



Academy at Middle Fork

APPALACHIAN STATE UNIVERSITY®

2020 - 2021

Handbook

*for Parents, Students,
Staff and Visitors*

Table of Contents

Mission Statement	4
Commitments	4
Academy Team	5
Admissions	7
Overview of Academic Program	7
Literacy Workshop	7
Balanced Curriculum	8
Curriculum Team	10
Student Academic Performance and Assessment	11
Daily Schedule	12
School Year Calendar	12
Student Conduct	13
Behavior Support	13
Behavior Support/Student Conduct for Students with Disabilities	14
Discrimination, Harassment, and Bullying	15
Student Health Care	15
School Safety and Emergency Preparedness Overview	16
Attendance	17
Sustainability	17
Campus Team	18
2020 -2021 Academy Advisory Board	19
Connect!	19

Mission Statement

Appalachian State University Academy at Middle Fork provides a balanced education for children, teachers, principals and families through the implementation of research-based practices, state of the art literacy instruction, and exemplary classroom instruction and administration. The Academy is a model for professional development and social justice emphasizing sustainable practices in global education and responsible living.

Commitments

1. **Learning Together**

We build and improve professional partnerships in education through collaboration and the joint goal of high-quality instructional programming benefiting families, communities, staff, and other stakeholders.

2. **Developing the Whole Child**

We foster the social, emotional, cognitive, and developmental needs of the whole child.

3. **Boosting Academics**

We prepare students for academic success and life by increasing their academic skills with the implementation of an early literacy concentration, literacy workshop, and interdisciplinary curriculum.

4. **Amplifying Sustainability**

We model responsible, sustainable living. We pursue civility, equity and equality, healthy living, nutrition and fitness, and respect for the environment within the framework of an integrated, interdisciplinary curriculum inclusive of the arts.

Academy Team

Principal	Tasha Hall-Powell
Director of Curriculum & Instruction	Amie Snow
Assistant Dean, Reich College of Education	Hannah Reeder
Director of Student Affairs and Emergency Management	Darron Daniels
Data Manager	Damita Sharp
Administrative Support and School Finance Specialist	Melanie Hicks-Lane
Social Worker	Rhonda Lang
Transportation and Testing Coordinator	Tanika Hawkins
Nurse	Meleah Cox
Technical Assistant	Conrad Drew
Kindergarten Teacher	Kim Britt
Kindergarten Teacher	Matt Hamm
Kindergarten Teacher	Brittany Hendricks
First Grade Teacher	Marla Cantrell
First Grade Teacher	Melissa Boyd
First Grade Teacher	Alicia Kinzer
Second Grade Teacher	Brent Macrow
Second Grade Teacher	Kori Trainor
Second Grade Teacher	RaChelle Wood
Third Grade Teacher	Suzanne Smith
Third Grade Teacher	Julie West
Third Grade Teacher	Heather Wham
Fourth Grade Teacher	Liliana Martinez

Fourth Grade Teacher	Hannah Cope
Fourth Grade Teacher	Alixandra Shaver
Fifth Grade Teacher	Cathy Ryan
Fifth Grade Teacher	Allison Phelps
Fifth Grade Teacher	Monique Johnson
AIG Teacher	Eric Groce
Art Teacher	Megan Garner
Music Teacher	April Whitfield
Health/PE/Fitness	Robin Phelps
Media Specialist	Carla Clayton
EC Teacher / Case Manager	Angela Claudio
EC Teacher / Case Manager	Desteney Greene
EC Teacher / Self-Contained	
ESL Teacher	Joseph Fewell
ESL Teacher	Chantae Reynolds
Teacher Assistant	Denisse Alvarez
Teacher Assistant	Ayden Tackett
Teacher Assistant	Ellen Anderson
Teacher Assistant	Bernadette Sexton
Teacher Assistant	Jessica Hill
Teacher Assistant	Abigail Kirkman
Teacher Assistant	Joanna Romine
Teacher Assistant	Rebecca Nieves

Admissions

The Academy recognizes the need for consistent, open, and transparent admissions practices. The Academy will adhere to the legal requirements set forth in N.C.G.S. 116-239.5, as it may be amended from time to time. The Academy shall not limit admissions based on race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information, or sexual orientation. The purpose of this Admissions Policy is to define the procedures that shall apply regarding all admissions at the Academy. Please refer to the following link for more information about admission to the Academy.

