

FFMS GLOSSARY

AIG

The Academically and Intellectually Gifted Program is for students who meet identification criteria established in the local AIG Plan, which must adhere to state standards as approved by the North Carolina Department of Public Instruction.

AMO

Annual Measureable Objectives are a series of performance targets set forth under the federal *No Child Left Behind* legislation.

AMTR

The North Carolina Annual Media Technology Report provides data on school media and technology programs to school, district, and state level stakeholders. The information is based on the school and district level media and technology inventories on July 1 of each year. This report gives both the legislature and the public a yearly snapshot of the state of media and technology programs in North Carolina's schools.

APEX Learning

APEX is a provider of e-learning for K-12 education, offering online courses in mathematics, science, English, social studies, foreign languages, the fine arts, and Advanced Placement.

AVID

The Advancement Via Individual Determination Program (AVID) is a research-based program that targets first generation college-goers or students facing hardships which might negatively impact their preparation for college. Beginning in the sixth grade, students selected for AVID are trained in organizational skills and study skills. They receive individual and group tutoring. They are enrolled in honors courses which will prepare them for college entry.

AYP

Adequate Yearly Progress is a formerly used student performance measure defined by *No Child Left Behind* federal legislation. AYP has been replaced with Annual Measurable Objectives (AMO).

Canvas

Canvas is a Learning Management System that provides a way to simplify teaching and learning by connecting all the digital tools teachers use in one easy place. What happens in each classroom is unique, customized and personalized instruction via a website that is available to students and parents.

CEU

Continuing Education Units are earned by teachers for completing professional development training sessions. CEUs are required for teacher license renewal.

CTE (Career Technical Education)

Formerly known as Vocational Education or Workforce Development, these middle and high school courses prepare students for the workplace.

EC Program

The Exceptional Children's Program is North Carolina's Special Education Program. "Exceptional" students are also referred to as handicapped children, students with IEPs (Individualized Education Plans), and students with disabilities.

ED

Economically disadvantaged students are those who qualify for free or reduced lunch based on federal guidelines.

EOC

End-of-Course tests are state required standardized tests for students in grades 9-12.

EOG

End-of-Grade tests are state required standardized tests for students in grades 3-8.

ESL

English as a Second Language is a term used interchangeably with LEP (Limited English Proficiency) and ELL (English Language Learners). It refers to students whose native language was not English. When ESL students acquire a certain level of proficiency in English, they no longer receive ESL services.

EVAAS

The Education Value-Added Assessment System provides diagnostic information on students' performance over time and predicts future student success.

Flipped Instruction

Flipped instruction is a method of teaching in which new material is studied at home, usually online, and activities normally done as homework are done in class.

Freshman Academy

Freshman Academy is a comprehensive 9th grade transition program designed to help freshman move seamlessly into high school. The focus of the program is academic achievement, school engagement, and school attendance.

Growth

Academic change as measured by the difference between measured achievement for the current year and previous year(s).

HAIKU

Haiku is the Learning Management System used by Dare County Schools. A Learning Management System is an online application that enhances and supports classroom instruction by managing instructional content, identifying and assessing individual learning, and tracking student progress. Teachers use Haiku as a communication tool for students and parents.

Home Base

Home Base is an instructional improvement system and student information system for teachers, students, parents, and administrators. Home Base is being implemented statewide during the 2013-2014 school year.

Intervention/Enrichment

Each school's schedule builds time into the school day for intervention/enrichment activities. FFMS calls this Hawk Time.

LMS

Learning Management System (Haiku) is an online application that enhances and supports classroom instruction by managing instructional content, identifying and assessing individual learning, and tracking student progress. Teachers use Haiku as a communication tool for students and parents.

MSL

Measures of Student Learning are now known as NC Final Exams (previously known as NC Common Exams).

NBCT (National Board Certified Teacher)

To become a National Board Certified Teacher, teachers must complete a year-long self-assessment process reviewed by peer evaluators, and demonstrate advanced teaching knowledge, skills, and practices.

NCDPI

North Carolina Department of Public Instruction implements the state's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade public education.

NC Falcon

North Carolina's Formative Assessment Learning Community's Online Network for Public Schools provides online professional development modules for teachers.

NCSIS

North Carolina Student Information System is part of the new statewide Home Base system.

