

Balfour Education Center

**Continuous School Improvement Plan
2010-2012**

Submitted: ~~October 19, 2010~~ September 30, 2011

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School Improvement Team Members Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following initiatives.

- Henderson County Public Schools Strategic Plan
- ABCs Accountability Model
- SACS/ CASI School and District Accreditation Standards
- No Child Left Behind Act
- Alternative Learning Programs and School Standards and Implementation Procedures

The following are members of the School Improvement Team as specified by legislation.

Team Member	Position	Team Member	Position
Beth Ferris Caudle	Principal	Ruth Birge	Community
Alice Solomon Joe Shook	Chairman	Christy Bridges	Community
George Riedesel Jessica Sharp	Middle Teacher	Diane Marshall Gail Saucier	Parent
Robert Eder	English Teacher	Sue Jensen-Ivy Young	Parent
Lauren Royal	Science Teacher	Rob Curtis -Susan Shields	Special Programs Coordinator Parent
Guy Swanson	Social Studies Teacher	Susan Morgan	Reading
Valerie Duckett	Student/Family Support	Joe Shook	Automotive Technology
Diane Weaver Dr. Barbara Blackburn	Math Teacher Community	Jennifer Wright Susan Diegan	Math Teacher ECE Teacher
	BEC Graduate	Chris Eudy	Business Teacher

Members of the School Improvement Team were elected by their representative groups. The School Improvement Plan was approved by secret ballot vote on ~~October 15, 2010~~.-September 30, 2011.

Beth Caudle

Joe Shook

Principal

Date

School Improvement Chair

Date

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Guiding Principle: The success of a child is the result of a collaborative partnership of school, child, parent and community.

Henderson County Pubic Schools Core Values

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

Balfour Education Center Mission Statement

The mission of the Balfour Education Center is to provide a quality educational experience to those students that have not found success in the traditional classroom setting. Balfour ensures that each student has the opportunity to excel and to become a contributing member of society.

Balfour Education Center Beliefs (Core Values)

- We place emphasis on the process of learning.
- We treat all children with respect, which promotes confidence and builds strong relationships.
- We allow for learning to be natural, meaningful, and pleasant to satisfy the needs of the individual.
- We expect that attendance and work are the responsibility of the student.
- Teachers, administrators, parents, students, and the community share the responsibility for advancing the school's mission.
- ~~The community must be involved and be a place for learning and applying learning.~~

Balfour Education Center Vision

Balfour Education Center is committed to the growth of all students with emphasis on their personal, academic, behavioral, and social goals and to assist them in becoming productive and responsible citizens.

Motto Success for Every Student

These goals were developed based on the following criteria:

- Identified needs by analysis of student EOG/EOC achievement, district developed test results, and staff's professional development activities
- Results of questionnaires from parents, students, and teachers
- ABC Guidelines
- "No Child Left Behind" – Federal Legislation – Adequate Yearly Progress (AYP)
- Local Options for Alternative Schools
- Governor's Teacher Working Condition Survey
- SACS Guidelines
- Alternative Learning Programs and Schools (ALPS) Standards and Implementation Procedures
- *PBIS initiatives*

Goal 1: Academic Success: At least 52% of the eligible students will earn level III on the EOC/EOG/VOCAT/ACT exams beginning in the ~~2010-2011~~ 2011-2012 school year. This rate will increase 1% yearly.

Goal 2: Promote a school climate that is conducive to learning

Goal 3: Balfour Education Center will ~~increase the graduation rate by 1% in the 2010-2011 school year.~~ decrease the number of drop-outs by 1% during the 2011-2012 school year.

Based on ALPS Guidelines Policy ID Number: HSP-C-013, the following are agreed upon goals that will support our vision for student achievement.

Local Option #2

~~Goal: The graduation rate will increase by one student.~~

Local Option #4

Goal: The percentage of students making measureable progress by increasing attendance, grade point average, proficiency, and/or promotion/graduation will increase by 1%.