Admissions Policy:

middlefork.appstate.edu/policies-forms-handbook/admissions-policy

Overview of Academic Program

In keeping with the commitments of the Academy to **learn together**, **develop the whole child**, **boost academics**, and **amplify sustainability**, the three key innovations that are evident at the Academy are:

1. The implementation of a **literacy workshop** approach to teaching all students in K-5 classrooms,
2. The implementation of a **balanced curriculum** that is inclusive, integrated, and interdisciplinary,
3. The implementation of targeted **professional development** for practicing teachers and teaching assistants.

Literacy Workshop

The literacy workshop approach to teaching for all students in K-5 classrooms involves children in reading, writing, speaking, and listening as every student engages in language arts through sustained, targeted, and differentiated instruction. This approach is designed to improve and enrich literacy. Students engage in multiple literacy activities including guided

reading and writing in the early grades scaffolding up to independent, autonomous reading and writing of self-selected topics in the upper grades. Dr. Beth Frye, professor of reading education in Appalachian's Department of Reading Education and Special Education, works with Academy teachers and Appalachian faculty to connect literacy workshop practices with the Academy's school-wide strands.

Books!

Books are vital to the literacy workshop and the quantity, types, and levels of the books are critical. Books that match the readers' levels and interests, prepared and available on desks/table-tops for quick browsing, are present in every classroom. These book bins reflect a wide range of materials from a leveled, diverse, and inclusive classroom library.

The workshop relies heavily on the daily reading aloud of texts along with "accountable" talk. Teachers read aloud and allow time to think and talk about the shared text at least daily. Partnership work is an essential component of the literacy workshop structure. In addition to independent reading, partnerships allow time each week for students to read and talk together, as well as provide support for growing readers' stamina.

Students write daily during *Interdisciplinary Writing Workshop*. They begin with self-selected topics to develop writing fluency and engage in the writing process to gradually introduce and sustain their writing across different areas/genres.

Balanced Curriculum

Teachers, students, administrators, university faculty, and community members engage in the process of planning for learning and curriculum design. The Director of Curriculum & Instruction works closely with the Principal, Director of Student Affairs, and Appalachian faculty in constructing and implementing a balanced curriculum that is inclusive, integrated, and interdisciplinary. Vertical and horizontal alignment are

integrated as well as the strategic and organic integration of other key educational components such as health, fitness, well-living, nutrition, visual arts, theatre arts, sustainability and media studies. Four key components to the balanced curriculum are as follows:

1. The implementation of four strands throughout the academic year. The four strands are: **Identity**, **Movement**, **Our World**, and **Changes**.
 - Strand 1 - **Identity** - August 2020 - October 2020
 - Strand 2 - **Movement** - October 2020 - January 2021
 - Strand 3 - **Our World** - January 2021 - March 2021
 - Strand 4 - **Changes** - April 2021 - June 2021
2. Grade-level and developmentally appropriate application of the school-wide strands including implementation suggestions/strategies and professional development for teachers aligned with state standards, common core, and professional interests.
3. Materials and resources to support the professional development and implementation suggestions.
4. Interdisciplinary and integrated content including the arts, fitness, and media studies for children, families, and community members.

Interdisciplinary studies are integrated by teaching the content areas every day through integrated activities in the literacy workshop as well as dedicated social studies and science lessons. Dr. Eric Groce, professor of social studies education in Appalachian's Department of Curriculum and Instruction, works with social studies educators and community partners, such as Old Salem, to provide resources and support materials integrating social studies and the community with the identified strands. Dr. Lisa Gross, professor of science education in Appalachian's Department of Curriculum and Instruction, works with the college faculty in providing teachers with lesson plans and resources linking the four strands to science topics. Implementation of the **Investigations** math curriculum is directed by Dr. Lisa Poling, associate professor of math education in Appalachian's Department of Curriculum and Instruction.

In providing a balanced education within the context of the mission statement and commitments, the arts and physical education programming

connect with the four strands. Highly motivated and dedicated art, music, and health/pe teachers work with classroom teachers and Appalachian faculty.

