Beaufort County School District - Draft Health Advisory Committee Meeting Minutes.	DATE: November 17,2025 TIME: 5:00pm Location: Hybrid Meeting – Media Center
Members Present	Wanda Glaze, Tim Pearce, Constance Pope, Amy Prior, Cindy Coburn-Smith
Others Present	Board: Richard Geier, Elizabeth Hey, Leah Frazier, Willim Smith Staff: Emily Gray, Mary Stratos, Karen McKenzie
Call to Order	Ms. Amy Prior called the meeting to order at 5:00 pm. followed by the pledge of allegiance and a moment of silence.
Agenda Topic:	**Motion to Approve the Agenda.**
Action	**Dr. Tim Pearce made the motion to approve the agenda. The motion was seconded by Ms. Cindy Coburn-Smith. The motion passed 4/0. Constance Pope was absent from the vote.**
Agenda Topic:	**September 22, 2025 Committee Meeting Minutes**
Action	• **Dr. Pearce made the motion to approve the September 22, 2025 Committee Meeting Minutes. The motion was seconded by Mrs. Wanda Glaze. The motion passed 4/0. Constance Pope was absent from the vote.**
Agenda Topic:	**Survey Data from Teachers**
Action	• **Ms.** Emily Gray presented the Teacher Survey. The survey was given to all the middle school teachers who provided health instruction. 100% of teachers completed the survey. The survey is a result of seven questions that were asked of the middle school teachers. • The Committee had a lengthy discussion.
Agenda Topic:	**Program Alignment/Action Steps**
Action	• Dr. Stratos shared with the Committee the action steps on how they plan to align the program and solicit input from the teachers.
Agenda Topic:	**Presentation of the Outstanding contribution to Health Award**
Action	• Ms. Emily Grey and Ms. Amy Price attended the SCAHPERD 2025 98th Annual Conference. In Myrtle Beach. and accepted the award that was given to Beaufort County School District Health Advisory Committee for Outstanding Contribution to Health Education. Ms. Amy Price was also named as the incoming President.
Adjournment	The meeting adjourned at 6:00p.m.

. **"These minutes are in draft form, have not been approved by this committee and are subject to modification until approved by this committee."*

Name	Category Marked on Application					
	BCSD Student	BCSD Teacher	Clergy	Community Member	Health Professional	Parent of BCSD Student
Amy Prior		X				
Consstance Pope					X	
Wanda Glaze			X			
Cynthia “Cindy” Coburn-Smith				X		
Holton (Tim) Pearce					X	

Name	Category Marked on Application					
	BCSD Student	BCSD Teacher	Clergy	Community Member	Health Professional	Parent of BCSD Student
Caleb Singleton	X					
Esmeralda Angeles	X					
Sandra Lembo		X				

Executive Summary
Beaufort County School District
Academic Committee Meeting
Board of Education
February 11, 2026

Health Program Focus	
Health Program Lowcountry Virtual	In accordance with our commitment to the safety and well-being of our students, Beaufort County School District (BCSD) has implemented policies and procedures, as required by Erin's Law, S.C. Code Section 59-32-20 and 59-32-30(G), Gavin's Law, S.C. Code Section 16-15-430 and the South Carolina Comprehensive Health Education Act (CHE) of 1988 (Section 59-32-5), to create a safe and supportive learning environment for all students. As a member of the Lowcountry Virtual (LCV) consortium, our goal is to ensure that the health course provided our students adheres to our commitment for fidelity in implementation of all legislation, policies, and procedures.
Health Program LCV	
Course Overview	This LCV Health course is a half-credit course that provides students with comprehensive health education. Students will learn about public and community health, nutrition and physical activity, mental health, alcohol, tobacco and other drugs, personal safety and injury prevention, and reproductive health education. In each unit, students will learn not only content for that topic, but they will demonstrate how to analyze influences on their health and health choices, how to make decisions, how to set goals and how to reduce health risks. They will also advocate for their own health needs and the needs of others in each unit through various assignments and performance tasks.
Standards Alignment	The course provides students instruction in the required South Carolina Health standards.
Comprehensive Health Education Act	This class meets the (CHE) Act of 1988 (Section 59-32-5) which requires health education that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention. It includes age-appropriate, sequential instruction in health either as part of existing courses or as a special course. There are no prerequisite courses to enroll in this course.
South Carolina Code 59-32-20	The health course provides modules that address the components of Gavin's Law, which requires age-appropriate, annual sexual abuse and assault awareness/prevention education for students from pre-K through 12th grade. The course also provides instruction of Erin's Law which requires public schools, from 4K through 12th grade, to provide annual, age-appropriate instruction on sexual abuse and assault awareness and prevention.
CPR and AED Requirement	The LCV course also meets the South Carolina requirement that public and private high schools (grades 9-12) provide training in hands-only CPR and AED awareness to students at least once before graduation.
Parent Letter	Pursuant to South Carolina Code of Laws Title 59-32-50, a parent Letter will be provided sufficiently in advance of a student's enrollment in the health course using

