson, and Ms. Allen

Against (2): Mr. James, and Mr. Cox

Board Action: Carried (8 to 2)

8. CONSENT AGENDA

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

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

Moved By: Mr. James

Seconded By: Ms. Graham

Board Action: Carried Unanimously

9. **ADJOURNMENT**

The meeting was adjourned at 9:29PM.

Moved By: Mr. Freeman

Seconded By: Mr. Cox

Board Action: Carried Unanimously

Respectfully submitted,

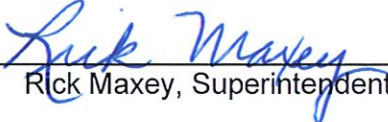


Heidi Oates

Executive Assistant to the Superintendent and Horry County Board of Education

HORRY COUNTY SCHOOLS
MONITORING REPORT R-7 College and Career Readiness

I certify that the information in this report is true.

Signed:  Date: 11/9/21
Rick Maxey, Superintendent

Disposition of the Board:

☐ In compliance
☐ Not in compliance
☐ Compliance with exception

Signed: _____ Date: _____
Ken Richardson, Board Chair

Comments: _____

Governance Policy: R-7	Supt	Supt	Bd	Bd
	In compliance	Not in compliance	In compliance	Not in compliance
College and career readiness will be measured using on-time graduation rate and composite SAT and ACT scores. The on-time graduation rate will meet or exceed the <i>District Consolidated Goals</i> baseline measures. The composite SAT and ACT will meet or exceed the <i>District Consolidated Goals</i> baseline measures. The district will allocate the necessary resources to ensure students are college and career ready.	Yes			

Interpretation: *I interpret this policy to mean...the college readiness for each year's graduating class of seniors is to be measured by the two primary college entrance exams (SAT and ACT) and that the composite scores for each of those will improve over time. Additionally, the passage rate on Advanced Placement (AP) exams will be included since those represent high school classes that can earn college placement credit. On-time graduation rate will also be reported when released by the S.C. Department of Education.*

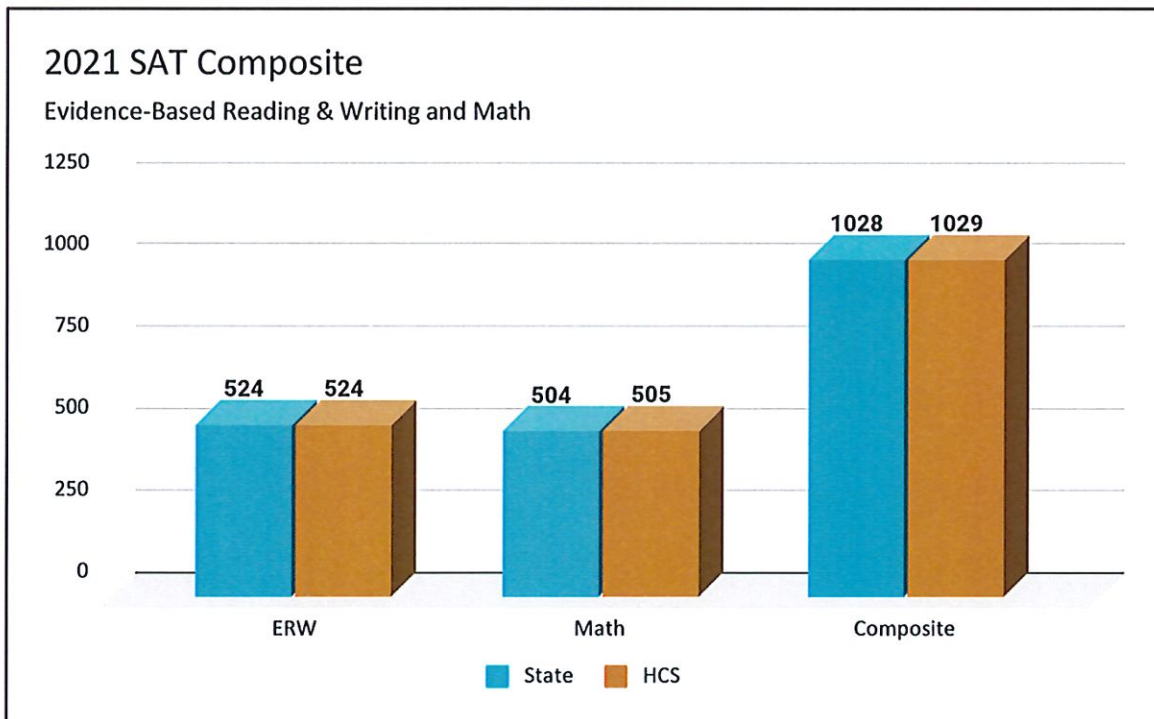
Evidence of Status of Compliance:

