

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

I certify that the information in this report is true.

Signed: _____ Date: _____
Rick Maxey, Acting Superintendent

Disposition of the Board:

_____ In compliance
_____ Not in compliance
_____ Compliance with exception

Signed: _____ Date: _____
Joe DeFeo, Board Chair

Comments:

R-6: 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** – A number of the District's schools participate in the South Carolina Bar's Mock Trial Program. The goal of Mock Trial is to educate students about the basis of our American judicial system and the mechanics of litigation. Six of our high schools have competed in the State High School Mock Trial Competition. North Myrtle Beach High School has been the State Champion for three out of the past five years.

Eight of our middle schools have competed in the State Mock Trial Middle School Competition. Forestbrook Middle School has been the State Champion for five of the past six years. They have also won the Battle of the Carolinas Competition two consecutive years.

Elementary Mock Trial introduces students to the concepts of American judicial system through fairy tale trials and puppetry. Students enhance their critical thinking skills and public speaking skills and understand the importance of teamwork. St. James Elementary School is the first elementary school to form a mock trial club. Thirty students in fourth and fifth grades presented the case of B.B. Wolf v. Curly Pig to the elementary grade levels and invited parents and guests. Several of our elementary schools throughout the District are interested in forming mock trial clubs this upcoming school year.

- **We The People** – Carolina Forest High School has a We The People component within the AP Government class. A team of students represented Horry County in the South Carolina State We The People competition.
- **After-School Ethics and Leadership Academy (ASEA)** –The Jackson Family Center for Ethics and Values is designed to provide an environment for sixth-grade students to develop leadership skills, to learn about ethics and to become aware of the importance of character for their success in school as well as in life. This year's academy featured three sessions focusing on participants interacting with Jackson Scholars to discuss and explore questions on various topics and a tour of Coastal Carolina University campus. For many students, this was their first experience with college life. Presently, 84 sixth graders are participating from the following middle schools: Aynor, Black Water, Forestbrook, Green Sea Floyds, Loris, Myrtle Beach, North Myrtle Beach, Ocean Bay, St. James and Whittemore Park. Dr. Nils Rauhut, Director of the Center, coordinates all activities.
- **The Covey Initiative** – implemented for over 4 years in the Myrtle Beach Cluster. Activities include Light House Teams consisting of 6-10 staff members who guide the initiative at the school. 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; and Covey Clubs have been formed to encourage students to grow in their self-confidence while developing responsibility, creativity, and problem solving and communication skills.

- Quaglia Institute for Student Aspirations Initiative** – was implemented in the Conway Cluster schools. In partnership with Dr. Quaglia and QISA, team members in the eight schools 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: 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.); monthly student meetings and learning experiences for student teams at each school; school-wide assemblies at each school to define, explain, and discuss elements of school culture; and six community meetings to build community support, to enhance community perception of schools, and to involve parents and community members in discussions of the relationship between achievement and engagement and the QISA guiding principles of student self-worth, purpose, and engagement. Year Two focus included the development of a long-range projects at CHS, CMS, and WPMS, as well as the addition of all elementary schools, continued collection of staff and student survey data to analyze program effectiveness, continued development of community partnerships and support, online professional development through Project Aspire, and continued monthly professional development and student team meetings in all Conway Cluster schools as well as leadership opportunities for staff and students including the Stand Up! Speak Out! middle school conference and the Elementary Summit. Year Three focus will involve long-range planning for all eight schools, train-the-trainer sessions for staff and students to sustain the initiative, and continued monthly site visits and training with school staff and student teams by the QISA staff.
- Elementary School Level Character Education Activity Included**
 - Various reward and incentive programs for reinforcing positive behavior. Examples being PBIS, Bucket Fill, Life Skill Leaders, etc.
 - 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 are provided.
 - Individual counseling sessions dealing with specific students needs are provided.
 - Specific curricula for character development are utilized. Some examples are Covey, Second Step, High 5's, Junior Achievement, Howard B. Wigglesbottom, NED, Yellow Dyno, etc.
 - Student-led community service projects are frequently utilized.
 - Behavioral Reading Programs are frequently utilized. Some examples are "Seven Habits of Happy Kids," "Bucket Fill," etc.

- **Middle School Level Character Education Activity Included**

- Students are involved in various school groups and organizations that promote strong character development, such as, but not limited to, 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 collaborations 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, and St. Jude's, Relay for Life.
- 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 Activity Included

- 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, Each 1, Teach 1, and other school-developed programs are frequently utilized.
- School-wide community events, such as American Red Cross Blood Drive, Wounded Warrior projects, Family Christmas project, Senior Citizen Luncheons, etc.
- Freshman seminar courses are offered.
- Classroom and small-group counseling, dealing with specific guidance development needs of students, schools, and community is available.
- Character development training is presented through the CATE course and JROTC curriculum and through school athletic programs.
- Student organization involvement in such groups as FBLA, FFA, HOSA, FCCLA, DECA, VE, TSA, Skills USA, National Honor Society, Beta Club, Envision Program, FCA, Jr. Civitans, Red Bow Ladies, etc.
- Anti-bullying program development.
- Red Ribbon Week, Relay for Life, Students Against Drunk Driving (SADD), Mothers Against Drunk Driving (MADD) activities participation.

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 minute of mandatory silence at 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)

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 released in November 2014 had the following Character Education Program ratings for 50 schools in Horry County, showing 90% of schools were rated either “Excellent” or “Good.”:

Excellent:	33 schools	(66%)
Good:	12 schools	(24%)
Average:	4 schools	(8%)
Below Average:	0 school	(0%)
Unsatisfactory:	1 school	(2%)

Excellent	Good	Average	Below Average	Unsatisfactory
Burgess ES Carolina Forest ES Conway ES Forestbrook ES Gr. Sea Floyds ES Homewood ES Kingston ES Lakewood ES Loris ES Midland ES Myrtle Beach ES Myrtle Beach PS No. Myrtle Beach ES No. Myrtle Beach IS No. Myrtle Beach PS Palmetto Bays ES Pee Dee ES River Oaks ES Seaside ES Socastee ES	Aynor ES Daisy ES Ocean Bay ES Waccamaw ES Aynor MS Black Water MS No. Myrtle Beach MS Carolina Forest HS Conway HS Early College HS Hope Charter PALS Character	Aynor HS Gr. Sea Floyds HS Socastee HS Bridgewater Charter		No. Myrtle Beach HS

So Conway ES				
St. James ES				
Conway MS				
Forestbrook MS				
Loris MS				
Myrtle Beach MS				
Ocean Bay MS				
St. James MS				
Whit. Park MS				
Loris HS				
Myrtle Beach HS				
St. James HS				

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.

Dimensions 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 extracurricular 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