

School Vision and Mission Statements for Waxhaw Element

Vision

We will foster a love of learning and prepare our students for success.

Mission

We will be successful by making every minute count.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding

Guiding Questions: Review school data and consider a variety of perspectives including overall performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as classroom

1. What does the analysis tell you about your schools strengths?

Data from End of Grade assessments (2012-2013 show that 51.3% of our students are on grade level in Reading and Math. We met 15 out of 15 Federal AMO goals. We met 23 out of 25 (92%) of our State Assessment Goals. We met Expected Growth on our EVAAS data. Based on the Teacher Working Conditions Survey, the school environment being clean and well-maintained, classrooms support teaching and learning, staff have a shared vision, and administrators support teachers' efforts to maintain discipline. The Professional Learning Committee survey shows that 61% strongly agree that Norms have been established and 100% agree that we have a sound, structured decision making process.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Data shows that Black, Hispanic, Students with Disabilities, and Economically Disadvantaged students are not performing as well as the White population in Reading or Math with Reading being the greatest gap. We did not meet growth in 5th grade Science. The Teaching Working Conditions Survey shows we need improvement in teacher morale. Time constraints with planning time, celebrating team progress, and reporting or accountability were areas that need improvement according to the Professional Learning Committee Survey.

3. What data is missing, and how will you go about collecting this information for future use?

We will gain more data and information about teacher needs and concerns through our Morale and Engagement Survey. The PLC core Team was established to ensure accountability among grade level teams. We need more behavior data and plan to collect this through PBIS Core team. PLC teams will be focusing on common assessments and assessments. We will gain more information on student reading engagement and growth in reading by using Classscapes for benchmark testing and will have that data to look at as well.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Priorities include a goal of high growth in Reading, Math, and Science through common format assessments and use of data to guide instruction. Differentiated Staff Development will be provided as requested. Professional Learning Communities will have time for planning as well as accountability. PLC Core team. Teams will be focusing on common assessments and looking at data to set and achieve goals. We are going to work on ways to close the achievement gaps that are apparent from test data by having a buddy to check in with and build relationship with. We are also looking into the possibility of having a liaison to do home visits and help support parents. Our priorities will be to have curriculum support in Reading, Science and Social Studies working with teachers to continue to grow our knowledge of Best Practices.



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Committee (surveys)
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Priority Goal 1 and Associated

Area for improvement and supporting data:

The results of our Teacher Working Conditions Survey and PLC discussion on instructional planning.

School Goal 1:	Consistently monitor and modify instruction to ensure closing achievement gaps while also improving overall range goal of decreasing the UCPS high school course
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Supports this district goal:	High achieving and globally competitive students
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Target:	All students
Indicator:	Data from AMO and ABC results, benchmark data
Milestone date:	EOY

Goal 1 Improvement Strategies – Identify research

	Strategy: Utilize a W.I.N. (What I Need) block or an extension through 5th grade in Reading and Mathematics.
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Strategy 1:	Action steps:
	1. Identify student needs through assessment data: common formative and summative assessments, NY Benchmarks (running records), Ready Tests, ClassScapes, UCPS Quarterly Math Assessments, Running Records, EVAAS, and other applicable
	2. Grade levels will collaboratively plan instructional opportunities for W.I.N.
	3. Implement the planned individual and small group learning utilizing teacher assistants (grades K-3)

	Strategy: Include all components of a balanced literacy (reading, strategy groups, interactive writing, etc.) in all
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Strategy 2:	Action steps:
	1. Teachers collaborate in PLCs to determine planning strategies and lesson plan forms
	2. On-going grade level peer observations will be done to enhance teaching practices
	3. Ongoing professional development with individualized instruction and other components of balanced literacy

Professional development - Identify the professional development above.