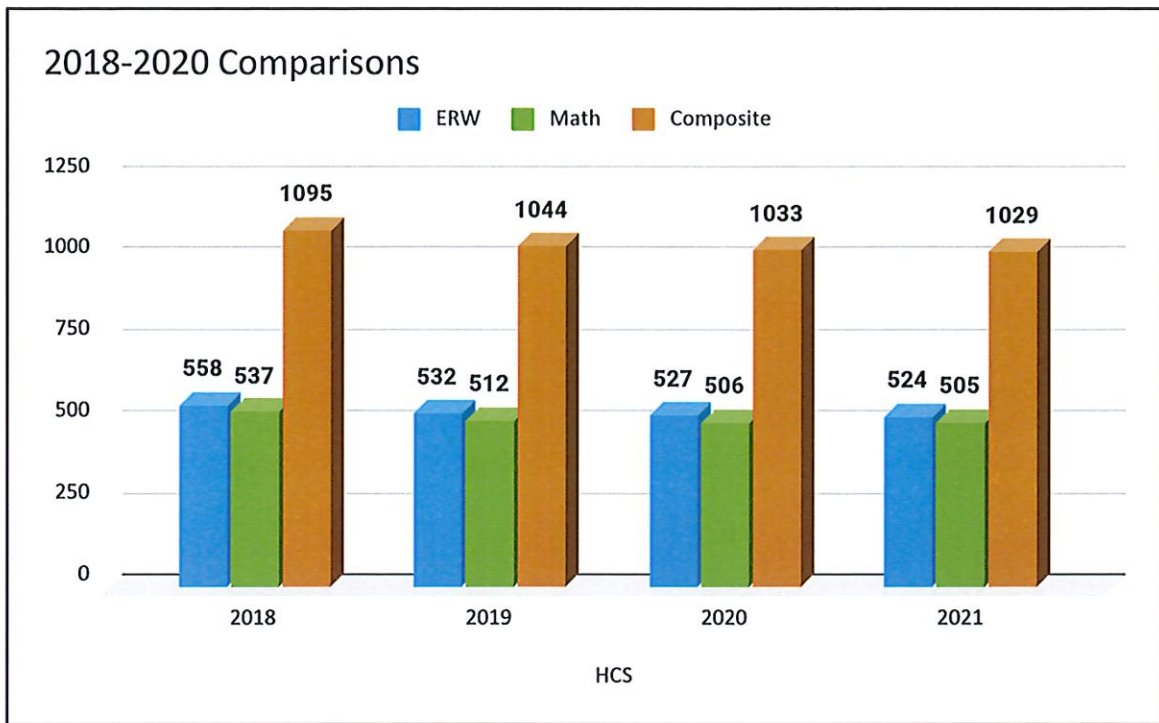
SAT – The District's SAT composite score, which includes Evidence-Based Reading and Writing (ERW) and Mathematics, is 1029, one point above the state composite score of 1028. In the subtest of Evidence-Based Reading and Writing, HCS students had an average score of 524, the same as the state average. In mathematics, HCS students had an average score of 505, which is one point higher than the state average of 504.

Districtwide, the scores of 1,516 seniors, 56.3 percent of the senior class, were reported in 2021 SAT results, compared to scores of 1,593 seniors in 2020.

Three District schools have 2021 SAT composite scores that surpassed the district and state SAT composite scores. They are The Academy for Arts, Science & Technology: 1157; Aynor High: 1114; Scholars Academy: 1415*.