Local Option #5

Goal: The number of discipline referrals resulting in ISS or OSS will decrease by 5.

Local Option #7

Goal: The number of community members involved with Balfour students weekly is ~~1 and will increase to 10~~ 14 and will increase by 2.

Balfour Education Center Profile Narrative Summary

The Balfour Education Center (BEC) School Improvement Plan was developed by staff members and parents who looked at a collection of test data, results from professional development activities, perception data (i.e., NSSE Parent / Student / Staff Surveys, Governor's Working Condition Survey), and current research on best practices for alternative schools. Through a collaborative effort, the teachers and parents identified strategies for improving student achievement using state and SACS accreditation standards.

The Balfour Education center is a major part of the Henderson County dropout prevention initiative. The center includes five different satellite programs including: HomeLink, Newcomer Center, Alternative Learning, and Vocational Center. All of the programs are open to Henderson County 6-12 grade students with the exception of the Vocational Center(a student needs to be 16 to enter some classes). There is also an *Early Head Start* daycare on the campus for students with children who are between the ages of two months and two years. The school's vision and mission align with the Henderson County Public Schools strategic plan. The staff at BEC will work together to ensure that all students acquire the necessary 21st century skills to become life-long learners and productive citizens.

There are 138 students (and 16 infants/toddlers) enrolled at BEC: 108 full time students, 28 enrolled as visitors, and two that receive instruction in HomeLink that are not full time nor cross enrolled. These students come from Apple Valley, Flat Rock, Hendersonville Middle, Rugby, East Henderson, Hendersonville High, North Henderson and West Henderson and range in age from 11 -21 years old.

This past year, (BEC) used the strategies below to raise achievement scores in the high school and career technical education. For the 2010-11 school year, Balfour met 3/5 local options and achieved the expected growth status based on the state ABC criteria. Balfour did not meet any of the 3 AYP goals for the 10th grade cohort. There are specific strategies included below that we are continuing this year to making adequate yearly progress in all areas.

Careful analysis of all available data, including but not limited to EVAAS, the Teacher Working Conditions Survey, ABC, AYP, USDDC and middle and high school benchmark data, attendance data, and discipline data directs our attention to reading, math and writing as priority academic goals and improved attendance as the priority behavioral goal in 2010-2011. Therefore, the major strategies that will be implemented for the 2010-2011 school year are:

- Students will engage in daily meaningful instruction aligned with the North Carolina Standard Course of Study and Learning Focused strategies. Benchmark assessments will be given and the data analyzed by the faculty.
- The master schedule will be redesigned to add more instructional classes to the day to provide the necessary course offerings for our students to graduate with the Future Ready Diploma.
- To build relationships with students so attendance and academics may improve, the high school added a graduation coach and the HATS Helping All Teens Succeed) program coordinator to our staff (whose focus will be building positive relationships through a mentor/mentee program).

- The school and community will work collectively to increase parent involvement and participation in school-related activities which will include one interim or report card pickup night.
- Staff development will be ongoing and monthly emphasis will be placed on the best practices that are directly aligned to student engagement. To foster a mentoring relationship, April Spencer from WRESA will continue our staff development of best practices to teach children from poverty. To foster a safer and more orderly environment, the faculty will have gang related training with Det. Doug Hill, an officer with the Henderson County Sheriff's Department.
- An attendance review committee will be convened at the end of the semester to discuss credit recovery for students that are over the HCPS limit of attendance days.