NCWise

North Carolina's former Student Information System, NC Wise, has been replaced with the new Student Information System in Home Base, NCSIS.

NED

Students who are not economically disadvantaged are not eligible for free and reduced lunch based on federal guidelines.

One-to-One Laptop initiative (1:1 laptop initiative)

The one-to-one laptop initiative is an instructional approach which assigns a laptop to each student in grades 6 through 12 for use during the school day and at home.

PBiS

Positive Behavior Intervention and Support Program provides interventions for identifying, adapting, and sustaining effective school-wide disciplinary practices.

PDP

A Professional Development Plan is based on the North Carolina Professional Teaching Standards, and includes goals, strategies, and an assessment of the teacher's progress in improving professional skills.

PLC

Professional Learning Community is a collaborative group of teachers and administrators that analyzes student performance data and makes instructional decisions based on the data.

Power School

Power School is part of Home Base, NC's web based student information system

PORT

PORT Human Services is a Critical Access Behavioral Health Agency licensed by the NC Department of Health and Human Services. PORT provides support services in the areas of substance abuse and mental health for students and their families within the school setting.

Problem-Solving Teams

Problem-Solving Teams are comprised of educators from multi-discipline areas that create customized intervention plans for struggling students who have not responded to lesser levels of academic support. Problem-Solving Teams analyze student data and use the results to identify the problem area and implement research-based strategies to target that area.

Proficiency

Proficiency indicates the percentage of students performing at or above grade level.

PTO

Parent Teacher Organization and Parent Teacher Student Organizations support the school in a variety of ways through volunteer and fundraising activities.

RttT

Race to the Top is the name given to competitive federal funds for which states must apply. North Carolina receives Race to the Top money. In turn, Dare County Schools receives approximately \$60,000 a year for 4 years (2011-2015). The money is being used to implement the state's new curriculum.

READ 180

READ 180 is a computerized, direct instruction program for struggling readers which is based on research from Vanderbilt University.

RTI

Response to Instruction is a problem-solving model with tiered interventions targeted for at-risk students.

SGA

Student Government Association is a high school student leadership group that represents the student body and presents questions, suggestions, and concerns to the school administration.

SIOP

Sheltered Instruction Observation Protocol defines content and language objectives that target English Language Learners but benefit students of all backgrounds.

SIP

School Improvement Plans set out each school's goals along with strategies and indicators for achieving those goals. SIP goals are aligned with the Dare County Schools Board of Education goals, State Board of Education goals, and the AdvancED standards.

SIT

Each school is required to have a School Improvement Team (SIT) whose elected members are representative of parent, teacher, and support staff groups, in addition to the school's administration. The SIT gathers input from staff, analyzes a variety of data, and develops the School Improvement Plan (SIP) based on the data. Once the SIP is approved by the Board of Education, the SIT monitors implementation of the plan and reviews results for continuous improvement.

SRO

The School Resource Officer is a law enforcement officer provided by the county or town and assigned to a school as a safety and security measure. SROs work with the school administration to help create a peaceful campus environment through educational activities, guidance, and communication.

STEM

Science, Technology, Engineering and Math skills are critical for student success in college, career, and life.

Study Island

Study Island is a technology-based instructional and assessment program for reading, math, and science.

TWC Survey

The Teacher Working Conditions Survey is a bi-annual state-provided survey for all teachers in North Carolina.

WICOR Strategies

WICOR incorporates teaching/learning methodologies in Writing, Inquiry, Collaboration, Organization and Reading. The AVID Program incorporates WICOR strategies.

WIDA ACCESS

World-Class Instructional Design and Assessment (WIDA) and Assessing Comprehension and Communication in English State-to-State (ACCESS) provide standards and assessments for English Language Learners (ELLs).

Xtra Math

Xtra Math is an online math program that helps students become fluent in addition, subtraction, multiplication, and division math facts.