Staff person or group	Course name/title	
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Plan/Do

Plan/Do	PLC Core Team		
	Teacher Assistants		
	Dana Crosson		
	PLC Teams		
	Literacy Support		
	How will we fund these strategies and associated professional dev		
	Funding source 1: Local district funds		Fu
	Funding source 2: School general funds		Fu
	Funding source 3: State funds for at-risk students		Fu
	Funding source 4: Select a funding source		Fu
	Funding source 5: Select a funding source		Fu
			Tot
	Review frequency: Quarterly		
	Assigned implementation team: Waxhaw Administration and Staff		
Check	What data will be used to determine whether the strategies were d		
	Teacher, parent, student survey data. Class walk throughs, evaluations, lessor		
Check	How will you determine whether the strategies led to progress tow summative data as appropriate.)		
	EOG data, ClassScope data, Running Records, M-Class, AMO data, ABC data		
	What does data show regarding the results of the implemented str		
	We are making great strides with looking at our data in PLC teams. We will do strategies as we implement a new way of reporting out the data/information to t		

Act

Based upon identified results, should/how should strategies be ch

ated Strategies

sions indicate that we need to use data more effectively for

hance students' learning thereby achieving high growth and
ur composite score. In addition, this goal supports the long
drop out rate.

a, PLC data

arch-based strategies whenever possible.

ended literacy block to meet learning needs in Kindergarten

4. Student learning is maximized by scheduling multiple teacher
assistants and support staff during each grade level W.I.N. or
Literacy Block to provide instructional support

5. Analyze remediation schedule and data to determine
effectiveness

6. Choice Time is implemented in Kindergarten to help students
build partnerships and creative thinking/problem solving.

**y model, and improve individualized instruction (guided
grades**

4. Teachers who attend staff development will share at staff
meetings.

5. Utilization of trained teacher assistant to provide LLI as an
intervention strategy

6. Interactive reading, shared reading, guided reading, strategy
groups, and interactive read aloud are included in the master
schedule and in lesson plans as appropriate by grade level

ment required to successfully implement the strategies

Course provider

Date completed

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	TBD
	TBD
	TBD
	TBD

Development?

Funding amount: .
 Funding amount: .
 Funding amount: .
 Funding amount: .
 Funding amount: .
 Total initiative funding: .

Employed with fidelity?

1 plans and small group instruction observations

How far toward the goal? (Include formative, benchmark, and

PLC meeting notes, conference notes

Strategies?

much more work with monitoring the effectiveness of our goals and the Site Based Team.

changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Results of the composite Ready Tests and the Teacher Working Conditions Survey show a need for closer alignment using the Common Core.

School Goal 2:	Improve collaboration among staff members to align instruction and assess the Professional Learning Community and Continuous Improvement Model
Supports this district goal:	Quality teachers, administrators, and staff providing innovative leadership
Target:	All licensed staff
Indicator:	Comprehensive Needs Assessment and Teacher Working Conditions Survey
Milestone date:	EOY

Goal 2 Improvement Strategies – Identify research-based strategies

122	Strategy 1:	Strategy: Through scheduled time for collaboration in the school day, teach essential learning for each unit in reading and math.	
		Action steps:	
		1. Students will have an active role in goal setting and analyzing outcomes of learning using tools such as PDSA. (Plan-Do-Study-Act)	7. Common Assessment development with Dana
		2. Weekly PLC meetings during the school day and afterschool to analyze data and plan for instruction	8. PLC team leaders will
		3. During a common block of planning, teams establish collective commitments and mission statements to guide their work.	9. Teams will have vertical school year.
		4. Teacher utilizes common pacing guides and establish SMART goals/learning targets.	10. Interventions, remain meet student needs
		5. Teachers will clarify and communicate learning requirements for reading and math to the students. (goal charts, posters)	11. Curriculum Staff from meet with PLC teams.
		6. Teachers will post a year long learning goal for the class. (Reading and Math)	12. Every Wednesday for teachers to work in
	Strategy 3:	Strategy: Collaborate with special area teachers to align content area studies	
		Action steps:	
		1. Teams provide information about key concepts of current units to special area teachers on Google Docs weekly	2. Special area teachers on the key concepts
	Strategy 4:	Strategy: Create opportunities to understand vertical alignment of the Common Core	
Action steps:			

1. Activities to facilitate vertical alignment	2. 5th grade teachers
3. Classroom visits (in house and other schools)	4. Buddy teachers for r

Plan/Do

Professional development - Identify the professional development required to support the strategies above.