Progress report from the 2010-11 school year:

Career and Technical Education Accountability Data

- School wide increase in the CTE (Career and Technical Education) proficiency rate to 68% (up from 64.1% in the 2009-10 school year and from 58.4% in the 2008-2009 school year)

The Graduation Cohort rate was 50% with 58 seniors meeting graduation requirements at Balfour and the number of drop outs decreased from 54 (2009) to 48 (2010)

Highlights for the 2011-2012 School Year:

One of the major obstacles to students successfully graduating is the attendance rate. BEC will partner with Families Together to provide much needed school-based mental health services to support the physical, emotional, and mental well being of students. Families Together provides a director that is on our campus Monday mornings and Wednesday afternoons until the center is fully functional. The center provides community-based care for at-risk youth, as well as adults and children with developmental disabilities and other complex needs. They provide residential supports and individualized, community based services for every individual we serve. All of the programs focus on building personal relationships and maintaining community connections through services that are customized to meet the specific and changing needs of the children and adults served. Balfour students will be able to receive needed mental health care services at the school site, thus reducing time missed in school, while increasing the consistency in their mental health care services. Teachers will incorporate strategies learned from The "Big Six" staff development with emphasis on math, literacy and writing across the curriculum. Ninth and tenth grade students in Algebra One will have extra tutoring available if needed including tutoring by a certified math teacher during the instructional day.

There is also a partnership with various community organizations to have a school –wide Backpack Club. There are 21 students enrolled in this program with more students able to participate by the end of the year.

We are continuing partnerships with community agencies such as YMCA and AARP to provide swimming instruction and anti-bullying strategies with the middle school students.

School Improvement Plan for 2010-2012

Goal 1: Academic Success: At least 52% of the eligible students will earn level III on the EOC/EOG exams beginning in the 2010-2011 school year. This rate will increase 1% yearly.

HCSP alignment: Goals 1.C and 4.B

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted	Person(s) Responsible
1. Monitoring and evaluation of test data will occur at regular intervals throughout the school year: every 4 ½ weeks, at middle and end of each semester, and the end of the year for middle school; and the proficiency rate will increase by 1%	<p>1. Teachers will analyze individual student test data to identify student strengths and weaknesses and review strengths and weaknesses of their respective instructional programs.</p> <p>2. Use of disaggregated data (gender, socio-economic level, LEP, EC, ethnicity, and grade level) to identify areas of focus.</p>	<p>Local Benchmark</p> <p>EOG Scores</p> <p>EOC Scores</p> <p>AYP Scores</p> <p>EVAAS historical and projection reports</p>	2010-2013 Quarterly Semester Annually	<p>Professional Development</p> <p>Presentations of Data and Effective Teaching Activities</p> <p>Monitoring Team Meetings</p>	<p>Access to data</p> <p>Assistance with interpreting statistical data</p> <p>Educational coaches providing guidance and targeted assistance</p>	All Staff
2. All teachers will participate in ongoing professional development and <i>implement research based strategies in their classroom at least 80% of the time.</i>	<p>1. Participation in professional development reinforcing Learning Focused activities will have a component of teachers teaching the class and describing strategies they have successfully implemented in their classroom.</p> <p>2. Use PLCs to identify, research, and implement successful teaching across all subject areas</p> <p>3. Best Practices professional development will emphasize math in all content areas. <i>formative assessments</i></p>	<p>Teacher attendance at monthly Learning Focused in-service training.</p> <p>Teacher participation in subject area and/or cross curricular PLC.</p> <p>Peer observations and walk-through's</p> <p>Formal and informal teacher observations.</p>	2010-2013 Periodic evaluation by SIT ongoing throughout the school year	<p>Learning Focused</p> <p>Other workshops as available</p> <p>"Best Practices" workshop</p>	<p>Learning Focused instructional coaches</p>	<p>Principal</p> <p>Instructional Coaches</p> <p>Faculty</p>

<p>3. Struggling students will be identified and have the opportunity for individualized tutoring and remediation activities with at least 20% making growth on their EOC's and EOG's.</p>	<p>1. All students will be assessed and evaluated through the Read 180 classroom and will receive additional instruction if test results indicate Read 180 placement. 2. Identified at risk students will be assigned an adult mentor provided through the Community Mentoring Program <i>HATS mentoring program</i>. 3. Extended day learning opportunities and individual teacher tutoring time will be offered by teachers. 4. Struggling students will be assigned remedial reading, writing, and math pull-out instruction on a pull-out basis. Be <i>assigned to classes that will scaffold their learning in the areas of reading, writing, and math.</i></p>	<p>EVAAS, benchmark tests, and Lexile scores Portfolio review EOG/EOG test score analysis Writing test analysis ACT prep classes</p>	<p>Quarterly evaluation of targeted strategy</p>	<p>Read 180 instructor training Access to and assistance interpreting EVAAS historical and projection reports. PLC evaluation of student achievement, ability, and motivation.</p>	<p>Remediation resources Classroom space Remedial teaching position</p>	<p>All staff</p>
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School Improvement Plan for 2010-2012