	these instructional materials to allow parents and legal guardians the opportunity to preview the materials. To ensure compliance with the law/regulation, a letter of notice that will be provided in English and Spanish.

Executive Summary
Beaufort County School District
Academic Committee February 2026

Local Board Approved Courses	
Local Board Approved Courses	Administrative Regulation (AR), Instructional Services (IS) 49 notes that Local Board Approved (LBA) elective courses must be approved by the local board of trustees. As outlined in AR IS 21 the principal has assured that parents/legal guardians, and the community have been appropriately involved with and informed about instructional innovations or complementary programs. This has been accomplished by presentations during School Improvement Council (SIC) and school faculty meetings.
Spanish for Advanced Learners	
Program Description	Spanish for Heritage Speakers offers Spanish-speaking students the opportunities to study formally in an academic setting in the same way native-English-speaking students study English language arts. Participating Spanish speaking students, may include a desire to reactivate the Spanish they have learned in the past and develop it further to learn more about their language and cultural heritage to acquire literacy skills in Spanish to develop or augment academic language skills in Spanish enhance career opportunities or to fulfill a foreign language elective requirement. The skills through this course that students can acquire range from learning how to critically analyze a text, write poetry, or acquire new information in different academic content areas. This functional approach will allow students of Spanish the opportunity to understand and use the language in different social and academic situations. Students will be exposed to contemporary Spanish life and civilization using the supplementary cultural material, and Spanish literary works.
Student Opportunity	Specific written identification procedures ensure appropriate identification of native/heritage speakers based on objective criteria such as a student's Home Language Survey, transcript analysis, and/or a common student interview/questionnaire is applicable. A district developed pre-assessment allows teachers to determine each student's skill level and appropriate placement, or a Placement Test should be administered to all students prior to being put into a course. Students entering the fluent speakers' sequence having started the traditional Spanish courses for non-native/heritage speakers, should also be assessed prior to placement.
Instructional Practices	**Student Evaluation** A student's evaluation will be based on themes in addition to other factors that include: 1. Summative Assessments- 60% 2. Formative Assessments/Homework- 40% **Proficiencies** The students will be provided instructional opportunities to be proficient in the course of material grasping concepts and using the four basic skills (listening/comprehension, speaking, reading, and writing) for varied themes. **Course Scope and Sequence** A 7th-grade Spanish heritage scope and sequence should focus on developing existing

