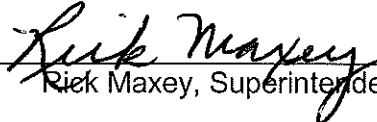


HORRY COUNTY SCHOOLS
MONITORING REPORT – R-6: Personal Success and Citizenship

I certify that the information in this report is true.

Signed:  Date: 6/2/16
Rick Maxey, Superintendent

Disposition of the Board:

☐ In compliance
☐ Not in compliance
☐ Compliance with exception

Signed: _____ Date: _____
Joe DeFeo, Board Chair

Comments:

R-5: Personal Success and Citizenship	Supt	Supt	Bd	Bd
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will demonstrate characteristics and values that contribute to personal and societal success.	✓			

Interpretation: *I interpret this policy to mean...*

All schools will have comprehensive programs teaching character development and citizenship to help students gain lifelong skills to make them better members of society at large.

Evidence of Status of Compliance:

We are in full compliance of this policy as demonstrated below.

The District's schools, students, and staff have had many accomplishments during the last year related to the characteristics and values that contribute to citizenship and personal student success. They include:

Mock Trial – Myrtle Beach High School was regional winner and placed 7th in the state competition. Socastee High School and North Myrtle Beach High School advanced to the state competition as wild cards. Socastee High School placed 5th in the state competition.

Forestbrook Middle School and North Myrtle Beach Middle School were regional winners.

We The People – Carolina Forest High School finished 3rd in the state competition. (This competition has tripled in size.)

After-School Ethics and Leadership Academy (ASEA) – This program is offered for sixth grade students in Horry County Schools. The Jackson Family Center for Ethics and Values at Coastal Carolina University hosts this program. Students are provided an opportunity to learn about the importance of character and leadership skills. The program focuses on the importance of character for success in school as well as in life. This year, 55 students participated from the following schools: Aynor Middle, Black Water Middle, Forestbrook Middle, Myrtle Beach Middle, North Myrtle Beach Middle, Ocean Bay Middle and St. James Middle. Activities provided on February 15, 2016, included, “Why Character Matters,” “Leave No Trace Behind: The Ethics of Being Outdoors” and “Leave No Trace Behind in Action.” The final activity was a campus tour of Coastal Carolina University. This was the first exposure to college life for many of the students participating. Dr. Nils Rauhut, Director of the Center, coordinates all activities.

The Covey Initiative – This initiative has been in place for over 5 years in the Myrtle Beach Area Cluster. Light House Teams consisting of 6-10 staff members guide the initiative at the schools. At the middle and high levels, students also serve on these teams. Leadership Days enable students to refine their leadership skills with visitors, including Leadership Grand Strand and other special guests. Covey Clubs have been formed to encourage students to grow in their self-confidence while developing responsibility, creativity, and problem solving and communication skills.

Elementary School Level Character Education Activities:

- Various reward and incentive programs for reinforcing positive behavior, such as PBIS, Bucket Fill, Life skill leaders
- Classroom guidance and teacher lessons dealing with character education, career, and anti-bullying are offered (Respect, Responsibility, Leadership, Organization, Perseverance, Effort, Friendship, Problem Solving, Integrity, Caring, Patience, Initiative, Team Player, Honesty, Sense of humor, Flexibility, Fairness, Trustworthiness, Responsibility, Perseverance, Kindness, Manners, Peer Pressure, Bullying, Citizenship, Safety, and Pride are common themes)
- Small group counseling dealing with specific guidance development needs of students, school, and community
- Individual counseling sessions dealing with specific student needs are provided
- Specific curricula for character development, including Covey, Second Step, High 5's, Howard B. Wigglesbottom, NED, Yellow Dyno
- Student-led community service projects

- Parent and Community as an active team member program and programs such as “Buzzy Goes To Work”
- Behavioral Reading Programs, “Seven Habits of Happy Kids”, “Bucket Fill”,

Middle School Level Character Education Activities:

- Students are involved in various school groups and organizations that promote strong character development, such as, but not limited to, Student Council, The Be a Friend First Club (BFF), The Boys to Men Club, Fellowship of Christian Athletes (FCA).
- School programs for character development include, but are not limited to, The 3Rs Program, The Choices Program, CCU Mentor Program, The Builders Club, Red Ribbon Week, and Second Step.
- School, group and classroom guidance programs are utilized, such as Anti-Bullying Program in collaboration with Kiwanis Club and DARE.
- Student participation in community service projects are frequently offered and include programs, such as National Junior Honor Society, Arbor Day, St. Jude's, and Relay for Life.
- Citizenship curriculum is implemented through comprehensive health education required annually for all middle school students.
- Career fairs promote school interaction with the business community and encourage business participation and partnership within schools.
- School rewards and incentive programs for reinforcing positive behavior are implemented, such as, but not limited to, PBIS, small communities, and Caught Doing Something Good.

High School Level Character Education Activities:

- Student advisory programs are utilized.
- Service-learning opportunities are offered through school and/or through clubs and organization.
- Peer-mediation opportunities are offered to assist students in resolving conflicts.
- Mentoring programs, such as Mentoring Men; Leading Ladies; Each 1, Teach 1; and other school-developed programs are frequently utilized.
- Students have the opportunity to participate in school-wide community events, such as American Red Cross Blood Drive, Wounded Warrior projects, Family Christmas project, SeniorCitizen Luncheons, March of Dimes Walk for Babies, Relay for Life, Polar Plunge, as well as other various school/community partnered service-learning projects.
- Senior Project, Senior Venture and Senior Mastery initiatives are implemented at various district high schools and secondary programs.
- Freshman seminar and leadership development courses are offered at various high schools across the district.
- Classroom and small-group counseling, dealing with specific guidance development needs of students is available.
- Character development training is presented through the CATE courses, the JROTC curriculum, and school athletic programs.
- Students have the opportunity for involvement in organizations such as Student Council, FBLA, FFA, HOSA, FCCLA, DECA, VE, TSA, Skills USA, National Honor Society, Beta Club, Envision Program, FCA, Jr. Civitans, Red

Bow Ladies.