Goal 2: Promote a school climate that is conducive to learning by enlisting 95 more community members to volunteer weekly during the school day.

HCSP alignment: Goals 2.B, 4.B, 5.A

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/Budgeted	Person(s) Responsible
1. Implement a community mentoring program in which there are 5 more mentor-mentee contacts per year.	1. Collaborate with Big Brothers, Big Sisters to provide mentor training, <i>the HATS coordinator</i> 2. Create a log to track contacts in which mentors sign in and out each time they provide on-campus mentoring. 3. Identify and recruit student mentees through faculty/staff recommendations and through presenting the mentoring program to students during Friday FERRIS time and encouraging students to sign up <i>by Mr. Holland - the BEC HATS coordinator.</i>	Principal Teachers Student support staff Student Programs Coordinator	First quarter-- planning Second quarter-- implementation Third quarter-- enhancement and development Fourth quarter-- continuation and evaluation	Program orientation for school staff	Community volunteers, collaboration of Big Brothers, Big Sisters	Principal, Student Programs Coordinator, Valarie Duckett Homeroom teachers
2. 5% of the Balfour student enrollment will be provided sufficient student training in proper	1. Training and implementation of a segment of the Positive Behavioral Support (PBIS) model: 2. Student of the month program. 3. <i>ACES Shoutout weekly Awards</i>	Follow up by School Improvement Team chair or designee. Weekly, during high	October/November - visit sites that already have instituted PBS Monthly -	Training for a core group of teachers that will be on the PBS committee - due to inclement weather and state budget issues,	1. Student of the month requires \$360.00 per year	Committee members <i>PBIS Coordinators</i> Councilor

behavior.	4. <i>HATS</i> mentoring program. 5. Balfour Backpack Club 6. <i>Student Advisory Council</i> 7. <i>WIA Youth Recovery</i>	school meetings. Student services support staff	September-May for student of the month Semester-for Honor Roll students	this was postponed until October 22 and 23, 2009.	2. Access to student enrichment funds via guidance office	
3. Increase the number of students that receive special services by dispute settlement center, <i>Family Preservation Services</i> , <i>Families Together</i> , <i>YMCA</i> , <i>APR Pheonix</i> , and other outside agencies by at least 5%.	1. Collaborate with Big Brothers, Big Sisters to provide mentor training. 2. Initiate citizenship and anti-Bullying skills campaign. 3. Continue support of Boy Scouts of America Citizenship Education. 4. Establish a common time when <i>Families First</i> will have a substance abuse counselor on campus to meet with students.	Principal Student services support staff Conflict resolution staff Middle School Social Studies teacher NC Mentor counselor	School year ongoing	Dispute settlement center Boy Scouts of America- Daniel Boone Council Families Together ARP Pheonix NC Mentor Adolescent Parenting Program	Articulation agreement between the Dispute Settlement Center and BEC	Principal, faculty Staff Community providers

School Improvement Plan for 2010-2012

Goal 3: Balfour Education Center will increase the number of students meeting promotion requirements by 1%.