	Horry County Schools	State (Public)
SAT Evidence-Based Reading and Writing	524	524
SAT Mathematics	505	504
SAT Composite Mean Score	1029	1028

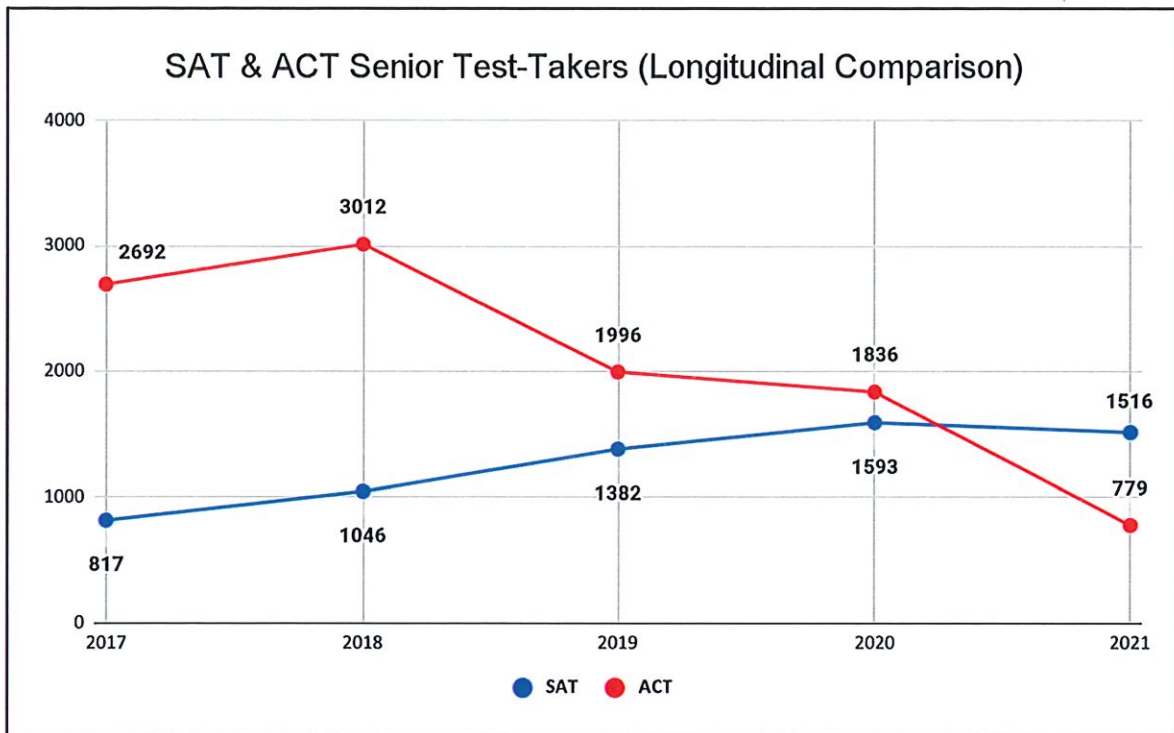




2020 SAT Performance by School

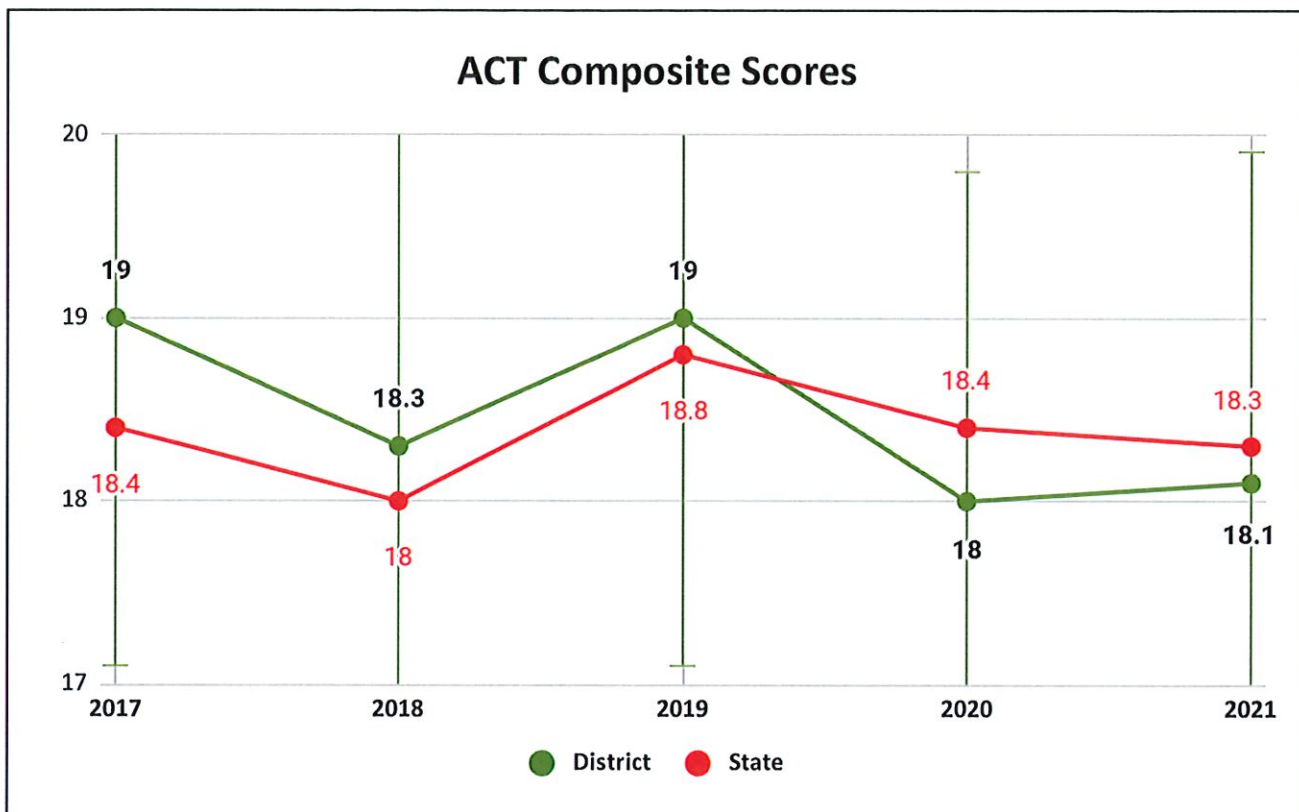
School	# Tested	Composite Score	ERW Score	Math Score
SA	46	1415	707	708
AAST	138	1157	580	577
AH	28	1114	558	557
NMBH	85	985	505	480
CFH	225	992	500	492
SJH	172	1022	528	494
SH	151	1011	509	502
ECH	40	935	478	457
MBH	91	971	489	483
LH	45	983	495	488
CH	94	947	478	468
GSFH	35	970	492	478
HCS	1516	1029	524	505

*Scholars Academy students' scores are reported at their base school.



ACT Senior Test Takers – The number of test takers decreased by 529 students to 779 from the previous year due to the state providing an opportunity for students to take either the ACT or SAT at no cost administered during the school day.

ACT Composite	18.1	Up 0.1
ACT English	16.8	same
ACT Math	18.1	same
ACT Reading	18.6	same
ACT Science	18.3	Up 0.2