Staff person or group	Course name/title	Course provider
PLC Core Team		
Continuous Classroom Improvement		
Dana Crosson		
PLC Institute		

How will we fund these strategies and associated professional development?

Funding source 1: Select a funding source	Funding amount:
Funding source 2: Select a funding source	Funding amount:
Funding source 3: Select a funding source	Funding amount:
Funding source 4: Select a funding source	Funding amount:
Funding source 5: Select a funding source	Funding amount:
	Total initiative funding:

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Lesson plans, meeting notes and agendas, school and classroom schedules

How will you determine whether the strategies led to progress toward the goal? (Include summative data as appropriate.)

Ready Test results, Teacher Working Condition Survey results, PLC notebooks, meeting notes, Norms

Check

What does data show regarding the results of the implemented strategies?

Act

Based upon identified results, should/how should strategies be changed?

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essment through the implementation of
del.

p for 21st Century schools

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is whenever possible.

ers will work in teams to clarify the

nts will be addressed through more staff
a Crosson

ill attend PLC core meetings as needed.

tical planning opportunities throughout the

ediation, and enrichment are planned to

om the county come each Thursday to

afternoon will be staff development/time
teams.

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ers collaborate to create lessons that focus

non Core and Essential Standards

meet with 6th grade teachers

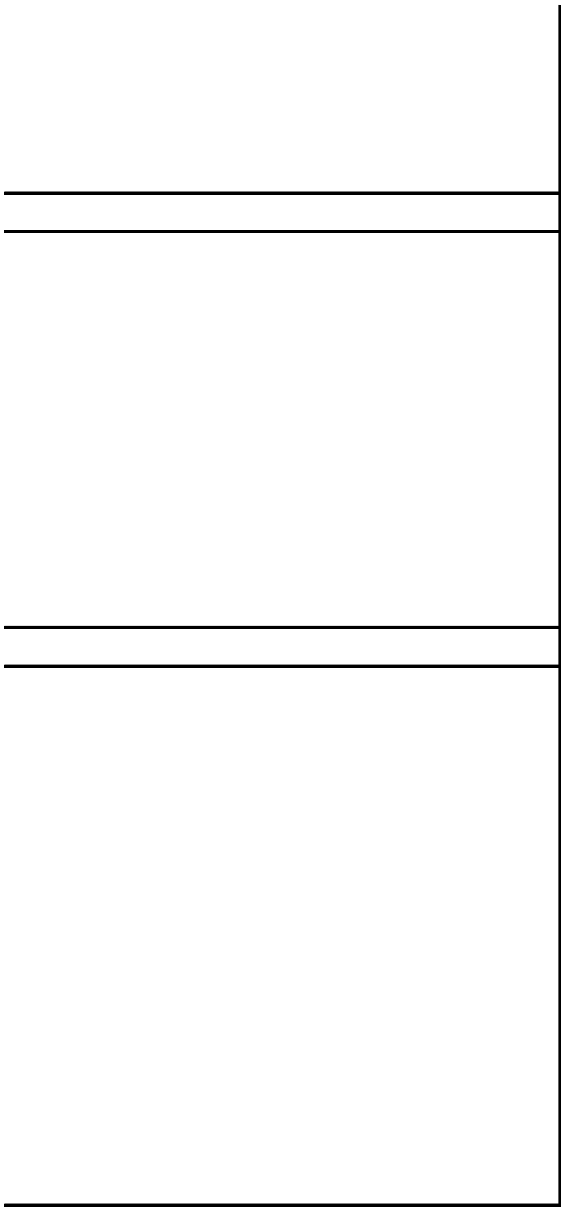
new teachers

ccessfully implement the strategies

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	on-going support
	July, October 2013