HCSP alignment: Goals 1.B, 3.C

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/Budgeted	Person(s) Responsible
1. Increase by 5% the number of students scoring proficient in formative assessments, benchmarks, writing prompts, etc.	1. Teachers will provide each student customized work plans that center around math, reading and writing. 2. The reading specialist will provide an in-service for teachers regarding the customized work plans. 3. Math and Reading tutors customize student assignments to strengthen basic skills in order to help facilitate higher scores on summative assessments.	Principal Instructional Coaches Reading Specialist Homeroom teachers Math tutor	School year	Reading strategies and tools for teachers in implementing the work plans		Reading specialist Instructional Coaches Math tutor
2. The number of students that are enrolled in BRCC classes will increase by 2% - one of the 3 College and Career Promise tracks will increase by 5%	1. Meet with community, educational, and district stakeholders to study the feasibility of more high school classes articulating with the BRCC track offerings. 2. Survey students regarding the class offerings and their motivation for attending the courses.	Principal Rob Curtis Pam Johnson Teachers Committee members	October/November - visit sites that already have instituted PBS Monthly - September-May for student of the month Semester-for Honor Roll students	Training for a core group of teachers that will be on the PBS committee.	1. Student of the month requires \$360.00 per year 2. Access to student enrichment funds via guidance office	Rob Curtis Valarie Duckett BRCC instructor County office Principal Teachers

<p>3. Increase the number of students that <i>participate in extracurricular programs including a 5k Club, Student Advisory Council, and intramurals by at least 5%.</i></p>	<p>1. Provide an extracurricular interest survey for each student. 2. Create a committee to investigate guide lines for starting intramural teams, and research which clubs and organizations are best suited for Balfour. 3. Work with District officials to create a mentoring campaign and workshop for those people interested in mentoring at risk youth. students to create guidelines for the clubs and a timeline for implementation</p>	<p>Principal Committee members Community members Students</p>	<p>School year ongoing First Semester - planning Second Semester Intramural game</p>	<p>Senior staff Teachers Principal Students</p>	<p>Gym Classroom space Materials</p>	<p>Principal Coaches Teachers Valarie Duckett Rob Curtis</p>
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Duty Free Planning

The staff at Balfour developed a process for maintaining a positive environment by providing a planning period during the day for high school core and vocational teachers when appropriate based on student enrollment and safety. The planning periods for all teachers are 7:45 to 8:15 - ~~a week~~ *3 days a week* and 2:45 – 3:45, ~~three~~ *four* days a week. Teachers have more planning than the five hours weekly, recommended by the state.

Duty Free Lunch

Having a duty free lunch for certified high school teachers when appropriate based on student enrollment and safety: core teachers and non-core teachers will have duty free lunch every day and the non-instructional staff will supervise students during lunch. Middle school teachers expressed the importance to stay with their students during lunch.

Building-Level Waiver Request

Date: 10-15-10

School: Balfour Education Center	LEA Number: 450	School Number: 343
Allow school flexibility to vary the 135/150 clock hour requirements for awarding a unit of credit based on student performance.		
General Statute 15c North Carolina Administrative Code- Subchapter 6D - Instruction Section.001 - Curriculum #2		
The waiver will be used to award credit upon demonstration of mastery of course objectives to students who are repeating a course and/or are at least one year off schedule.		
The waiver will provide the necessary flexibility to reduce Henderson County drop-out rates by "fast-tracking" at risk students towards their appropriate grade level, when students have previously been retained or did not receive full credit in a semester/year. Students that are at risk will regain confidence and see that the success of graduation is with in a perceived reasonable time frame.		

Balfour Education Center

**Building-Level Waiver Request - Textbooks
2010 -2012**

School: Balfour Education Center School: 343 LEA: 450

1) Please insert the waiver you are requesting. (State request) Allow the flexibility to purchase the **Integrated 1, 2, 3 from Holt McDougal** program materials and student texts that are not on the state adopted list for the new core math curriculum for the upcoming year, but were purchased for our school the previous two years, when it was on the state adoption list.

2) Identify the law, regulation or policy form which you are seeking an exemption.
G.S. 115c- 98b. Use of textbooks not adopted by the State Board of Education

3) Please state how the waiver will be used.
Since there is not a state adopted textbook for these classes, we request the flexibility to use state textbook funds to purchase these books.