First Flight Middle School

2015-17

Principal: Tim Albert

Approved by Local Board of Education Date:

School Improvement Team Membership

Committee Position	Name
Principal	Tim Albert <i>Tim Albert</i>
Assistant Principal	Dave Guiley <i>Dave Guiley</i>
Teacher Representative	Mora Newton <i>Mora Newton</i>
Teacher Representative	Landra Cartwright <i>Landra Cartwright</i>
Teacher Representative	Holly Gibbons <i>Holly Gibbons</i>
Teacher Representative	Terry Wingenroth <i>Terry Wingenroth</i>
Teacher Representative	Terry Maurer <i>Terry Maurer</i>
Teacher Representative	Paula Miller <i>Paula Miller</i>
Teacher Representative	Maria Wise <i>Maria Wise</i>
Teacher Representative	Gigi Ward <i>Gigi Ward</i>
Teacher Representative	Cliff Jenkins <i>C. Jenkins</i>
Parent Representative	Karen Lewis <i>Karen Lewis</i>
Parent Representative	Stephanie Huband <i>Stephanie Huband</i>
Parent Representative	Jennifer Kovacs <i>Jennifer Kovacs</i>
Parent Representative	Lisa Crumpler <i>Lisa Crumpler</i>

First Flight Middle School School Improvement Plan 2016-2018

Vision

Prepare students to be productive citizens of the world.

Mission

First Flight Middle School is a collaborative learning community fostering relationships that support individual student achievement.



Goal 1: FFMS students will demonstrate high student performance as measured by the End of Grade (EOG) and End of Course (EOC) tests.

District Goal: Prepare all students for college, careers, and life.

State Board of Education Goal: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

AdvancED Standard 1: Purpose and Direction

AdvancED Standard 3: Teaching and Assessing for Learning

AdvancED Standard 5: Using Results for Continuous Improvement

Goal 2: FFMS will promote healthy students in a safe, orderly, and caring environment.

District Goal: Prepare all students for college, careers, and life.

State Board of Education Goal: Every student is healthy, safe, and responsible.

AdvancED Standard 4: Resources and Support Systems

Goal 3: Through staff development, we are 21st Century professionals.

District Goal: Recruit, train, and retain quality teachers and administrators.

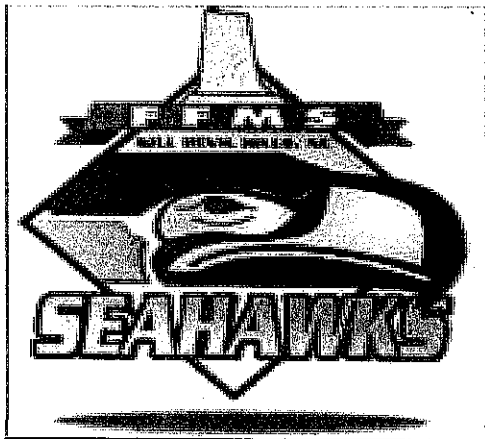
State Board of Education Goal: Every student, every day has excellent educators.

AdvancED Standard 1: Purpose and Direction

AdvancED Standard 2: Governance and Leadership

AdvancED Standard 4: Resources and Support Systems

First Flight Middle School School Improvement Plan 2016-2018



Goal 4: FFMS will strive to develop leadership for innovation.

District Goal: Engender community support through an active public relations program.

State Board of Education Goal: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

AdvancED Standard 1: Purpose and Direction

AdvancED Standard 2: Governance and Leadership

Goal 5: The educational professionals at FFMS will model digital learning systems in their practice.

District Goal: Prepare all students for college, careers, and life.

State Board of Education Goal: Every student, every day has excellent educators.

AdvancED Standard 4: Resources and Support Systems

Goal 1: FFMS students will demonstrate high student performance as measured by the End of Grade (EOG) and End of Course (EOC) tests.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Plan and implement Problem-Based-Learning work and projects. • Integrate total literacy across the curriculum. (Reading and Writing) • Increase enrollment in high school classes. • Plan and implement instructional activities utilizing Revised Bloom's Taxonomy and Depth of Knowledge questioning strategies. • Encourage professional collaboration across the curriculum within Professional Learning Communities. • Expand philosophy of the AVID program across grade levels. • Use Homebase Instructional Improvement System to analyze test data. • Use EVAAS to predict student EOG proficiency levels. 	<ul style="list-style-type: none"> • a) The number/percentage of teachers implementing interdisciplinary lessons; b) The percentage of students completing projects utilizing problem based learning • The percentage of students by grade level who meet expected or high growth on the Reading EOG test • The number/percentage of students enrolled in high school credit bearing classes • The number/percentage of teachers who utilize Revised Bloom's Taxonomy and Depth of Knowledge questioning strategies in their daily lessons • The number of team planning meetings by grade level held throughout the school year • a) The number/percentage of students enrolled in AVID in grades 6, 7, and 8; b) The percentage of students by grade level who utilize AVID strategies; c) The participation of various staff members on school wide AVID committee • a) The number and percentage of teachers using Homebase Instructional Improvement System b) The number and percentage of teachers using data to guide intervention • The number of students who meet expected growth on EOG/EOC tests.

