

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

I certify that the information in this report is true.

Signed: *Rick Maxey* Date: June 5, 2017
Rick Maxey, Superintendent

Disposition of the Board:
 In compliance
 Not in compliance
 Compliance with exception

Signed: _____ Date: _____
Joe DeFeo, 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.	✓			

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:

- Comprehensive Guidance Program
- Each school in the district implements the Comprehensive Developmental Guidance and Counseling Program developed by the State Department of Education. The guidance program consists of structured developmental experiences presented systematically through individual activities, classroom activities, and small group activities in prekindergarten 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 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. Referrals to other professionals in the school district or to agencies and institutions outside the district are made as required or requested.

Throughout the year, counselors from all 3 school levels are provided with the opportunity to participate in district and state professional development training.

The 2016-17 school year was the fourth year of the 4-year phase-out plan of Global Career Development Facilitator (GCDF) positions. Over the 4-year period, Horry County Schools with state department approval of Education and Economic Development Act (EEDA) funding utilization has made a shift to replace all GCDF positions with certified guidance counselors who are also GCDF trained. All GCDF staff were made aware of this shift as the 4-year phase-out program was initiated and encouraged to pursue guidance certification and to apply for guidance positions as they became available. Middle school and high school counselors were also given a two-year window of time to obtain the GCDF training for those who were not already trained. Any new hire guidance counselors are made aware that if they are not GCDF trained that they will be required to complete GCDF training within three years of being hired for a position. Completing this phase-out brings every school in the district to the state recommended counselor to student ratio, using certified counselors who have been GCDF trained.

- **Grief Counseling Team**

The District has a Grief Counseling Team established that incorporates the utilization of school counselors, school psychologists, and RBHS counselors. Due to the nature of incidents requiring this type of support, grief responses cannot be executed in advance. All school guidance counselors and administrators are given specific contact information and procedures for activating the team in the event the school is faced with managing a tragedy. The specific number of personnel brought into a school to assist in a tragedy is determined by district staff and school administration at the time of the incident. Assistance teams that come into schools fall under the direction and supervision of the district grief contact and school administration. District staff may also be asked by school administration to assist in additional organizational and supervisory tasks as needed during any incident. School counselors at all schools are also given specific information in the organization of a school grief kit so that they are prepared in the event a grief response is needed at their school.

- **Rehabilitative Behavioral Health Services**

A school centered, goal directed, family supportive counseling service 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 student's 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, achieving greater gains academically and socially, with resulting increased achievement and attendance. In addition, family support and guidance is 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 severely emotionally and behaviorally challenged children.

Staff are present in the schools five days a week during the school hours, and beyond, if needed. 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).

During the 2016-2017 school year, RBHS provided the above listed services in 37 schools and the TLC. The RBHS Coordinators work closely with 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 operates as a rehabilitative behavioral health services program which is designed to improve a student's ability to function independently as provided for by South Carolina state law. The program serves students with severe emotional needs and students who are capable of benefitting 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 Therapeutic Learning Center 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.

- Crisis Management Plans

The District and each school have Crisis Management Plans which outline response procedures in the event of an emergency. Included in the plans are roles and responsibilities of the District and school teams when responding to multiple kinds of emergencies. Plans are updated annually and at least four emergency drills are planned 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. Two commonly utilized drills are statewide or regional exercises that each school is encouraged to participate in. These supplemental drills are associated with preparing for, and responding to, tornadoes and earthquakes. Drills are discussed in Assistant Principal Safety Meetings. Fire drills are not included in the four emergency drills because they are mandated by state law.

Additional guidance pertaining to crisis management protocols are contained within the Administrator's Handbook.

- Bullying Prevention/Intervention

Each school in the District has a 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 a 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 also 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.

- Covey Initiative

The Covey Initiative has been implemented for six years in the Myrtle Beach Cluster. The following activities and events have occurred to support successful implementation.

1. Covey Clubs have been developed to encourage students to grow in their self-confidence while developing responsibility, creativity, problem solving and communication skills.
2. Students maintain data notebooks to increase their levels of accountability and to identify their current levels of academic achievement and to set goals to increase their skills. Students lead conferences with family and teachers using these data notebooks.
3. Myrtle Beach Primary, Elementary and Intermediate obtained Light House status in 2013. This status recognizes schools for their success in achieving transformational results implementing The Leader in Me.
4. In 2012 and 2013, the MB cluster co-sponsored The Leader in Me Symposiums.