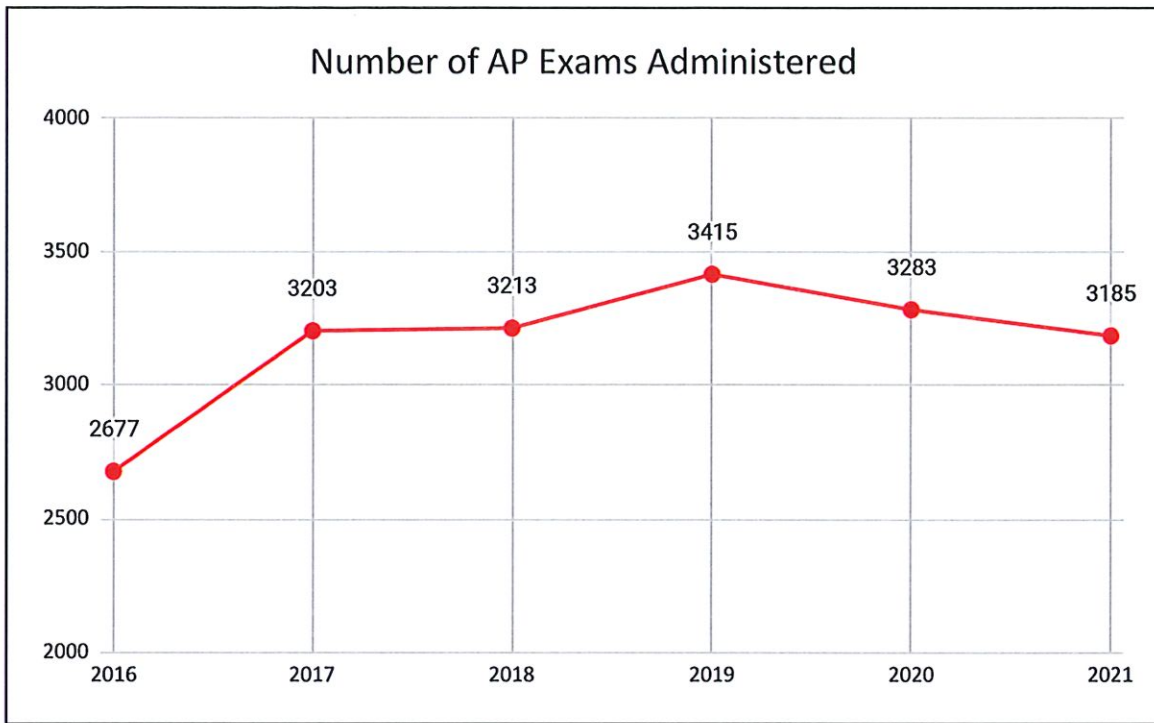
ACT Composite Scores - The ACT Composite score for the class of 2021 indicates a 0.1 point increase to 18.1. Horry County Schools 2021 seniors narrowed the gap performing below the state average by 2 tenths of a point.

Advanced Placement (AP) – Newly-released data from College Board reports that Horry County Schools' overall pass rate dropped to 64.6 percent in the spring of 2021 from 66.8 percent in the spring 2020 on Advanced Placement exams, outpacing the state average of 57.8 percent.

During the 2020-2021 school year, 2,145 HCS students participated in AP classes, slightly down from 2,213 students the previous year. For the school year ending in 2021, students taking AP classes took 3,185 exams, compared to 3,283 exams taken the previous year. The pass rate for AP exams is determined by scores of 3, 4, or 5. Students who earned scores of 3, 4, or 5 are also eligible to receive college course credit.

Six District schools had 2021 AP pass rates that surpassed the state average of 57.8. They are The Academy for the Arts, Science, and Technology, 84.4 percent; the Academy for Technology and Academics, 60 percent; Carolina Forest High, 64.5 percent; North Myrtle Beach High, 61.9 percent; Scholars Academy, 92.3* percent; St. James High, 67.7 percent.

* Scholars Academy results included in the base school reports.