	competencies, building grammar skills, expanding vocabulary, and increasing cultural awareness, rather than starting from an introductory status. A scope would begin with an assessment of prior knowledge, then move into units culminating in more complex communication within reading and writing skills.
Standards Correlation	South Carolina World Langauge Standards and Proficiency based skills will be
Program Materials and Cost	**Current HHIMS Textbook Inventory:** 1. HHIMS currently has a collection of the following textbooks for the Spanish for Heritage Speakers 7th grade course: 1. **Calle de la Lectura**: Author: Scott Foresman, 20 textbooks (Literature) 2. **Español-Santillana- High School Level One,** 20 textbooks **Materials (Student & Teacher Textbooks/Workbook Consumable) that will be used:** • Santillana 1A (7th) Español Santillana Student Book Level 1A Spanish Edition by Noeda Ramirez, Galan, Guerrini, Pereira | Jan 1, 2010 • Santillana 1A (7th) Español Santillana Student Book Level 1A - Teacher's Edition • En voz alta- Español Para Hispanohablantes, Student Edition, Spanish Language Textbook, Hardcover. • En voz alta- Español Para Hispanohablantes, Teacher Edition. • Español Santillana, Middle School, 1A, Teacher's Edition. • Español Santillana Practice Workbook Level 1A. • Español Santillana Practice Workbook Level 1A, Teacher's Edition. by Eduardo Fernandez Gala Belen Saiz Noeda, Workbook Level 1A **Cost of Additional Textbooks, and Materials:** 1. Santillana 1A: Set of 30 student editions: $1,800. 2. Santillana 1A Teacher's Edition: $80.00 3. En Voz Alta, Español Para Hispanohablantes-30 student editions: $1,800. 4. En Voz Alta, Espanol Para Hispanohablantes Teacher's Edition: $80.00 5. Español Santillana Practice Workbook Level 1A: (30): $900. 6. Español Santillana Practice Workbook Level 1A, TE: $60.00 7. Classroom materials: markers, poster paper, pencils, pens, glue sticks, composition books: $500
Instructional Support	The course will be taught by Mr. Juan Quevedo. Mr. Quevedo holds teacher certification in Spanish Language. HR Recruitment: The Participate Learning Company. He also has specialized training in International Teacher Recruitment. Spanish Language, Secondary; ESOL certification. Mr. Juan Quevedo has taught Spanish Language Secondary Level in South America. Experienced in Spanish for Heritage Speakers and English as a Second Language.

Executive Summary

Beaufort County School District

Academic Committee February 2026

Local Board Approved Courses	
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Spanish for Advanced Learners	
Program Description	Spanish for Advanced Learners is designed for students who have been raised in a Spanish speaking environment and possess varying degrees of proficiency in the language. This course builds upon students' existing listening and speaking skills while developing strong reading, writing, and academic Spanish proficiency. Through a culturally rich curriculum, students will refine their command of formal and informal registers, expand their vocabulary, and strengthen grammatical accuracy. This course serves as a bridge between the Middle Years Programme at the middle school (MVP) and the International Baccalaureate (1B) Diploma Coursework, providing students with the linguistic and analytical foundation necessary for advanced study in 1B Spanish B HL or SL. Students will explore a variety of authentic texts—including literature, essays, journalism, and media—while engaging in interpretive, interpersonal, and presentational communication. In addition to linguistic development, students will examine issues of identity, culture, and bilingualism, connecting personal experience with broader social and global contexts. Emphasis is placed on reading comprehension, critical writing, and text-based analysis to ensure success in upper-level Spanish courses and 1B coursework. Research dictates that with the continuation of language acquisition through reading and writing, students can deepen their understanding and proficiency in a language. As students approach and prepare for the 1B diploma coursework with the possibility of completing the full 1B Diploma Program, this course can provide the necessary instruction needed to provide the knowledge for the 1B coursework for our Multilingual and Spanish Native students who typically do not receive the same access to this program. The Spanish for Advanced Learners (SAL) course allows native or heritage speakers of Spanish to continue to develop all skills of Spanish in an accelerated manner commensurate with their skills in reading, writing, speaking, and listening.

Student Opportunity	Prerequisite: Placement based on proficiency assessment or completion of a middle school Spanish for Advanced Learners course or the completion of Spanish 1 Honors at the Middle School 8th grade level. Continuation: Successful completion leads to Spanish for Advanced Learners II (Equivalent to Spanish 3) in 10th grade with an option to pursue the 1B Spanish Language and Literature SL/HL and HL2 in 11th and 12th grade.
Instructional Practices	Content-Based Instruction (CBI): Teach language skills by focusing on interesting topics and content from the Spanish-speaking world. This allows students to use the language naturally through reading, writing, and speaking about subjects that engage them. Project-Based Learning (PBL): Empower students through hands-on projects that allow them to use their language skills in a meaningful way, such as researching and presenting on social or political issues in their families' home countries Flipped classroom A flipped classroom is an instructional strategy and a type of blended learning. It aims to increase student engagement and learning by having pupils complete readings at home, and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom with a mentor's guidance.
Standards Correlation	South Carolina World Language Proficiency Standards and Skills
Program Materials and Cost	Materials and costs will be determined once student levels are assessed. Potential program being reviewed for alignment; *Mi idioma, mi comunidad: español para bilingües* by Elena Foulis and Stacey Alex Edited by Elena Foulis; Stacey Alex; and Christian Supiot

Instructional Support	The course will be taught by Ms. Diana Hidalgo. Ms. Hidalgo is a certified Spanish teacher for grades K-12. She is a seasoned teacher with a focus on high levels of linguistic development.