The media center is a vibrant space for the promotion of literature, media studies, and the creative implementation of a variety of instructional and technical tools to enrich literacy and integrate literature/technology.

Services for *Exceptional Children* (EC) are facilitated by EC classroom teachers within the context of the least restrictive environment. Dr. Debra Prykanowski, assistant professor of special education in Appalachian’s Department of Reading Education and Special Education, connects with classroom teachers, school administration, and families to assist the Academy in meeting the needs of every child.

Students whose primary language is not English are served by two *English as a Second Language* (ESL) teachers. Dr. Rebecca Jordan, assistant professor of Reading Education and Special Education in Appalachian’s Department of Reading Education and Special Education, provides language services and support structures to the wider school community and to teachers and students of the reading clinic.

Curriculum Team

Academy Director of Curriculum & Instruction	Amie Snow
Interim Director, Reich College of Education	Hannah Reeder
Appalachian Literacy Curriculum	Beth Frye
Appalachian Math Curriculum	Lisa Poling
Appalachian Social Studies Curriculum	Eric Groce
Appalachian Science Curriculum	Lisa Gross
Appalachian Special Education Curriculum	Debra Prykanowski
Appalachian English Language Learners Curriculum	Rebecca Payne Jordan

Student Academic Performance & Assessment

The Academy acknowledges the importance of a challenging, balanced curriculum. The Academy is committed to providing a quality education with opportunities for all students, Kindergarten through Grade 5, to develop intellectually, socially, physically and emotionally. A variety of teaching strategies and resources are used to maximize learning and address individual student needs. Students are provided a safe, nurturing environment built on respect and the celebration of cultural and individual differences that will allow them to advance towards mastery of the designated curriculum.

A variety of assessment measures are implemented depending upon the nature of the learning activity and the classroom context. Formative, summative, informal, and formal measures are combined to create a portfolio of authentic artifacts as well as data-based measures to document student progress. PowerSchool and HomeBase are utilized consistently by both Academy staff and Appalachian. End of Grade Tests are administered in keeping with the legislation and expectations of the state.

Please see the link that follows for information on the grading scale, grading code, record keeping, promotion and retention, and grade reporting.

Student Academic Performance Policy:

middlefork.appstate.edu/policies-forms-handbook/student-academic-performance-promotion-and-retention

Daily Schedule

The daily schedule for the students at the Academy reflect four major commitments:

1. **Learning together** through high-quality instructional programming
2. **Developing the whole child** through engaging activities that meet their social, emotional, and cognitive needs
3. **Boosting academics** by investing in a literacy-rich, integrated, interdisciplinary curriculum
4. **Amplifying sustainability** by teaching sustainable living.

Students, staff, and community members come together to provide authentic, meaningful, real-world learning situations that reflect all the important subject areas, visual and performing arts, and global interests. Interdisciplinary Studies includes a balance of social studies, science, and literature. The daily schedule reflects the following components (in varied order and according to grade level): 1) Morning Meeting, 2) Reading Workshop, 3) Shared Reading, 4) Math, 5) Interdisciplinary Writing, 6) Lunch, 7) Recess, 8) Interdisciplinary Studies, 9) Specials (Art, Music, PE, Media).

School Year Calendar

In keeping with the transportation and nutrition schedule of our public school partner, the Academy will follow the same school year calendar as Winston-Salem/Forsyth County Schools. This includes arrival/dismissal, early dismissal, teacher inservice days, parent/teacher conferences, holidays, summer days, and open house. Additionally, the Academy will use the RoboCall system, written notices, and website notifications to inform families of assemblies, family night events, Title I events, and other community development activities.

Student Calendar:

middlefork.appstate.edu/sites/default/files/academy_calendar_2020.pdf

En español:

middlefork.appstate.edu/sites/default/files/academy_calendar_2020_spanish.pdf

Student Conduct

The Academy recognizes its responsibility to provide each student an equal opportunity to receive an education and to provide an atmosphere in its school which is conducive to learning and which protects student freedoms guaranteed by the Constitution of the United States. In order to meet these responsibilities, the Academy adopts a policy concerning student behavior.