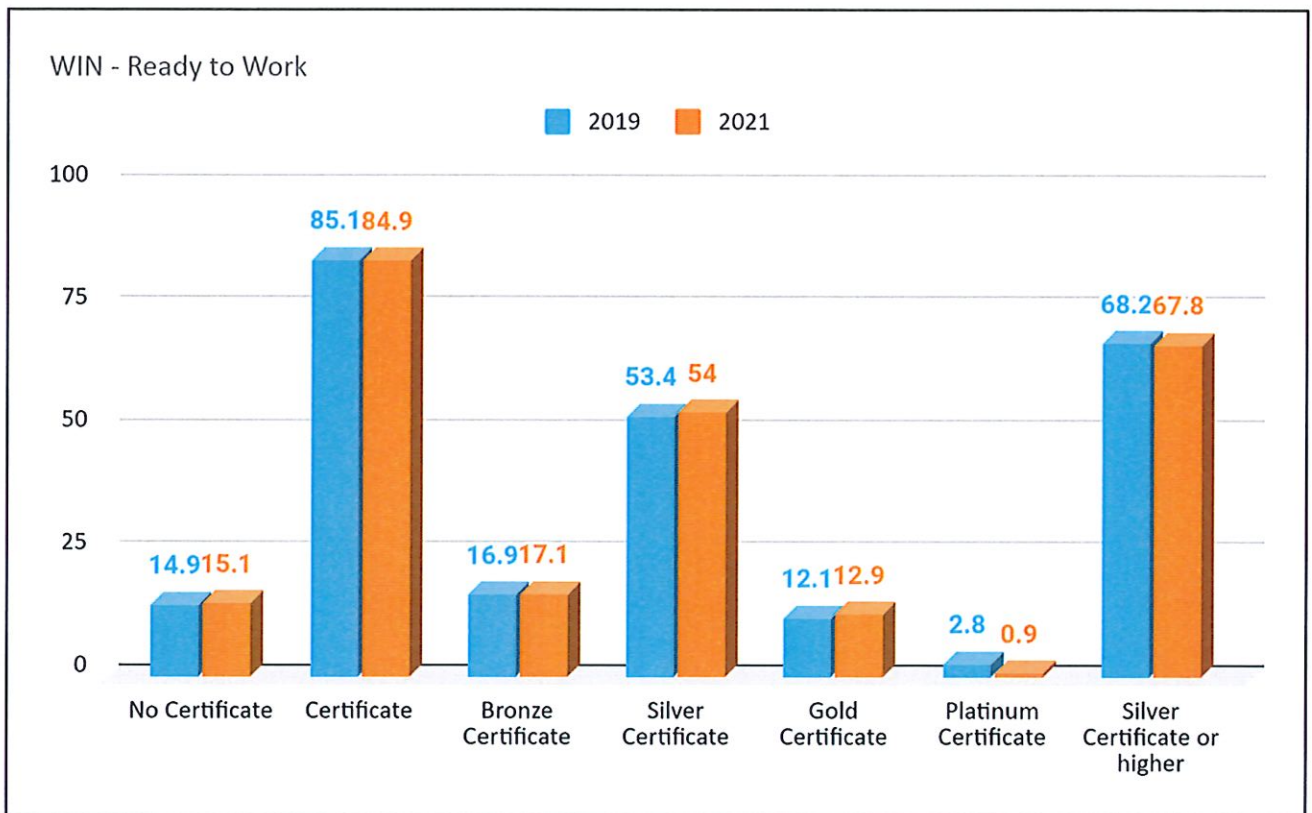


AP Exam Passage Rate by School

School	Courses Offered	Students Taking Exams	% Pass
AAST	17	371	85.4
ATA	1	6	60
AHS	6	133	39.1
CFHS	27	750	64.5
CHS	12	93	50.7
GSFHS	5	112	26.8
LHS	7	60	33.3
MBHS	13	149	56
NMBHS	6	128	61.9
SHS	12	179	53.9
SJHS	18	319	67.7
SA	20	474	98.9
HCSVs	5	249	37
District	33	2063	64.6

Ready 2 Work (WIN Career Readiness Assessment) - Each year third-year high school students are administered the Ready 2 Work Career Assessment. The assessment tests students' knowledge and job-related skills over three specific assessments: Reading for Information, Applied Mathematics, and Locating Information. To be considered "career ready" a student must earn a silver certificate (minimum score of silver on all three tests). During the 2020-2021 school year 67.8% of students earned a silver certificate or higher, which is a slight 0.4% decrease from spring 2019. The WIN-Ready 2 Work assessment was not administered in the spring of 2020.

	Students tested on all three tests	No Certificate		Certificate		Bronze Certificate		Silver Certificate		Gold Certificate		Platinum Certificate		Silver Certificate or higher	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
2021															
HCS	2948	15.1	444	84.9	25.4	17.1	504	54	1592	12.9	381	0.9	27	67.8	2000
SC	45009	18.1	8162	81.9	36847	19	8532	50.9	22926	10.9	4910	1.1	479	62.9	28315



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)

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

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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The South Carolina School Boards Association

TO: Board Chairmen and District Superintendents
FROM: Scott T. Price, Executive Director
RE: **Certification of Delegates for the 2021 Delegate Assembly**
DATE: August 31, 2021

SCSBA's annual business meeting will take place on **Saturday, December 4, 2021**, at 2 p.m., at the Charleston Marriott in Charleston, South Carolina. This meeting is being held in conjunction with the Legislative and Advocacy Conference.

According to the SCSBA Constitution, *Article V*, the Delegate Assembly is the policy-making body of the association and is composed of certified voting delegates from active member boards. The number of votes allocated to each board is based on pupils enrolled in public elementary and secondary schools as per the ADM from the State Department of Education.