IX. ATTENDANCE

A. If a member ~~misses multiple meetings within the year~~, is absent from 2 or more meetings, the majority of the HAC members may recommend to the Board the removal of that member. That member shall be given written notice by the Board Chair and the opportunity to be heard before removal.

X. FILLING VACANCIES

A. In the event of a vacancy on the HAC, the vacancy shall be filled for the remainder of the unexpired term by appointment of the Board. The Board will fill the vacant position with someone from the same category, as designated by the South Carolina Comprehensive Health Education Act.

B. If the unexpired term expires in less than one year from the first day of school, that appointee shall be eligible for two more three-year terms. If not, that appointee shall only be eligible for one more three-year term.

XI. CONDUCT OF COMMITTEE MEETINGS

A. The HAC is a public body, as defined by the South Carolina Freedom of Information Act (S.C. Code Ann. § 39-4-10 et seq.). All actions of the HAC shall be taken only in official Committee meetings called, scheduled, and conducted according to these bylaws, and state law, including the South Carolina Freedom of Information Act. All official meetings shall be open to the public.

XII. AGENDA

A. The Chairperson, in cooperation with the Board's Executive Administrative Assistant, shall prepare all agendas.

B. Any HAC member may request that an item be placed on the agenda for consideration. Agenda items must be submitted at least five days prior to the meeting. A draft agenda should be sent out three days prior to the meeting.

C. A final agenda shall be posted on the Board website in accordance with the South Carolina Freedom of Information Act and related provisions of law.

D. The HAC shall hold a minimum of two meetings per school year beginning in August and ending in May. Meetings shall be scheduled to organize, elect officers, to review pending curricula, and to handle other business as necessary.

E. Additional meetings may be scheduled, as needed, at the direction of either the Board or Chairperson of the HAC.

F. Meetings shall take place at the District office or through video conference or any other live, contemporaneous medium, unless another location is selected by a majority of the HAC.

BYLAWS OF THE BEAUFORT COUNTY SCHOOL DISTRICT (BCSD)
HEALTH ADVISORY COMMITTEE

BACKGROUND

Pursuant to the S.C. Comprehensive Health Education Act (CHEA)(S.C. Ann. 9 59-32 30(B)), the Health Advisory Committee (HAC) operates under the authority and guidance of the Beaufort County School Board of Education ("the Board"). As such, HAC members are selected by, and answerable to, the Board. The following by-laws are approved and enforced by the Board.

Final decisions regarding reproductive health education, family life education, and pregnancy prevention education rests with the Beaufort County Board of Education. This committee advises the Board by assisting in the selection of components and curriculum materials.

II. PURPOSE

A. The purpose of the HAC is to review components and curriculum materials reflective of what is stated in the South Carolina Comprehensive Health Education Act, S.C. Code Ann. 8 59-32-30(B).

B. "(B) Local school boards may use the instructional unit made available by the board [South Carolina State Board of Education] pursuant to Section 59-32-20, or local boards may develop or select their own instructional materials addressing the subjects of reproductive health education, family life education, and pregnancy prevention education. To assist in the selection of components and curriculum materials, each local school board shall appoint a thirteen-member local advisory committee consisting of two parents, three clergy, two health professionals, two teachers, two students, one being the president of the student body of a high school, and two other persons not employed by the local school district." S.C. Code Ann. 8 59-32-30(B).

III. CRITERIA FOR MEMBERSHIP

A. The South Carolina Comprehensive Health Education states that the local advisory committee shall be appointed by the local school board and consist of 13 members representing:

1. Two Parents
2. Three Clergy
3. Two Health Professionals
4. Two Teachers
5. Two Students
    a) One being the president of the student body of a high school
6. Two Other Persons not employed by BCSD

B. Nominees must be able to attend meetings, attend training(s), be interested in children's health issues, and uphold the South Carolina Comprehensive Health Education Act.

C. Members shall reside in Beaufort County and shall reflect demographic and geographic representation across the county.