- Advancement Via Individual Determination (AVID)

Early College High School and Conway High School continue to implement and sustain highly certified status in AVID, a school-wide College Readiness System focusing on school transformation through leadership, systems, instruction and school culture.

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

School-wide Site of Distinction – All 11 AVID Essentials are implemented effectively, are rated as Routine Use (Level 2) or higher, and sustains the AVID system. Evidence supports that

all AVID's school-wide metrics demonstrating school-wide impact toward achieving college readiness for all students are in place and have been verified by AVID Center.

As reported on the AVID Certification Self-Study, both sites report the following:

1. 100% of students enrolled in the AVID Elective class(es) have signed contracts; there is evidence of increased involvement of parents in the program.
2. Documentation shows that the AVID site team members chose to participate in the program and to assume leadership responsibilities for site team's work and activities.
3. At least 85% of AVID students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
4. 100% of AVID students' schedules reflect enrollment in an increasingly more rigorous sequence of courses, appropriate to the student, which will enable them to fulfill the sequence of 4-year college or university entrance requirements.
5. At least 100% of AVID students participated in appropriate college testing (in grades 9–11: such as PSAT; in grade 12: at least one college entrance exam, such as ACT or SAT).
6. Each quarter AVID students consistently review their goals, assess their school performance, and adapt their behavior to promote academic and personal success; leading to eligibility for college/university enrollment.
7. Students in the AVID Elective class receive instruction in writing-to-learn strategies, which are part of a yearlong instructional plan based on the AVID Standards, and use these strategies in classes other than AVID.
8. Students in the AVID Elective class receive support in the use of the critical reading process. Reading activities apply to both analog (print sources) and digital (electronic) sources and are part of a yearlong instructional plan; AVID students use the critical reading process in all academic courses.
9. AVID students ask higher-level questions during tutorials, class discussions, and problem-solving activities to promote critical thinking in the AVID Elective class.
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 placed based on the requests of participating schools.

- Waccamaw Center for Mental Health

A school-based counseling service for students who have emotional, social and behavioral problems is a creative solution for providing services to at-risk students within the school setting to assist in ensuring that students remain in the classrooms where they can receive high quality instruction. Students who display behaviors which disrupt relationships with other people, affect their school performance, or cause the student personal distress may benefit from counseling provided by WCMH counselors. Services provided include Individual Therapy, Family Therapy, Group Therapy, Crisis Intervention and Psychiatric Consultation. Services can be individualized for a student, classrooms of students, or a specialized program for an entire school. The students involved have the opportunity to learn new ways to approach problems and talk about their perceptions, helping them to be successful in

overcoming obstacles. School Based Services staff work cooperatively with staff in schools to create a safe learning environment, promote increased school attendance, academic performance, improved behavioral control and to enhance positive parent and community support.

During the 2016-17 school year, WCMH provided 15 mental health counselors to the district providing treatment services in 17 schools. This service was provided at no cost to the school district. The school district did, however, pay \$45,000 to WCMH for a portion of 3 of the counselors salaries. Schools receiving these services are: Carolina Forest High, Conway High, Green Sea Floyds High, Myrtle Beach High, North Myrtle Beach High, Socastee High, St. James High, Forestbrook Middle, Myrtle Beach Middle, North Myrtle Beach Middle, St. James Middle, Daisy Elementary, Green Sea Floyds Elementary, Myrtle Beach Elementary, Myrtle Beach Intermediate, Socastee Elementary, and Waterway Elementary.

- Other Resources

We also maintain an environment conducive to learning by:

1. Utilizing the services of Security Guards, and SROs;
2. Utilizing the services of a narcotics K-9 to randomly search campuses. Searches are routinely conducted by a private contracted vendor, and occasionally by law enforcement agencies with appropriate jurisdiction when conditions warrant;
3. Walk-Through Metal Detectors and Hand-Held Wands;
4. A visitor management screening system is in effect for all schools;
5. Reporting avenues (via telephone and email) which are maintained and monitored by the Horry County Police Department. These resources serve all schools throughout the school district and re prominently referenced on the HCS webpage;
6. Providing an application for mobile devices which facilitates anonymous reporting of bullying and harassment to school officials;
7. Security Cameras in all schools and on all busses;
8. Keyless locks;
9. Ongoing project to enclose school foyers in order to channel visitors to the front office;
10. Installation of a remote activated entry system at all school campuses;
11. Provision of a proximity card reader override code for first responders during tactical critical incidents;
12. Implementation of a false alarm reduction program;
13. Mandating monthly safety inspections by each school's administration; and
14. Linked 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.