

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

I certify that the information in this report is true.

Signed:  Date: 5/31/23
Rick Maxey, 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.

Graduation Coaches

A certified teacher at each high school supports and monitors student progress toward on-time graduation.

Middle/ High STEM Coach

A district STEM coach works directly with middle and high school leadership teams, STEM contacts, and STEM teachers to support STEM-related instruction and student learning.

Comprehensive Guidance Program

Each school in the district implements the Comprehensive Developmental Guidance and Counseling Program developed by the South Carolina Department of Education. The guidance program consists of structured developmental experiences presented systematically through individual activities, classroom activities, and small group activities in pre-kindergarten through grade twelve. The guidance 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 in order 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 required or requested. School counselors also work with school administration and clinical staff as needed to intervene in crisis situations as needed. HCS middle and high schools are staffed with school counselors at the student to counselor ratio of 300 to 1, while HCS elementary schools are staffed at the ratio of 500 to 1. There are currently a total of 136 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, an online career awareness program was utilized, and the results were 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, school psychologists, and Rehabilitative Behavioral Health Services (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 does have a tragedy. The specific number of personnel brought into a school to assist with a tragedy is determined 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 assistance team that comes in is for the assistance of the school and falls under the direction of the school administration. District staff members also assist 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) are student-centered, goal-directed, family supportive counseling services, housed within our schools, and are 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. Currently, 98 RBHS counselors serve 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. Staff members 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 2022-23 school year, RBHS provided the above listed services regularly in 56 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 homebased 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.

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 are capable of benefiting 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 their educational and behavioral/emotional needs. The TLC allows students to remain in district and live at home and be provided a 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 a minimum. Campus plans are validated by emergency drills. No fewer than four emergency drills are to be held each school year. Two of these drills must be armed intruder/lockdown drills which are to be held within the first three weeks of each new semester. 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.

Additional guidance related to crisis management and other protocols related to safety are discussed within the *Administrator's Handbook*.

During the 2022-23 school year, all employees were asked to complete additional training modules within the SafeSchools curriculum to accommodate active shooter training recommendations provided by the SCDE.

In the summer of 2022, 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.

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 Guidance, 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 regards to his/her danger to self or others. This protocol has been instrumental in the determination of our students' risk level, but also in allowing us to work with parents/guardians to provide the appropriate assistance necessary to meet our students' needs. HCS recently obtained 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. All necessary staff members are annually trained on the use of the protocol, and receive updated information as needed.

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 following 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 for 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 "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

Horry County Schools has also developed resources for parents, students, teachers, and community members in an effort 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 growing writing, critical thinking, teamwork, organization, and reading skills.

Early College High School and Conway High 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. Myrtle Beach Middle School added AVID beginning the 2022-2023 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, both 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 Improvement Plan.
2. Community/college awareness activities promote a culture of college readiness.
3. The school implements a system of grade-level vertical and horizontal articulation that helps ensure AVID students are college ready.
4. 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.
5. AVID students set goals and monitor their grades to ensure that they are college ready.
6. Students in the AVID Elective class receive instruction in writing-to-learn strategies and spend time at least weekly writing reflections of learning and/or completing learning logs.
7. 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.

8. AVID students ask higher-level questions during tutorials, class discussions, and problem-solving activities to promote critical thinking.
9. AVID students routinely participate and lead discussions using structures for inquiry such as Socratic Seminars and Philosophical Chairs.
10. AVID students model leadership skills while collaborating in the AVID Elective class, in other academic classes, and in activities on campus or in the community.

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.

School Security Officers/School Resource Officers

All middle and high schools within the municipalities have a sworn School Resource Officer assigned on a full-time basis. Middle and high schools located in the unincorporated areas of Horry County, as well as elementary schools, regardless of their location, have armed civilian security officers assigned to their campuses which are referred to as School Security Officers. Coverage is also provided at the Conway Education Center and the District Office.

Other Security Resources

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

1. Utilizing the services of School Security Officers, Security Guards, and SROs;
3. Walk-Through Metal Detectors and Hand-Held Wands;
4. A visitor management screening system is in effect for all schools;
5. Providing an application for mobile devices which facilitates anonymous reporting of bullying and harassment to school officials;
6. Security cameras in all schools and on all busses;
7. Keyless locks;
8. Installation of a remote activated entry system at all school campuses;
9. Provision of a proximity card reader override code for first responders during tactical responses related to critical incidents;
10. Implementation of a false alarm reduction program;
11. 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.
12. Linked resources for students, parents, and educators on the Student Affairs' web page which address a variety of safety-related topics ranging from anti-bullying initiatives to emergency preparedness.
13. All campuses have a comprehensive School Emergency Management Plan which is reviewed on a routine basis and modified as needed.
14. All schools participate in a variety of emergency drills that meet or exceed state mandates.
15. Random campus visits are conducted by Safety and Security Department personnel in an effort to validate district protocols as well as gauge emergency response proficiencies by campus staff.