4) Please state how the waiver will promote achievement of performance goals.
This program is an excellent resource for students who have been in the integrated math sequence since the 2007 -08 school year.

Balfour Education Center
2529 Asheville Highway, Hendersonville, NC 28791
(828) 697-4629

October 1, 2010
Alternative School Local Options
HSP-C-013

To align with our school improvement plan, Balfour Education Center (BEC) has selected the following three local options for the ~~2010-2011~~ 2011-2012 academic year as mandated by State Board of Education policy HAS-C-013. The description of baseline data that will be used for local option 2 and 4 was gathered in the 2009 -2010 school year. ~~Local option 7 is new this year and the baseline data will be gathered during the 2010 – 2011 school year.~~

Local Option #4

Goal: The percentage of students making measureable progress by increasing attendance, grade point average, proficiency, and/or promotion/*graduation* will increase by 1%.

Local Option #5

Goal: The number of discipline referrals resulting in ISS or OSS will decrease by 5.

Local Option #7

Goal: The number of community members involved with Balfour students weekly is 14 and will increase by 2.

Balfour Education Center

Safe School Plan

Based on GS. 115C-105.27, the ALPS Standards and Implementation Procedures, and HCPS Strategic Plan Goal 2 Objective B

Students and teachers must feel safe in order for effective teaching and learning to take place. The goal of the Safe School Plan is to ensure safety within our school, thus helping with the learning process.

1. Staff Assignments for Supervision

A. Before School

1. Four staff members will be assigned to monitor students in the cafeteria.
2. One staff member will monitor students entering the cafeteria from the parent pick up/drop off area.
3. Two staff members will monitor students unloading from the buses.
4. Two staff members will monitor the student parking lot.
5. One staff member will monitor the area around the office and the girls' restroom.
6. One staff member will monitor the main hallway.

B. During change of classes and during lunch.

7. All staff will remain in the hallways during class change to ensure a smooth transition from one class to another.
 - a. One staff member from Building 4 will post themselves at the door of building 4 to monitor students departing building 4 in route to building 3. One staff member in Building 3 will post themselves at the door of Building 3 to monitor students departing building 3 in route to Building 4.
 - b. Teachers that teach middle school student in the high school areas will go to the middle school and escort their class from the middle school to their class room and vice versa upon completion of class.
8. All staff will escort their individual class to the cafeteria for lunch.
9. Students leaving the cafeteria prior to the end of lunch will ask permission from a staff member and only one student will leave the cafeteria at a time. If more than one student needs to leave the cafeteria, they will be escorted by a staff member.
10. All staff members will escort students to their respective areas after lunch.

C. After School:

11. All staff members will escort their classes to Building 1 for release to the busses, Pick Up/Drop area and the student parking lot.
12. Two staff members will monitor the Pick Up/Drop off area until 3:00 PM, if at 3:00 PM there are still students present, they will escort the students to the office and inform the office staff that the students are present and waiting for their ride.
13. Two staff members and the school resource officer (SRO) will monitor the student parking lot.
14. Two staff members will monitor the loading of busses.

2. Student Vehicles on School Grounds

- A. Students will supply model, make, and license plate number to the office.
- B. No unregistered, uninsured vehicles are allowed on school grounds.
- C. Students may not go to their vehicle during school hours without administrative permission, and they will be escorted by the school resource officer.

3. Entry and Movement of Person on School Grounds

- D. Students moving from one area to another during class time will have a pass issued by the sending staff member indicating the time of departure, authorization and the destination of the student. The receiving staff will check to see if the student has a pass and check the departure time on the pass.
- E. Authorized visitors include: parents, visiting school personnel, social services agencies, guardians, law enforcement personnel. Examples of unauthorized visitors include: vendors, or friends of students.
- F. Visitors are directed to report to the office via a sign on the school front door and must sign in a Visitor's Notebook in the school office.
- G. Suspicious looking or unauthorized visitors are:
 1. Questioned by staff for identification and purpose of visit.
 2. Staff notifies SRO, principal or her designee of an unauthorized visitors' presence.
 3. If directed by the SRO or principal, staff will secure students in classroom and follow lock down procedures.