Goal 1: FFMS students will demonstrate high student performance as measured by the End of Grade (EOG) and End of Course (EOC) tests.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Administer common formative assessments. • Implement strategies to close the achievement gap. • Implement the Intervention Program during school to assist struggling students. • Utilize a variety of data sources (EVAAS, EOGs/EOCs, math test data, benchmarks, formative assessments, etc.) to meet the academic needs of students. • Celebrate academic success with quarterly recognition. • Implement Personalized Education Plans (PEPs) for all at risk students. • Implement "working lunch" program as a strategy in the FFMS pyramid of interventions to address student academic needs. • Utilize the use of electronic resources to reduce the amount of teacher paperwork. 	<ul style="list-style-type: none"> • a) The number/percentage of teachers administering common formative assessments and benchmarks b) The percentage of students who meet expected or high growth on the EOG tests • a) The number of strategies implemented to close the achievement gap (including the Intervention program, Hawk Time, Study Skills classes, AVID, and data analysis); b) The number/percentage of students who participate in these programs/classes= • The number/percentage of students receive intervention services during the day • The number/percentage of students by grade level who meet expected or high growth on the Math EOG test • The number/percentage of students by grade level who are recognized at these events • One-hundred percent of at-risk students have PEPS • The number/percentage of students per grade level participating in "working lunch" • Increase the number of electronic resources used by teachers in addition to the following: <ul style="list-style-type: none"> - Evaluation Instrument - Field Trip Forms - Secondary Employment Form - Learning Management System - Benchmark Testing - Educator's Handbook

Goal 2: FFMS will promote healthy students in a safe, orderly, and caring environment.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Present cultural arts programs throughout the school year in order to acknowledge and celebrate cultural differences. • Use consistent enforcement of the pyramid of intervention strategies for discipline consequences. • Implement Dare County Schools' Drug Testing Policy. • Implement the Positive Behavioral Interventions and Support program. • Implement Problem Solving Team (PST). • Continue diligent adult supervision of students campus-wide. • Educate students about bus safety. • Utilize installed interior/exterior video cameras. • Review and discuss the FFMS Crisis/Incident Response Plan as necessary. • Implement and practice all emergency procedures. 	<ul style="list-style-type: none"> • The number/percentage of students participating in the cultural arts programs. • The number/percentage of students by grade level and by intervention strategy. • The number/percentage of students who participate in this program • a) The number/percentage of students who participate in this program; b) The number of classroom presentations conducted by Counselors and Resource Officer to address bullying • The number/percentage of PST meetings conducted yearly • a) The number/percentage of staff members who continuously monitor and supervise students; b) The number of interior/exterior cameras that are working • The number of education opportunities afforded to students regarding bus safety, including loading and unloading, safe seating, and emergency procedures • The number/percentage of incidents reviewed using this system • The number of Crisis Team meetings • The number of fire drills, lockdown procedures, and tornado drills conducted

Goal 2 (Continued): FFMS will promote healthy students in a safe, orderly, and caring environment.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Engage students in organized year long Physical Education classes. • Strengthen and maintain communication between family and school by e-mail, conferences, school web page, teacher web pages, Parent Portal, Haiku and/or Canvas, telephone calls, and newsletters. • Communicate and promote student activities on Dare County's Public Access Government TV. • Disseminate information about school events and highlight achievements on the dedicated Facebook page and morning broadcast. • Facilitate communication between family and school through PTO website and blog. • Implement Problem Solving Team (PST) Intervention Process (pyramid of intervention strategy). • Promote the Intervention program in order to close the achievement gap. • Provide Study Skills and Flight School classes for regular education, limited English Proficient, and exceptional identified students needing support within the school day in order to close the achievement gap. • Provide all students with at least 30 minutes of physical activity each day. • Assist students in their transition from elementary to middle school. • Assist students' transition to high school. 	<ul style="list-style-type: none"> • The number/percentage of students by grade level who participate in physical education classes • a) The number of parent conferences scheduled, duplicated and unduplicated; b) The number of parent letters sent home by the principal; c) The number of communication strategies utilized by teachers as noted in their Parent Contact Logs • The number of events and activities posted weekly on Government TV • a) The number of events and achievements posted on the page; b) The number of ongoing conversations and communications facilitated by the page • The number of parent and family communications • The number of student concerns by grade level, duplicated and unduplicated, discussed with the PST • The number/percentage of students by grade level who receive intervention services, tracking by number of sessions attended • The number/percentage of students by grade level who are enrolled in the Study Skills classes • One hundred percent of students have 30 minutes of physical activity each day • a) School tour and meeting with staff; b) new student orientation c) mailings to parents • School tour and meeting with guidance counselors from the high school.