All decisions related to student behavior are guided by the Academy's educational objective to teach responsibility and respect for cultural and ideological differences and by the Academy's commitment to creating a safe, orderly and inviting school. Student behavior policies are provided in order to establish: 1) expected standards of student behavior, 2) principles to be followed in managing student behavior, 3) consequences for prohibited behavior violations, and 4) required procedures for addressing misbehavior.

Please refer to the following link for more information about the student behavior policy.

Student Behavior Policy:

middlefork.appstate.edu/policies-forms-handbook/student-behavior-policy-code-conduct

Behavior Support

The Academy integrates both Positive Behavior Instructional Support (PBIS) and restorative justice practices in working to meet the social & emotional needs of all children. The *Director of Student Affairs* work with faculty to implement the processes outlined in the Student Behavior/Student Conduct Policy and integrate those within the everyday programming of the school. They collaborate with the *Principal* and school leadership teams to help implement and facilitate practices that positively benefit the children and community. The *Principal, Director of*

Curriculum & Instruction, and *Director of Student Affairs*, facilitate, and maintain an expectation for Morning Meetings each day in every grade level to set a positive school-wide climate.

A positive school environment is an essential component of the Academy. All teachers, children, faculty, community members, volunteers, and staff commit to meeting the needs of the whole child by focusing on the strengths of each individual member of society. Respect for each other, the environment, and all living beings is demonstrated on a daily basis at the Academy. Our school motto is **learning together**, and in doing so, we are making a commitment to the essentials of **HIKE: Honesty, Integrity, Kindness, Excellence**. **HIKE** is the basis for the positive incentive plan for the Academy and is integrated within the context of the *Positive Behavior Intervention & Support Plan* and principles of *Restorative Justice* for a healthy school environment.

Behavior Support/Student Conduct for Students with Disabilities

The Academy recognizes its responsibility to provide each student an equal opportunity to receive an education and to provide an atmosphere in its school which is conducive to learning and which protects student freedoms guaranteed by the Constitution of the United States. The discipline, suspension and expulsion of students with handicaps and disabilities is governed by state and federal law. Please see the link that follows for more information on the Appalachian State University Academy at Middle Fork Discipline of Students with Disabilities Policy.

Discipline of Students with Disabilities Policy:

middlefork.appstate.edu/policies-forms-handbook/discipline-students-disabilities

Discrimination, Harassment & Bullying

The Academy acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The Academy will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities. Please see the link that follows for specific information on prohibited behaviors and consequences for bullying, discrimination, harassment, protected status, sexual harassment, and reporting and investigating complaints of discrimination, harassment or bullying.

Prohibition Against Discrimination, Harrassment, and Bullying:
middlefork.appstate.edu/policies-forms-handbook/prohibition-against-discrimination-harassment-and-bullying

Student Health Care

It is a goal of the Academy to aid students in the development and maintenance of good physical and mental health. The Academy meets the same health and safety standards required of any North Carolina local school administrative unit. While students and parents are primarily responsible for student health, North Carolina law places certain duties and responsibilities upon public school personnel including: 1) screening and observing pupils in order to detect health problems, 2) providing medical care to students in accordance with State Board of Education policy, 3) administering any drugs or medications prescribed by a health care provider upon written request of a parent, 4) giving emergency health care when reasonable apparent circumstances indicate any delay would seriously worsen the physical condition or endanger the life of the pupil, and 5) performing any other first aid or life-saving techniques in which the employee has been trained in a program approved by the State Board of Education.

A registered nurse is available to the Academy for assessment, care planning and the on-going evaluation of students. Please refer to the link that follows for more information on the student health care policy.

Student Health Care Policy:

middlefork.appstate.edu/policies-forms-handbook/student-health-care-policy

School Safety & Emergency Preparedness Overview

The Academy recognizes the importance of providing school safety measures by providing a school safety plan for all school staff, students, community members, and visitors. The emergency management plan for the Academy is directed by Jason Marshburn, Director of Environmental Health, Safety and Emergency Management.

No one likes to imagine a disturbance to the peace and safety of our community. While we hope a crisis will never occur at the Academy, the leadership has made safety a top priority.