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formative, benchmark, and



Priority Goal 3 and Associated Strate

Area for improvement and supporting data:
AdvancEd External Review Required Actions #1

School Goal:	Fully implement the present system-wide policy whereby central office staff regulate school engages in a systematic, inclusive, and comprehensive process for review, success.
Supports this district goal:	Goal 4 - 21 Century systems operating efficiently and effectively
Target:	Implement SIP process with fidelity
Indicator:	SIP Checklist
Milestone date:	Mar-14

Goal 3 Improvement Strategies – Identify research-based str

Plan/Do	Strategy 1:	Strategy: Implement with fidelity the district's SIP process.		
		Action steps:		
		1. Present principals with SIP process		5. Conduct c
		2. Conduct SIP work sessions at leveled		6. Directors
		3. Update data sections of SIP once scores are		7
	4. Conduct peer reviews of plans and provide	8.		
	Strategy 2:	Strategy:		
		Action steps:		
		1.		5.
		2.		6.
		3.		7.
	4.	8.		
	Strategy 3:	Strategy:		
Action steps:				
1.			5.	
2.			6.	
3.			7.	
4.	8.			

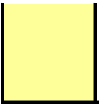
How will we fund these strategies?

Funding source 1: Select a funding source
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Funding source 3: Select a funding source
Funding source 4: Select a funding source

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n/Do

Plan	Funding source 5: Select a funding source	Funding amount:
	Review frequency Twice per year	Total initiative fur
	Assigned implementation t	
Check	What data will be used to determine whether the strategies were deployed with fi	
	Results of the SIP Progress Checklists	
	How will you determine whether the strategies led to progress toward the goal? (
	Results of the SIP Progress Checklists	
Act	What does data show regarding the results of the implemented strategies?	
	Based upon identified results, should/how should strategies be changed?	



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arly monitor school improvement plans, ensuring that each
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ategies whenever possible.

**director reviews of plans and provide
complete progress checklist with individual**

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idelity?

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Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

The Teacher Working Conditions Survey proves that there is a need for increased staff morale

School Goal 4:	To increase our staff morale on the Teaching Working Conditions Survey
Supports this district goal:	Quality teachers, administrators, and staff providing innovative leadership
Target:	all staff
Indicator:	Teacher Survey Data
Milestone date:	EOY

Goal 4 Improvement Strategies – Identify research-based strategies

Plan/Do

Strategy 1:	Strategy: We will create a Morale Committee for the school.	
	Action steps:	
	1. This committee will poll staff at the beginning of the year for ideas to improve morale.	You Make A Difference and will be placed out
	2. The committee will do a monthly "pulse" of the school to see what our needs are.	"Get to know you" Pers
Strategy 2:	Strategy: Administration will put some things in place that will improve morale	
	Action steps:	
	1. Staff Spirit Days on Friday (wear Waxhaw Shirt)	Coffee in the teacher lounge
	2. Popcorn in the Teacher lounge on Friday	Duty Free Lunch for all
Strategy 3:	Strategy:	
	Action steps:	

Professional development - Identify the professional development required to support the above.

Staff person or group	Course name/title	Course provider
Continuous Classroom Improvement training		
PLC training		
Technology training		

Plan/Do	TAP Math training		
	UCPS Math training		
	Learn NC courses		
	Closing the Gap conference		

How will we fund these strategies and associated professional development?

Funding source 1: Select a funding source	Funding amount:
Funding source 2: Select a funding source	Funding amount:
Funding source 3: Select a funding source	Funding amount:
Funding source 4: Select a funding source	Funding amount:
Funding source 5: Select a funding source	Funding amount:
	Total initiative funding:

Review frequency: Quarterly

Assigned implementation team:

What data will be used to determine whether the strategies were deployed with fidelity?