Goal 3: Through staff development, we are 21st Century professionals.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Provide staff development opportunities for use of technology in the classroom/curriculum. • Provide staff development opportunities outside of the district as staff development funds allow. • Integrate technology across the curriculum through Parent Portal and Haiku/Canvas. • Integrate writing across the curriculum as facilitated by the Common Core and Essential Standards curriculum. • Implement the "Writing Process" in Language Arts classrooms. • Provide planning time for grade level team meetings, content area at grade level meetings, and content area across grade levels meetings. • Collaborate at yearly meetings with teachers from high school and elementary feeder schools to assist students in transition. • Implement benchmark assessments in all four core classes. • Analyze data from common formative assessments. • Provide teachers with duty-free lunch and five hours of planning per week. 	<ul style="list-style-type: none"> • a) The number/percentage of teachers that attend staff development opportunities; b) The number of technology staff development opportunities available to staff. • a) The number/percentage of staff that attend staff development sessions outside of the district; b) The number of staff development opportunities available to staff • The number/percentage of teachers that integrate technology in their subject areas • The number/percentage of teachers that integrate a variety of writing methods in all subject areas, including writing short essay answers and report writing • The percentage of LA teachers that utilize the "Writing Process" • The number/percentage of teachers who attend grade level team, content area at grade level, and content area across grade levels • The number/percentage of teachers who attend a yearly meeting with teachers from high school and elementary feeder schools • The number/percentage of core teachers by grade level who administer and analyze formative assessments • One hundred percent of teachers are scheduled for duty-free lunch and planning time

Goal 4: FFMS will strive to develop leadership for innovation.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Schedule parent/teacher conferences throughout the year as needed. • Communicate with parents via e-mail or website on a regular basis. • Update and maintain FFMS, DCS websites, FFMS segment on Government TV. • Network with community associations such as Friends of the Coastal Wildlife Refuge, The Chamber of Commerce of Dare County, Dare Education Foundation (DEF), Friends of Youth, and Fellowship of Christian Athletes. • Promote membership in the FFMS PTO. • Promote FFMS Athletic and AVID Booster Club. • Communicate academic progress of students via interim reports, Parent Portal, and report cards. • Recognize Principal's list students. • Recognize Honor Roll students. 	<ul style="list-style-type: none"> • The number/percentage of parent conferences, duplicated and unduplicated, scheduled throughout the year • The number of communication strategies utilized by teachers as noted in Parent Contact Logs • The number of activities/events posted on the school website and Government TV • The number of community associations and business partners who support FFMS • The number/percentage of members in the FFMS PTO • The number of parents and business partners who sponsor the FFMS Athletic and Avid Booster club • The percentage of positive comments noted on the reports from teachers and principal • a) The number/percentage of students by grade level who participate in these events; b) The percentage increase in the number of students who participate in these events

Goal 4: FFMS will strive to develop leadership for innovation.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Utilize FFMS campus for a variety of community activities. • Encourage and promote community volunteers to participate in the school in various capacities as needed. • Encourage membership in the FFMS PTO. • Encourage membership in the Dare Education Foundation (DEF). • Utilize opportunities for grants from the DEF. • Maintain active business partnerships in the community. • Promote student participation in literary and other fine arts events sponsored by FFMS and the community, including the before school "Strings Program". • Utilize peer tutors from First Flight High School. 	<ul style="list-style-type: none"> • The number of community events held at FFMS • a) The number/percentage of school volunteers; b) The number of volunteer hours • The number/percentage of FFMS PTO members • The number/percentage of FFMS DEF members • The number of DEF grants awarded to FFMS • The number of business partnerships • The number/percentage of students who participate in these events • a) The number of peer tutors who participate in this program; b) The number of teachers who have FFHS peer tutors assigned to their classrooms