A robust emergency response plan is maintained at the Academy and can be activated during any crisis situation. In addition, various emergency teams are in place to provide emergency services and support when emergencies or other crisis situations arise. These teams are supported through partnerships with school faculty and staff, local emergency responders, and Appalachian State University's Emergency Management Task Force.

In addition, emergency drills will be conducted with students, faculty, and staff throughout the year. These drills provide an opportunity for the Academy community to practice safety procedures and become better prepared should an emergency occur.

Attendance

The Academy recognizes the need for the uninterrupted personal interaction between teachers and students in the classroom environment where learning experiences are carefully planned by the teachers. Even though students may make up class work missed because of absences, they may never be able to replace the educational, cultural and social contacts which they would have experienced through face-to-face instruction and class participation. Students with good attendance generally achieve higher levels of learning than those with poor attendance.

Please see the link that follows for more information on excused absences, unexcused absences, unexcused tardiness, early departures, record keeping and reporting, excessive absences, tardies, and skipping class, make-up work, attendance for extra-class activities, and make-up days for at-risk students.

Attendance Policy:

middlefork.appstate.edu/policies-forms-handbook/attendance-policy

Sustainability

A major commitment of the Academy is to increase efforts in sustainable living. The leadership of the Academy collaborates with Dr. Lee Ball, Chief Sustainability Officer, on six major goals: 1) zero waste, 2) community garden, 3) faculty development, 4) NC Green Schools, 5) special events, and 6) outdoor classrooms. Efforts on integrating daily sustainable practices are modeled and facilitated by Academy leadership, teachers, community members, and college staff & faculty. Follow the link below to learn more about the sustainability efforts and successes at Appalachian State University.

appstate.edu/sustainability

Campus Team

Chancellor	Sheri Everts
Interim Provost and Executive Vice Chancellor	Heather Norris
Dean, Reich College of Education	Melba Spooner
Assistant Dean, Reich College of Education	Hannah Reeder
Director, Human Resources	Mark Bachmeier
Chief Sustainability Officer	Lee Ball
Associate Vice Chancellor for Finance and Administration	Sharon Bell
Chief Financial Officer	Talana Bell
Vice Chancellor and Chief of Staff	Hank Foreman
Vice Chancellor for Business Affairs	Paul Forte
Associate Vice Chancellor and Chief Communications Officer	Megan Hayes
Chief Information Officer	David Hayler
General Counsel	Paul Meggett
Assistant General Counsel	Jennifer Chrisohon
Assistant General Counsel	Aubry Dix
Executive Director, Institutional Research, Assessment and Planning	Heather Langdon
Director, Environmental Health, Safety, and Emergency Management	Jason Marshburn
Vice Provost of Academic Program Development and Strategic Initiatives	Mike McKenzie
Chair, Department of Reading Education and Special Education	Woodrow Trathen
Operations Consultant	Nan Van Hoy

2020-21 Academy Advisory Board

Appalachian State University Board of Trustees	Lee Barnes
Winston Salem/Forsyth County Community Member	Cheryl Dickson
Professor, Reich College of Education	Lisa Gross
Associate Professor, Reich College of Education	David Hostetler
Assistant Professor, Reich College of Education	Rebecca Payne Jordan
Associate Dean, Beaver College of Health Sciences	Denise Levy
Interim Superintendent, Winston Salem/Forsyth County Schools	Tricia McManus
Dean, College of Arts and Sciences	Neva Specht
Dean, Reich College of Education	Melba Spooner
Chair, Department of Reading Education and Special Education	Woodrow Trathen
College of Arts and Sciences, Appalachian State University	Vivid Oguntoyinbo, Board Secretary

Connect!

Stay connected to the Academy!

middlefork.appstate.edu

academy@appstate.edu

Facebook: [@appstateacademy](https://www.facebook.com/appstateacademy)

Twitter: [@appstateacademy](https://twitter.com/appstateacademy)



Appalachian State University Academy at Middle Fork

3125 Williston Road | Walkertown NC 27051 | 336-748-4090

Reich College of Education

151 College Street | Appalachian State University | Boone, NC 28608 | 828-262-2232

Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. The university actively promotes diversity among students and employees.