I am enclosing the official voting delegate certification form. On the form, you will find how many votes your district is allowed and the rules of the Delegate Assembly from SCSBA's Constitution.

Please take a moment to list the name(s) of your delegate(s) and designate how many votes each delegate will represent. **Please remember, the delegates your district sends to delegate assembly should represent and vote on behalf of your board.** When the delegate assembly book is posted to the website and the link is emailed to all board members in late September or early October, I encourage you to take time at a board meeting to review the items that will be voted on at the meeting on December 4.

Please choose alternate delegates as well. Anyone who is not a certified voting delegate, or a certified alternate delegate will **not** be allowed to vote during the Delegate Assembly. **There will be strict adherence to this rule.**

Please discuss this information at your next board meeting. All certification forms must be received in the SCSBA office by **Monday, November 15, 2021**. You may email your signed form to Judy LeGrand at jlegrand@scsba.org, mail a hard copy, or fax to 1.877.859.6439.

Thank you for your attention to this important matter. I look forward to hearing from you soon.

STP/jjl

cc: Board Secretaries

Enclosure

2021 SCSBA Delegate Assembly

Official Voting Delegates Certification Form

Horry
Your district is allowed **16 votes**

Certification deadline: Monday, November 15, 2021

Certification of Delegates from SCSBA's Constitution:

Article V, Section 4. Each active member board will certify its voting delegate to SCSBA before the deadline date for such certification. An alternate delegate for each voting delegate will also be named and certified. **In no case will a member of a member board be allowed to serve as an official delegate unless certified by the member board as a delegate or alternate prior to the designated deadline for certification.**

Official Voting Delegates

The following board members have been designated as official voting delegates at the annual business meeting on Saturday, December 4, 2021. Please list each delegate attending along with an alternate. Include name and number of votes assigned to each delegate.

Check one (if a delegate is also serving as an alternate, check both boxes)

	Name	Number of votes
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
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<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		

This form is not official until we have the appropriate signatures listed below.

Superintendent

Board Chairman

For delegates to be certified, this form must be returned by November 15, 2021, to:
Judy LeGrand, SCSBA, 111 Research Drive, Columbia, SC 29203; email: jlegrand@scsba.org
Or fax: 1-877-859-6439. Thank you.

SCSBA Delegate Assembly

Background Information: The SCSBA Annual Business meeting is scheduled for Saturday, December 4, 2021, at the Charleston Marriott in Charleston, SC. This meeting will be held in conjunction with the Legislative and Advocacy Conference.

According to the SCSBA Constitution, Article V, Section 4, the delegate assembly will serve as the legislative body of the association and is composed of certified voting delegates from active member boards. The number of votes allocated to each board is based on pupils enrolled in public elementary and secondary schools as per the ADM from the State Department of Education.

Purpose: For the 2021 Delegate Assembly, Horry County Schools is allowed 16 votes. Prior to November 15, boards are required to certify voting delegates and alternate(s). In no case will a member of a school board be allowed to serve as an official delegate unless certified by the local board as a delegate or alternate prior to the designated deadline for certification.

For additional information: Please contact Ken Richardson at 843-907-5551 or kenrichardson@horrycountyschools.net.

Recommended Action: *Recommend appointing voting delegate(s) and alternate(s) for the 16 votes allowed for Horry County Schools at the December 4, 2021, SCSBA Delegate Assembly.*

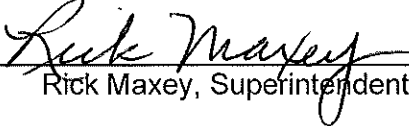
Estimated Project Cost: N/A

Recurring ____ Non-recurring ____

Funding Sources:

**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.

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.

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):

Whittemore Park Middle - \$2000 – Teacher Incentives
Midland Elementary School - \$500 – Teacher Incentives
Conway Elementary School - \$500 – Teacher Incentives
Conway Middle School - \$500 – Teacher Incentives

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

Recommended Action:

Mr. Ken Richardson recommends that \$3500 of his educational fund be dispersed to the school(s) as detailed above.

Estimated Project Cost:

Recurring ☐ Non-recurring ☒

Funding Sources: Annual Education Fund