Goal 5: The educational professionals at FFMS will model digital learning systems in their practice.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Provide staff development opportunities for use of technology in the classroom/curriculum. • Employ data-driven decision making strategies to ensure student success in tested subject areas. • Utilize a variety of means to communicate with parents. • Utilize community resources to expand educational opportunities. • Provide off campus staff development opportunities for teachers. • Encourage and support teachers to pursue National Board certification. • Provide planning time to develop, review and revise core subject pacing guides. • Provide five hours of planning per week for teachers. 	<ul style="list-style-type: none"> • The number/percentage of teachers participating in technology staff development • The number/percentage of students by grade level earning Expected Growth or High Growth on End-of Grade tests training throughout the school year • The number/percentage of teachers who communicate with parents regularly via e-mail. Other means of communication include student planners, telephone calls, Government TV, school website, Parent Portal, and Canvas • a) The number/percentage of school volunteers and volunteer hours; b) The number of FFMS PTO Cultural Arts assemblies each school year; c) The number of guest speakers invited to FFMS • The number/percentage of teachers who attend staff development conferences/seminars • The number/percentage of teachers earning National Board certification (presently have eight teachers who have earned NBC) • The number of vertical team planning meetings with other district middle school teachers and teachers from elementary feeder schools • One hundred percent of teachers have five hours of planning per week

Goal 5: The educational professionals at FFMS will model digital learning systems in their practice.

Major Strategies	Indicators
<ul style="list-style-type: none"> • Submit a comprehensive annual budget request. • Seek input from all stakeholders in budget preparation. • Maintain sound financial/payroll records. • Supervise custodial staff in maintaining cleanliness of school building and grounds. • Submit maintenance requests in a timely manner. • Identify technology and learning tools needed to support digital learning. • Integrate one-to-one instruction using digital learning devices (Chromebook). • Utilize necessary components to provide school broadcast capabilities to each classroom. • Train all staff members in the use of software, hardware, and programs to meet digital learning standards. • Analyze test data to improve instruction and accountability. 	<ul style="list-style-type: none"> • The number of items/areas of improvement listed in budget • The number of stakeholders actively involved in the budget process • Percentage of positive feedback from school staff, administrators, supervisors, and auditors • The number of inspection reports completed by school administration • The number/percentage of maintenance requests submitted to the central office • The number of classrooms fully equipped with 21st Century technology, including network access, student computers, sound fields, telephone, video projectors and cable TV • 100 percent of students will have access to a digital learning device • The number of classrooms fully equipped to receive broadcast events • a) The number of technology staff development opportunities; b) The number/percentage of teachers participating in these staff development sessions • The number/percentage of students by grade level and sub group who meet expected or high growth on EOG and EOC tests

**First Flight Middle School
School Improvement Plan
2015-2017**

Appendix

I. Safety Components

The School Improvement Team endorses the Confidential Safety Components of the School Improvement Plan. For reasons of security, these safety components are not part of the published School Improvement Plan.

II. "Deborah Greenblatt Act" requirements

"The Deborah Greenblatt Act" is an act to clarify the permissible use of seclusion and restraint in public schools and to provide training in management of student behavior. The Dare County Schools is dedicated to implementing and following all the requirements as set forth in this law.

The Dare County Schools will ensure that all appropriate school personnel are trained in the management of disruptive or dangerous student behavior. This will include instruction in positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. Appropriate school personnel to receive training include, but are not limited to, teachers, teacher assistants, school administrators, bus driver, school resource officers, school psychologists, and school counselors, with priority for those staff members most likely to be called upon to prevent or address dangerous student behavior. The Dare County Schools will also ensure that all lateral entry teachers receive pre-service training in the areas described above, as well as training in the identification and education of children with disabilities. The effectiveness of this training will be evaluated by a continual review of the documentation and reporting data required for each incident.

Finally, the Dare County Schools will follow all procedures as set forth in this law as required for notification, reporting and documentation.

III. Services for At-Risk Students

- Counselor Support Services
- Parent Conferences
- Problem-Solving Team
- Community Partnerships and Resources

IV. Discipline

- Dare County Schools Code of Student Conduct
- Positive Behavior Intervention Support (PBIS)