

Safe School Plan for Carteret County Schools

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Carteret County Schools

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Failure to carry out these responsibilities will result in the superintendent submitting to the Carteret County Board of Education a detailed plan that outlines how deficiencies will be resolved, accompanied by a set of implementation timelines.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Failure to carry out these responsibilities will result in the principal preparing a detailed plan to correct deficiencies, accompanied by implementation timelines, to be submitted to the superintendent for review and approval/revision.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principals: Assistant Principals are responsible for performing any duties as assigned by the principal. Consequences for not carrying out assigned responsibilities include the possibility of a reprimand in the assistant principal's personnel file and/or disciplinary proceedings as specified in North Carolina General Statute 115C-325.

Teachers: It shall be the duty of all teachers, including substitute teachers, volunteer teachers, and teacher assistants when given authority over a school program, in accordance to North Carolina general Statute 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Responsibilities also include individualizing instruction to meet the needs of at-risk students due to academic problems and/or disruptive/disorderly conduct, communicating with parents/guardians of these students, and making referrals for students at risk. Teachers, student teachers, substitute teachers, volunteer teachers, and teacher assistants shall report to the principal acts of violence and/or violations of school board policy. Consequences for not carrying out assigned responsibilities include the possibility of a reprimand in the teacher's personnel file and/or disciplinary proceedings as specified in North Carolina General Statute 115C-325.

Other School Staff: It shall be the duty of other personnel, including media specialists, school counselors, support personnel, School Resource Officers, and non-certified employees when given authority over a school program, in accordance to North Carolina general Statute 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Responsibilities also include individualizing instruction to meet the needs of at-risk students due to academic problems and/or disruptive/disorderly conduct, communicating with parents/guardians of these students, and making referrals for students at risk. Teachers, student teachers, substitute teachers, volunteer teachers, and teacher assistants shall report to the principal acts of violence and/or violations of school board policy. Consequences to certified personnel for failure to carry out assigned responsibilities include the possibility of a reprimand in the employee's personnel file and/or disciplinary proceedings as specified in North Carolina General Statute 115C-325. All non-certified employees have a responsibility to maintain safe and orderly schools in keeping with their respective roles as assigned by their supervisor. Consequences for failing to do so include the possibility of a reprimand being placed in the employee's personnel file, suspension with or without pay, and/or dismissal.

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

1. Social workers, counselors, and teachers gather data throughout the school year that will support the prevention strategies and interventions used to help students become more successful in the school setting.
2. Responsiveness to Instruction (Rtl) is used in the K-5 settings throughout the school system to target academically at-risk students and provide teachers viable solutions to address academic and behavioral issues.
3. Teachers, social workers, school nurses, counselors, psychologists, therapists, and other support staff observe students, conduct appropriate assessments, and confer with parents to establish academic and behavioral goals.
4. Professional Learning Communities exist in every grade/department level throughout the school system. Teachers and support staff discuss student data and generate intervention strategies to reduce or eliminate barriers for at-risk students.
5. Teachers and administrators observe students, review academic, discipline, and attendance records, examine test data, and conference with students and parents to gain insight into the students' educational and social lives to better understand and demonstrate empathy in meeting the students' needs.
6. Administrators, teachers, and support staff work collaboratively with community agencies such as court counselors and mental health professionals.
7. Central Services personnel coordinate and implement surveys and program evaluations/reports for in-school and out-of

suspensions and any consequential assignments to alternative programs, to identify students experiencing difficulty adhering to school site and school system academic and/or behavior expectations/policies.

8. Testing and Accountability personnel evaluate school system data and provide disaggregated and longitudinal information to all schools.
9. School site School Improvement Teams review all data, including discipline, attendance, and academic to assess student needs.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

1. Teachers and parents refer students to school administrators.
2. Student referrals are made to site-based committees, such as School Improvement Teams, School Assistance Teams, Student Services, Positive Behavior Intervention Support teams and IEP Teams
3. Student referrals are made to support staff (e.g., counselor, social worker, dropout prevention specialist, psychologist, speech therapist, or nurse).
4. Parents, mentors, teachers, and support staff refer students for academic remediation (before, during, and afterschool) for students performing below grade level or those who are at risk of failure. Referrals are made for academic remediation through Title I assessment data outcomes, RTI screening results, special education assessment/reviews, Section 504 plan requirements, or in-house early intervention programs.
5. Test data are used to determine which students are in danger of non-promotion or not receiving course credits.
6. Central Services administrators notify school-based staff about at-risk students, based on summative data reports.
7. Student academic and behavioral progress is monitored through daily activities, interim reports, and report cards.
8. Schools communicate between and among attendance areas when at-risk students transfer within the county district
9. Behavioral contracts are used to maintain standards and expectations for students who have had discipline problems.
10. Administrators and teachers confer with students (and their parents/guardians) who are having academic and behavioral difficulties at school.
11. School support staff members notify administrators, counselors, and teachers when they detect that students are having academic and behavioral problems.
12. School Resource Officers refer students to administrators and county agencies.
13. Individual student's discipline reports provide data to aid in development of intervention strategies for continually disruptive students.
14. Referral to community support services (e.g., mental health, social services, Communities in Schools, and Boys and GirlsClub Structured Day Program) are made as necessary.
15. Student attendance data is monitored to track student absences. Students who have attendance problems are referred to the school social worker
16. School nurses, counselors, and social workers collaborate with families of students who have health and/or attendance issues
17. Substance Abuse and Family Education (SAFE) and Drug and Alcohol Resistance Education (DARE) programs provide assistance to students with drug, alcohol, and substance abuse problems
18. Second Step Anti-Violence Curriculum is used at various grade levels to teach students ways to intervene and avoid aggressive behavior.