IV. TERMS OF MEMBERSHIP

A. Members shall serve three-year terms of office at the pleasure of the Board.

B. Members completing a term of service shall be eligible to serve a second 3-year term at the discretion of the Board.

C. A year is defined as July through June.

D. The two students shall be at least juniors in high school, and each shall serve one annual term and shall be eligible to serve a second term if he/she is still enrolled in the BCSD. One student must be the student body president of a high school.

V. SELECTION OF COMMITTEE MEMBERS

A. Any member of the Board, former and current members of the HAC, and members of the Beaufort County community may make nominations for the HAC.

B. Each nominee or individual who wishes to serve on the HAC shall submit a resume or letter of interest to the Board's Executive Administrative Assistant. These applicants shall be reviewed and screened by the Executive Administrative Assistant and Superintendent's designee(s) and shall be presented to the Academics Committee of the Board, which shall recommend to the Board a slate of nominees.

VI. DUTIES OF MEMBERS

A. Members of the HAC should endeavor to attend all meetings. Where possible, a member should notify the Chair or Vice Chair in advance if they are unable to attend a meeting.

B. Members of the HAC shall be prepared to discuss items presented on the agenda, review all curricula materials submitted, suggest other items for consideration, and vote upon motions presented for the best interest of children.

C. Comply with the South Carolina Comprehensive Health Education Act, Bylaws, and relevant local policies, rules, and regulations.

D. Have a general working knowledge of the educational aims and objectives of the Board policies.

E. Work with other members as a team.

VII. ELECTION OF OFFICERS

A. Election of the officers shall be the first order of business at the first meeting of the year. The first meeting of the year shall be conducted by the last Chairperson until the new Chairperson is elected. If the last Chairperson is not available, the meeting shall be conducted by the last Vice-Chairperson. Nominations for Chairperson can be made by any member of the committee. Each nominee shall be the

subject of a vote until one is selected by a vote of the majority. A duly elected Chairperson may serve consecutive terms within their 3-year term.

B. The Vice-Chairperson will be elected in the same manner as is the Chairperson, to serve a one-year term of office. A duly elected Vice Chairperson may serve consecutive terms within their 3-year term.

C. The Board of Education shall appoint an Executive Secretary to serve in an ex officio capacity and shall have no vote.

VIII. DUTIES OF OFFICERS

A. Duties of Chairperson

1. The Chairperson, in cooperation with the Executive Secretary, shall set the agenda of each committee meeting, although any item shall be placed on the agenda if requested by a member of the HAC.

2. The Chairperson shall cause the draft agenda to be distributed to the members and to the Board, no later than 3 days prior to the meeting.

3. The Chairperson shall preside over all meetings in compliance with Robert's Rules of Order, unless that is inconsistent with the by-laws, in which case the by-laws control.

4. The Chairperson shall keep the Board informed of the status and works of the HAC and may be called upon to report to the Board or a committee of the Board.

B. Duties of Vice Chairperson

1. The Vice Chairperson shall have the power and duties of the Chairperson during the absence or disability of the Chairperson and such powers and duties as the HAC may, from time to time determine.

C. Duties of the Executive Secretary

1. The Board of Education's Executive Administrative Assistant shall serve as the Executive Secretary.

2. The Executive Secretary shall keep a record of all proceedings of all meetings of the Committee, and shall keep safe all pertinent books, papers, and reports, and shall furnish copies upon request by the committee.

3. The Executive Secretary shall prepare the final agenda as directed by the Chairperson and shall be responsible for ensuring that meeting agendas are posted and distributed to members and as required under the S.C. Freedom of Information Act.

IX. ATTENDANCE

A. If a member misses multiple meetings within the year, the majority of the HAC members may recommend to the Board the removal of that member. That member shall be given written notice by the Board Chair and the opportunity to be heard before removal.

X. FILLING VACANCIES

A. In the event of a vacancy on the HAC, the vacancy shall be filled for the remainder of the unexpired term by appointment of the Board. The Board will fill the vacant position with someone from the same category, as designated by the South Carolina Comprehensive Health Education Act.

B. If the unexpired term expires in less than one year from the first day of school, that appointee shall be eligible for two more three-year terms. If not, that appointee shall only be eligible for one more three-year term.