- Anti-bullying programs are offered.
- Students participate in Red Ribbon Week, Relay for Life, Students Against Drunk Driving (SADD), and Mothers Against Drunk Driving (MADD).
- Students participate in local and state events aimed at promoting student growth and leadership, such as Hugh O'Bryan Youth Leadership, Palmetto Girls' and Boys' State Programs and the Myrtle Beach Area Chamber of Commerce Leadership Day held annually at Coastal Carolina University.
- Students have opportunities for career and job shadowing that promote interaction and participation with school business and residential communities.
- School events are scheduled to honor the service and accomplishments of community members at various times in the year including, but not limited to African-American History Month.

Respect for the Flag and Moment of Silence

- Schools teach respect for the flag in various ways through ROTC, student councils, music classes, student assemblies, community and civic organization guest speakers, and morning television shows.
- Pursuant to State law, "schools shall provide a minute of mandatory silence at the beginning of each school day. All schools shall provide for a minute of mandatory silence at the beginning of each school day." The District is in compliance with State law. (SC CODE OF LAWS, SECTION 59-1-443)
- Pursuant to State law, "...all public school students, commencing with grades kindergarten through and including high school, shall during the course of each school day's activities at a specific time which must be designated by the local school say the Pledge of Allegiance ..." The District is in compliance with State law. (SC CODE OF LAWS, SECTION 59-1-455)

CHARACTER EDUCATION PROGRAM RATINGS for Board Monitoring Report

The annual School Report Card, issued by the S.C. Department of Education for all schools as part of the State's accountability system, includes a rating for each school's character education program. The Character Development Measure looks at five dimensions of character development and uses a rubric to determine the schools' rating. The most recent Report Cards (Fall 2015) had the following Character Education Program ratings for schools in Horry County, showing 82% of schools were rated either "Excellent" or "Good.":

Excellent:	27 schools	(53%)
Good:	15 schools	(29%)
Fair:	2 schools	(4%)
Poor:	4 school	(8%)
Not Available:	3 school	(6%)

Excellent	Good	Fair	Poor	N/A
Burgess ES Carolina Forest ES Conway ES Daisy ES Gr. Sea Floyds ES Homewood ES Kingston ES Lakewood ES Myrtle Beach ES Myrtle Beach PS No. Myrtle Beach ES No. Myrtle Beach PS Seaside ES Socastee ES So Conway ES Waccamaw ES Conway MS Forestbrook MS Loris MS Myrtle Beach MS No. Myrtle Beach MS Ocean Bay MS St. James MS Whit. Park MS Loris HS Myrtle Beach HS St. James HS	Aynor ES Forestbrook ES Midland ES Myrtle Beach IS Ocean Drive ES Ocean Bay ES Palmetto Bays ES Pee Dee ES River Oaks ES Aynor MS Carolina Forest HS Conway HS Early College HS Ac. Of Hope Charter PALS Charter	Black Water MS Bridgewater Charter	St. James ES Gr. Sea Floyds HS No. Myrtle Beach HS Socastee HS	Loris ES Aynor HS PALM Charter

Character Development Measure on State Report Cards

The school report card measures five dimensions of character development: schoolwide character integration, schoolwide planning, schoolwide professional development, assessment and evaluation, and school-community partnership.

Dimension of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
Schoolwide Character Integration	We do not embed lessons of character in classroom instruction.	We embed lessons of character in classroom instruction in one subject area.	We embed lessons of character in classroom instruction in two subject areas.	We embed lessons of character in classroom instruction in three or four subject areas and in some extra-curricular settings.	We embed lessons of character in classroom instruction in all subject areas and throughout school life.
Schoolwide Planning	There is no annual or on-going planning for character education in the school.	We are in the process of developing a plan for character education in the school.	Our plan for character education focuses solely on students.	Our plan for character education focuses on students and staff.*	Our plan for character education focuses on students, staff, parents, and the broader community.
Schoolwide Professional Development**	None of our staff have participated in character-related professional development this year.	From 1 to 25 percent of our staff have participated in or facilitated character-related professional development this year.	From 26 to 50 percent of our staff have participated in or facilitated character-related professional development this year.	From 51 to 75 percent of our staff have participated in or facilitated character-related professional development this year.	From 76 to 100 percent of our staff have participated in or facilitated character-related professional development this year.
Assessment and Evaluation	We have not conducted a character-related assessment in our school.	We have conducted a character-related needs assessment.	We have assessed implementation of our character development initiative and have used the results to improve the initiative.	We have assessed the benefits of our character development initiative for students, staff, and/or parents and have used the results to improve the initiative.	We have used the results of our character-related assessments to effect change in school and/or district policies and procedures.
School-Community Partnership***	We do not have a school-community partnership.	We have a school-community partnership, but it does not address character development issues.	We have a school-community partnership that discusses character development issues.	We have a school-community partnership that implements school-based character development activities.	We have a school-community partnership that implements both school- and community-based character development activities.

* The term "staff" includes administrators, teachers, support staff, and special services personnel.

** In addition to character development training that includes the word "character" in the title, schoolwide character-related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management.

*** A formal agreement with business and/or community organizations.

Revised March 2005