19. School counselors and PBIS teams (through classroom teachers) implement various programs and curriculums that address anti-bullying curricula and the elementary and middle school levels.
20. Gang Resistance Education and Training (GREAT) curriculum is used in some middle schools as prevention to violence and gang-type behavior
21. School-site IEP teams and Section 504 committees identify and recommend strategies to address the needs of exceptional children and students with 504 plans.
22. Personalized Education Plans (PEP) are written and implemented for all students who are performing below grade level
23. Respective school's School Improvement Teams develop School Improvement Plans and Remediation Plans that identify specific strategies to address the needs of at-risk students within individual schools.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

1. Suspended students who are court involved are referred to the Juvenile Day Reporting Center (JDRC) in lieu of being sent home. The JDRC provides an alternative to out-of-school suspension for students who have been adjudicated as delinquent. The JDRC serves students ages 10-18 who are suspended from school. The mission of JDRC is to hold juvenile offenders more accountable for their criminal behavior, while emphasizing the protection of the public by placing suspended students in a contained intensive treatment environment while focusing their priorities and responsibilities on educational requirements and treatment services in order to reintegrate participants back into the community and public school system to complete their education and become a more productive and responsible person in the community and with their peers.
2. Students who are not involved with the courts system may be referred to the Boys and Girls Club of Coastal Carolina's Structured Day Program. This intervention center provides an alternative to out-of-school suspension. Assignments to the intervention center are typically for 1-10 days. The purpose of the intervention center is to help students develop social skills while completing academic work they would be doing were they on their school campus that day.
3. Middle and high school principals may refer students to the school's Alternative Education Program as an alternative to long-term suspension or as a means to earn additional credits.
4. In-school suspension programs are available at elementary, middle and high school and serve to isolate disruptive students and provide an opportunity to continue their studies in a monitored, structured environment

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place.

Goal: Secure funding from outside sources to provide School Resource Officers in each middle school.
Target: Carteret County Public Schools Central Services personnel will work with the Carteret County Sheriff's Department and various county municipalities' police departments to seek grants and other funding sources to provide funding for middle school School Resource Officers
Indicator: School Resource Officers will be housed in each middle school
Milestone Date: 25-Aug-11
Goal: Update/modify school-based plans for evacuation and shelter-in-place
Target: Appoint one School Resource Officer to meet with each principal to establish a unified, comprehensive plan for each school that will ensure that all schools follow similar routines and provide safety and security for all students and staff
Indicator: Schools and law enforcement agencies will have a tangible plan that clearly demonstrates procedures for evacuation and shelter-in-place
Milestone Date: 2-Feb-11
In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).
Target: Identify those students who are most at risk of failure due to nonattendance
Indicator: Attendance committee at all schools, using attendance and academic data, will establish a list of students for targeted intervention.
Milestone Date: 1-Jan-11
Target: Identify those students who are at risk of dropping out of school
Indicator: Teachers, administrators, school counselors and school social workers, in conjunction with community resources will forward names of potential drop-outs to the school's Student Assistance Team for targeted intervention.
Milestone Date: 1-Jan-11
Target: Identify students who can utilize credit recovery in the alternative education program in order to graduate
Indicator: Counselors will research transcripts to determine which students need credit recovery in order to graduate
Milestone Date: 1-Jan-11

Target: Identify students who are below state norms in reading and math in grades K - 5.

Indicator: School teams will assess using benchmark assessments and state norms, identify those students performing below state norms, then collaborate among respective school staff to put into place interventions to address areas of need that are impacting performance and/ or success.

Milestone Date: 1-Oct-10; 28-Feb-11; 30-April-11

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/ Completed				
Responsiveness to Instruction	Completed				
First Responders / Diabetic Care training	On Going				
Positive Behavior Intervention Support (PBIS)	Completed				
Mental Health Issues in the Classroom	Completed				
Nonviolent Crisis Intervention (CPI)	On Going				
Anti-Bullying LEA Policy	On Going				
Volunteer Training	On Going				
Differentiated Instruction	On Going				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

1. A Memorandum of Understanding between Carteret County Schools, the Carteret County Sheriff's Department, and the Town of Cape Carteret is being developed to provide assurances of services provided by School Resource Officers in all high schools and White Oak Elementary School. School staff will work cooperatively with School Resource Officers and SROs will assist at middle elementary schools as needed.
2. There will be regular, ongoing communication between Carteret County Schools and local law enforcement agencies. Local law enforcement agencies will be included in the development of emergency plans such as crisis response plans. They will also conduct crisis situation drills for schools, as requested by principals. Principals will report certain violations occurring on school property to law enforcement as required by NC General statutes
3. The Boys and Girls Club at Morehead City Elementary School will be used to house the structured day program for Juvenile Services to keep students with court records in a secure environment while the students are serving suspensions from school.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

1. End-of-year school system discipline reports shall be presented to the state and local boards of education, superintendent, principals, and local media outlets. Safe Schools Plans from individual schools are presented to the Board of Education for review.
2. County-wide meetings are held for parents of ESL and migrant students with information presented in native languages. All policies can be found on the school system's website for easy access and are distributed at the beginning of the school year to students and parents in English and Spanish.
3. Individual schools share information through newsletters, websites, PTA/PTO and other parent group meetings, and the media.
4. Safe School Plans are monitored annually by individual schools and Central Services.
5. Parent Advisory Councils are established at each school to gather input from individual communities. The Councils present information directly to the Board of Education during routine meetings.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Alternative Education Program	\$448,063.00	State PRC 069
School Resource Officers	\$140,609.00	State PRC 069
School Social Workers	\$240,958.00	Local Allocation