4. Building Security:

H. During School Hours:

1. Staff will lock all classrooms when not occupied.
2. All custodial closets will be locked at all times.
3. Staff will ensure windows are locked prior to leaving the classroom.

I. After School Hours:

1. Head custodian arms alarm and locks all exterior doors.
2. Staff locks classroom doors and windows daily.
3. Administration will be notified if individual wishes to be in the building after 4:00 PM or during weekends.

5. Staff Communication

J. Routine and Emergency Communication:

1. The office will communicate with classrooms via intercom system.
2. Teachers may communicate with office via office call button located in each classroom or via two way radio.
3. Primarily for Emergency situations, two way radios will be issued to one staff member per building or educational area. The school SRO will monitor all radio communications. Communication with two way radios should be limited and used primarily for emergency situations.

K. Procedures for relaying confidential information discreetly to administrator or her designee regarding potential problems.

1. In a non conflict situation, staff will speak to the principal or her designee in her office behind closed doors.
2. In a conflict/emergency or dangerous situation, staff will use the most expedient method of communication available to inform other staff, SRO and administrator of the situation.

L. Procedure that students may comfortably relay information regarding a serious problem.

1. Students may privately approach a staff member before or after class. Staff members will screen information and notify the administrator.
2. Staff may directly refer students to the guidance counselor, administrator, or SRO, however a written account of the referral must be made and a copy sent to the administrator.

6. Emergency Procedures -

M. Fire:

1. Fire alarm will sound
2. Secretary calls 911.
3. Students and staff leave the buildings through nearest exit.

N. Bomb Threats:

1. Staff communicates threat to administration.
2. Secretary calls 911.
3. Students and staff exit building according to planned exits and assemble on the ball field until the situation is rectified.

O. Natural Disasters:

1. Follow evacuation plans.
2. Staff will supervise students and direct movement as needed.

P. Emergency Dismissals:

1. Superintendent of Henderson County Schools or designee will notify school administrator of school dismissal.
2. School administrator will notify staff and student body.
3. Students will be dismissed at designated time and will use their normal means of transportation or may call home for transportation.

Q. Student Unrest:

1. At the first sign of student unrest, all staff will be notified directly.
2. Staff members will remain alert and report any new developments immediately to administration and use necessary communication methods to inform all staff.

3. If necessary, the involved student (s) will be isolated and dealt with accordingly. (The administrator/designee will make this determination).
4. If situation escalates, 911 will be called. (The administrator/designee will make this determination).
5. If the situation escalates, the school will go into a “shutdown”, (the school administrator/designee will make this determination).

R. Fights and/or Riots:

1. Contact administrator/designee and/or SRO.
2. Contain students in classrooms with doors closed.
3. Separate, isolate, and/or restrain students involved.
4. Remove offenders from campus. (SRO, Administration).
5. Teachers defuse situation. Discussion of the incident should be kept to a minimum as not to escalate to other students.
6. Involved staff members will write an incident report immediately.

S. Armed Intruder:

1. Contact administrator/designee and/or SRO.
2. Administrator will alert office to call 911.
3. Contain students in classrooms with doors closed and locked.
4. Position students behind desks or in protection of closets.
5. Keep students away from doors and windows.
6. Staff and students are to stay in the classrooms until administrator/designee pronounces all is clear.

T. General “Shut-Down” Procedures:

7. During class:
 1. All classrooms will be supervised by at least one staff member with a stand-by if needed. Stand-by personnel are staff members not designated to a specific classroom.
 2. Classroom doors and windows are to remain closed and locked from within.
 3. All students will remain in the classroom unless administrator/designee requests a student.
 4. All available staff members will patrol halls and assist with communications.
8. During class change and lunch:
 1. Staff members will stand outside classrooms.
 2. Other staff will direct students to next period class.
 3. Other staff will patrol grounds until all students are accounted for.
 4. Procedures will continue as designated above.