Teacher Survey Data, shared outcomes, Professional Development Plans

Check

How will you determine whether the strategies led to progress toward the goal? (Include summative data as appropriate.)

The Teacher Working Conditions Survey, AMO data, feedback from teachers, and observations and walk our progress towards our goal.

Check

What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act

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... for 21st Century schools	
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... outside the door of each deserving recipient.

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... successfully implement the strategies

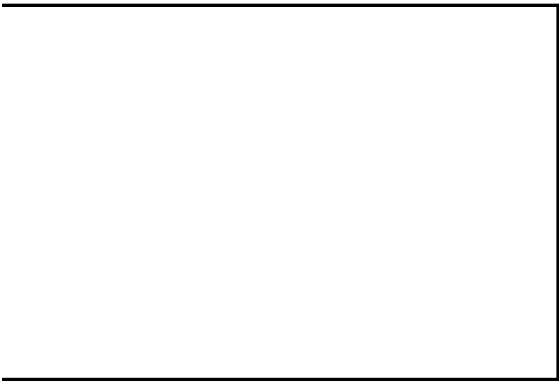
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throughs will provide information concerning



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Students will demonstrate consistent behaviors and will be responsible for their actions.

School Goal 5:	To increase student awareness and accountability for their behavior and
Supports this district goal:	Safe, orderly, and caring schools producing healthy, responsible student
Target:	All students
Indicator:	PBIS matrix implementation, data, and NCWise data for student disciplin
Milestone date:	EOY

Goal 5 Improvement Strategies – Identify research-based strategie

Plan/Do

Strategy 1:	Strategy: Develop an awareness and increase knowledge of behavioral exper	
	Action steps:	
	1. Required class meetings for each grade level in the school (morning time)	4.. Implement PEP be plans as needed with s
	2. Practice and implement PBIS matrix on a daily basis in classrooms and school wide	5. Behavior interventio
	3. Check-in Check-out (Top Tier Behavior)	6. Increased parental c

Professional development - Identify the professional development required to su above.

Staff person or group	Course name/title	Course provide
PBIS Team		

How will we fund these strategies and associated professional development?

Funding source 1: Select a funding source	Funding amount:
Funding source 2: Select a funding source	Funding amount:
Funding source 3: Select a funding source	Funding amount:

Funding source 4: Select a funding source
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Funding amount:
Funding amount:
Total initiative funding:

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Review frequency: Quarterly

What data will be used to determine whether the strategies were deployed with fidelity?

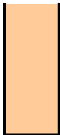
Data from behavior referrals, NCWise discipline reports, and teacher feedback will be used.

Check

How will you determine whether the strategies led to progress toward the goal? (Include

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What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

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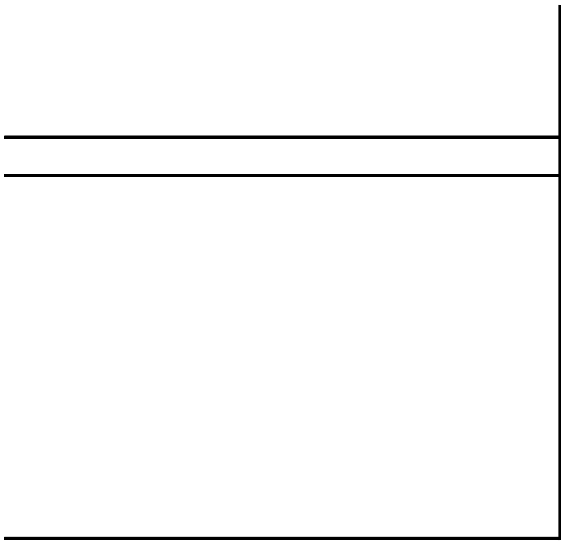
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Checklist of State-required On-going Operational

All Schools

Does this school:

Yes _____ Implement strategies for improving performance of all students?