XI. CONDUCT OF COMMITTEE MEETINGS

A. The HAC is a public body, as defined by the South Carolina Freedom of Information Act (S.C. Code Ann. § 39-4-10 et seq.). All actions of the HAC shall be taken only in official Committee meetings called, scheduled, and conducted according to these bylaws, and state law, including the South Carolina Freedom of Information Act. All official meetings shall be open to the public.

XII. AGENDA

A. The Chairperson, in cooperation with the Board's Executive Administrative Assistant, shall prepare all agendas.

B. Any HAC member may request that an item be placed on the agenda for consideration. Agenda items must be submitted at least five days prior to the meeting. A draft agenda should be sent out three days prior to the meeting.

C. A final agenda shall be posted on the Board website in accordance with the South Carolina Freedom of Information Act and related provisions of law.

D. The HAC shall hold a minimum of two meetings per school year beginning in August and ending in May. Meetings shall be scheduled to organize, elect officers, to review pending curricula, and to handle other business as necessary.

E. Additional meetings may be scheduled, as needed, at the direction of either the Board or Chairperson of the HAC.

F. Meetings shall take place at the District office or through video conference or any other live, contemporaneous medium, unless another location is selected by a majority of the HAC.

XIII. QUORUM

A. A quorum of the HAC shall consist of a majority of the sitting members. Proxy voting is not permitted. Members may participate electronically by telephone, video conference or any other live, contemporaneous medium through which the member can hear and participate in all discussion prior to a vote.

XIV. PROCEDURE

A. The rules of parliamentary procedure of Robert's Rules of Order shall govern the HAC deliberations unless contrary to the bylaws. Rules may be temporarily suspended, at any meeting, by a two-thirds majority vote.

B. Minutes of the HAC meetings shall be maintained and provided to the Board of Education.

C. At the first meeting of the year and after the election of officers, the presiding Chair shall distribute educational materials supplied by the District liaison to include but not be limited to:

1. South Carolina Comprehensive Health Education Act
2. HAC Bylaws
3. Checklist Criteria for Reviewing Health Education Materials
4. Roster of all HAC Members

D. Time for open discussion of curriculum materials presented must be allowed. Once a presentation has been discussed, the HAC members will study the curriculum prior to a vote. HAC Members should be allowed reasonable time to research/review the curriculum under consideration. Any vote should take place at a subsequent meeting unless a two-thirds vote agrees to proceed with a vote.

E. Curriculum recommended by the HAC will be reviewed by the Academics Committee prior to consideration by the Board. The Academics Committee will submit the curriculum to the Board with a recommendation.

XV. PUBLIC COMMENT

A. The committee agenda shall include a time for public comment for matters within the committee's domain. A total of thirty minutes will be provided for public comment. The HAC recognizes its responsibility to conduct the business of the Board in an orderly and efficient manner and will therefore require reasonable controls to facilitate public presentations to the HAC. Individuals who desire to appear before the HAC shall sign in before the meeting comes to order. Each individual shall be permitted three minutes to comment.

B. Speakers shall refrain from racial comments, obscenities, and vulgarities, shall not reference or make derogatory comments about specific individuals by name and shall not commit other breaches of respect.

XVI. SPECIAL MEETINGS and EMERGENCY MEETINGS

A. The Board of Education or the Chairperson of the HAC can call special meetings. Notice of special meetings must be in writing to each member of the HAC at least three days before the meeting. Notices of special meetings must state the exact nature of the specific business to be considered.

XVII. BYLAWS

A. The Board shall approve all by-laws. The Policy Committee of the Board may periodically review the bylaws and may recommend changes.

XVIII. HAC RULES OF CONDUCT

A. Official decisions of the HAC can only be made at a duly constituted HAC meeting.

B. No individual member of the committee has authority to act in the name of the HAC.

C. Neither individual members nor groups of members, have authority to act independently outside of official HAC meetings.

D. As members of a committee to the Board, all members have an obligation to conduct themselves in an appropriate manner as representatives of the Board.

E. All members should be nonpartisan in dealing with school matters and not subordinate the education of children and youth to any partisan principle, group interest, or personal ambition.

F. Refer all complaints to the Chairperson or Board.

G. All HAC members shall comply with the South Carolina Ethics Act.