7. Communication procedures concerning media, parents, the central office, and law enforcement agencies.

T. Refer all of the above to the administrator/designee.

U. Faculty and staff are not to relate any information to any of the above.

8. Approach for addressing school violence issues.

V. Upon enrollment, students are given a "Student Code of Conduct" handbook.

W. Clear and consistent classroom rules displayed in each classroom.

X. After school meetings of staff to discuss and implement safe school research.

Y. School counselor and Conflict Resolution will train student in conflict resolution techniques.

Z. Staff members will attend professional development class for managing violent behavior.

Planning Protocol for Safe and Orderly Schools

Balfour Education Center

Strategies	Resources Required	Time Line	Person(s) Responsible	Evaluation Measures
BEC shall conduct a fire drill each month and complete and file necessary report	Fire procedures	Monthly	Principal	Principals' Report
BEC shall conduct a tornado drill once a year.	Tornado procedures	Once per year	Principal	Principals' report
BEC shall have signs that direct visitors and school occupants.	Production of signs	Beginning of school year	Principal	Signs posted
BEC shall have Weapon Free and Drug Free signs posted on its campus.	Production of signs	Beginning of school year	Principal	Signs posted
BEC will generate maintenance work orders that deal with safety issues on its school site.	Inspection of facility	As needed	Principal	Work order report
BEC shall clearly state and have written expectation of behavior and conduct for all school participants	Develop school rules and procedures	Beginning of school year	Principal	Distribution of rules and procedures.
BEC school staff should review the <i>Henderson County Student Code of Conduct handbook</i> .	Provide <i>Henderson County Student Code of Conduct handbook</i> to staff and students.	Beginning of school year	Principal	Meeting Conducted

Planning Protocol for Safe and Orderly Schools

Strategies	Resources Required	Time Line	Person(s) Responsible	Evaluation Measures
BEC students should be provided a copy of the <i>Henderson County Student Code of Conduct handbook</i> .	Provide copies to students	Beginning of school year	Principal	Distribution of Handbook
BEC will maintain a crisis response plan	Time for organization and development of plan	On going	Principal	Development of plan
BEC shall have a site based CARE Team to evaluate at-risk-students.	On going training	On going	Principal	CARE Team in place and active.
BEC shall turn in to the Superintendent individual incident reports for ISS/OSS etc.	Complete incident report	Turn in incident reports as they occur	Principal	Year End Report
BEC shall review bus safety rules and regulations.	Provide copies of rules and procedures	First ten days of school	Principal	Meeting Conducted
BEC will develop opportunities to promote cultural awareness and social diversity	Classroom activity	As they occur	Principal	Classroom activities
BEC has programs in place that deal with conflict resolution and anger management.	Henderson County Conflict Resolution Center and Class.	On going	Mentors, School Guidance Counselor	Programs in place
BEC has tutoring to work with at-risk-students	After school and Saturday Schools	On going	Principal	Program in place

Planning Protocol for Safe and Orderly Schools
Balfour Education Center

Strategies	Resources Required	Time Line	Person(s) Responsible	Evaluation Measures
BEC will implement PBIS - ACE program	Personnel, matrix, posters,	On going	Principal	Discipline referral rate, Types of referrals
BEC will conduct student recognition programs	Time to organize and develop programs	On going	Principal	Program in place
BEC will promote Character Education.	Time to organize and develop activities	On going	Principal	Activities in use
BEC will develop a brochure that depicts their individual school.	Develop and printing of Brochure	Annually	Principal	Production of Brochure
BEC will develop a method of feedback annually from students, parents, and staff, to determine their perception regarding school safety and climate.	Develop and print collection tool. (i.e. survey).	Annually	Principal	Principals' Survey Evaluation results
BEC will conduct an Open House	Prepare facility and inform public	Annually in September	Principal	Open House schedule