


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

I certify that the information in this report is true.

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

Disposition of the Board:

☐ In compliance  
☐ Not in compliance  
☐ Compliance with exception

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

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

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

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

Evidence of Status of Compliance:

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

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

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

### **Graduation Coaches**

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

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

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

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

### **Grief Counseling Team**

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

### **Rehabilitative Behavioral Health Services**

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

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

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

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

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

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

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

### **Emergency Response**

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

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

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

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

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

### Risk Assessment Protocol

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

#### Key Performance Indicators (KPIs)

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

### Bullying Prevention/Intervention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Other Security Resources**

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

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

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

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



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