Yes _____ Implement instructional practices designed to improve academic performance and reduce academic failure or dropping out?

Yes _____ Plan use of staff development funds?

Yes _____ Plan for use of assessments to monitor student progress?

Yes _____ Provide daily duty-free lunch to teachers?

Yes _____ Provide at least five hours of planning time for teachers each week?

Yes _____ Implement strategies for involving parents and the community in the school improvement process?

Yes _____ Amend the School Improvement Plan when AYP is not met for two or more targets in the same subject area?

K-8 Schools Only

Does this school:

Yes _____ Provide 30 minutes of daily physical activity to meet Healthy Active Living and Education Act requirements?

K-5 Schools Only

Does this school:

Yes _____ Implement strategies to get students reading on grade level by beginning of second grade, including parental notification for students at-risk of not meeting the goal?

Any required components not included as part of a school's 3-5 School Improvement Plan are placed in an appendix.

I Activities

performance of students at-risk of

?
the educational program?
consecutive years when missing

Children requirements?

beginning of second grade,
his goal?

Implementation Plan goals may be

Safe School Plan for Waxhaw Elementary School

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

Name and role of person(s) responsible for implementing this plan:	Dr. Mary Ellis
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Statement of Responsibility for the School District Superintendent

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

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

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board of Education and appropriate consequences as determined by the Board.

Statement of Responsibility for the School Principal

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

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

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent and appropriate consequences placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

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

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

Assistant Principal(s): Daphne Sims Helms

Teachers: Patricia Ryan-Zumbo, Laura Kohn, Susan Green, Kelly Romanowski, Lyndsay DeLong, Maurine

Teacher Assistants: Kristen Kutsey

Other School Staff: Kathey Crowell, Melissa Walker (EC) Jeremy Ryder Rebecca Wyatt (parent)

Services for At-risk Students

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

PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, School Intervention Screening, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic concerns and patterns, Analyze EOG, Alternative Assessments, and other standardized test scores, Exit Limited English Proficient referrals and conferences, OSS discipline reports, guidance and attendance conferences

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

*In-school tutoring, after school tutoring, Behavior Scales, Intervention Teams, Behavior Plans/Agreem Benchmark Tests

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

Smaller class size - Lower Student/Teacher Ratio, Intensified Structure

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. (Alternative Learning Programs).

Target: Improved School Safety and Student Conduct

Indicator: Decreased Discipline Referrals, Decrease in Drop-out Rates

Milestone Date: EOY

Target: Customer Satisfaction

Indicator: Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.

Milestone Date: EOY

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

Professional Development	Planned/Completed		
General Principals' Meetings (Elementary/Middle/High)	on-going		
Videos - Blood borne Pathogens, Epi-Pen, Diabetes, Asthma	Completed		
Videos - Gang Awareness - Critical Incident Response	Planned		
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, c	
SRO Training (ex. Crisis Intervention Training)	Completed		
Anti-Bullying Program	Planned		
School Nurse Training	Completed		

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

*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police D

least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each school. Elementary schools have access to the SRO in emergency situations. DARE officers help as ne schools. Each school works cooperatively with juvenile and criminal court officials to determine the prop students who have violated the law. The court system notifies schools of students who have committed Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism laws. Policies and Procedures for SRO are housed within each school.

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

The UCPS Communications Office oversees and contributes to a variety of print and electronic media th information. UCPS news appears in a variety of outlets including school and district newsletters, local n national magazines. The UCPS Communications Office maintains effective and informative district and including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, Facebook, printed ha letters home, student and family recognition programs, PTA/PTO-sponsored programs and information partnerships with outside agencies such as the police and fire departments, emergency medical respon approved non-profit organizations.

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

Program or Strategy Being Funded	Amount of Funding	Source of
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Money in lieu of Summer School		Local

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the effectiveness of
115C-105.48

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a School Resource
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f Funding
