

HORRY COUNTY SCHOOLS MONITORING REPORT – OE-12

I certify that the information in this report is true.

Signed: _____ Date: June 15, 2015
Rick Maxey, Acting Superintendent

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

Signed: _____ Date: June 15, 2015
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:

- Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports is a process for creating effective and safer schools. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. The primary focus is to change adult behavior to support a positive learning environment for students.

The four elements of PBIS are:

Outcomes:	academic and behavior targets that are endorsed and emphasized by students, families, and educators.
Practices:	interventions and strategies that are evidence based.
Data:	information that is used to identify status, need for change, and effects of interventions.
Systems:	supports that are needed to enable the accurate and durable implementation of the practices of PBIS.

We had fewer schools implementing PBIS during the 2014-2015 school year. With school attendance areas focusing on Covey, Quaglia, and other similar programs; schools are beginning to use components of these programs to focus on improving student behavior. Schools utilizing PBIS established school-wide guiding principles or expectations for student behavior. Rewards were provided to students meeting expectations. The focus of the program was on recognizing positive student behavior, positive student feedback and positive interaction by staff, in an effort to reduce inappropriate behaviors and to promote a climate of greater productivity, safety, and learning.

- Comprehensive Guidance Program

Each school in the district implements the Comprehensive Guidance 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 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 2014-15 school year was the second 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 will make a shift to replace all GCDF positions with certified guidance counselors who are also GCDF trained. All GCDF staff was 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 two years of being hired for a position.

- Grief Counseling Team

The District has a Grief Counseling Team established that incorporates the utilization of school counselors, school psychologists, and RBHS counselors. This is a type of situation that cannot be fully planned in advance due to the nature of the incident. All school guidance 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 at that time is determined by district staff and school

administration at the time of the incident. The assistance team that comes in is for the assistance of the school and fall under the direction of the school administration. District staff also assist in the organization and supervision as needed during any incident. Counselors are also given specific information in the organization of a school grief kit for the team in the event it is needed.

- **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 Therapy, Individual Therapy, Family Therapy, 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, as well as teach them to channel anxiety and aggression 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. In addition, family support and guidance is provided to educate the caregivers about the effects of their attitudes and behaviors on their children. Families are aided in finding successful ways to interact with their severely emotionally and behaviorally challenged children.

- **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.

- 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.

- Covey Initiative

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

1. Schools in the MB cluster have Light House Teams. These teams consist of 6-10 staff members who guide the initiative at the school. At the middle and high levels, students also serve on these teams.
2. Leadership Days are incorporated throughout the year to enable students to refine their leadership skills with visitors, including Leadership Grand Strand and other special guests.
3. Professional development is provided throughout the year and new staff members are provided with three days of Covey Leader in Me Training. In the fall of 2014, 30 new teachers, custodians, cafeteria staff and bus drivers participated in the three-day initial training.
4. Covey Clubs have been developed to encourage students to grow in their self-confidence while developing responsibility, creativity, problem solving and communication skills.
5. 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.
6. 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.
7. In 2012 and 2013, the MB cluster co-sponsored The Leader in Me Symposiums.

- Quaglia Institute for Student Aspirations Initiative in Conway Cluster Schools

In the second year of a three-year implementation of the QISA initiative in the Conway Cluster schools, all eight Conway Cluster schools in partnership with Dr. Quaglia and QISA team members have undertaken a number of steps to improve school culture, develop strong school-community relationships, and enhance 21st century skills such as collaboration, communication, creative problem-solving, and others. Included in these steps are the following:

1. Monthly professional development for staff teams at each school around student voice, systems thinking, and elements leading to improved school culture and increased student achievement (leadership and responsibility, sense of belonging, intellectual

- curiosity, etc.),
 - 2. Monthly student meetings and learning experiences for student teams at each school,
 - 3. School wide assemblies at each school to define, explain, and discuss elements of school culture,
 - 4. School wide student surveys at each school with detailed analyses of surveys provided to teams and faculties at the schools,
 - 5. School wide staff surveys at each school with detailed analyses of surveys provided to teams and faculties at the schools,
 - 6. Student focus group meetings at each school to analyze survey results to determine next steps,
 - 7. Staff focus group meetings at each school to analyze survey results for students and staff to determine next steps,
 - 8. Student-staff team observations and collections of anecdotal data at each school to analyze trends and patterns of behaviors and interactions,
 - 9. Student projects at each school based on QISA's 8 Conditions to improve school culture,
 - 10. Structured discussions conducted at each school by the QISA team to determine school strengths and weaknesses and generate a shared (student-staff) long-range project for the 2015-2016 school year,
 - 11. QISA team meetings with district staff to report progress and align planning with district goals and initiatives,
 - 12. Current research readings and discussions of readings led by QISA team with staff teams,
 - 13. A-Team keynote by Dr. Quaglia,
 - 14. Meeting between QISA team and HCS assessment staff to prepare for data analyses for the 2015-2016 school year, and
 - 15. A middle school leadership conference (Stand Up! Speak Out!) hosted by Horry-Georgetown Technical College for teams from all middle schools in the district, and
 - 16. An elementary leadership summit hosted at South Conway Elementary School for all Conway Cluster elementary school student teams.
- Advancement Via Individual Determination (AVID)

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.

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

1. 100% of AVID students' schedules reflect enrollment in rigorous courses, appropriate to the student, and have a plan which enables them to fulfill the sequence of 4-year college or university entrance requirements.
2. At least 75% of AVID juniors and seniors have completed at least one Advanced Placement or dual credit college course.
3. At least 95% 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).
4. AVID students strategically use and model agendas, calendars, or planners to backward map large projects, create to-do lists, and prioritize tasks to promote academic self-management.
5. AVID students set goals and monitor their grades to ensure that they are on track in high school for college/university entrance requirements.
6. Students in the AVID Elective class receive instruction in writing-to- learn strategies, which are part of a year-long instructional plan based on the AVID Standards, and use these strategies in classes other than AVID.
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 in the AVID Elective class.
9. 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 Mentoring/Tutoring Program. Coastal Carolina University will provide access to students to serve as mentors and/or tutors through experiential learning courses or volunteers and will recruit, train, place and monitor students in Horry County Schools. Mentors and tutors will be placed with selected children in Kindergarten through Grade 8 primarily, based upon the needs and requests of each participating school.

- 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 safe learning environment, promote increased school attendance, academic performance, improved behavioral control and to enhance positive parent and community support.

During the 2014-2015 school year, WCMH provided 12 mental health counselors to the district providing treatment services in 16 schools. This service was provided at no cost to the school district. 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, Green Sea Floyds Middle, Myrtle Beach Middle, Daisy Elementary, Homewood Elementary, Myrtle Beach Elementary, Myrtle Beach Intermediate, Green Sea Floyds Elementary, Waterway Elementary, and Waccamaw 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.