



Above All Else, We RISE!

Scholar and Family Handbook 2019-2020



www.theriseschools.org

Message from our Executive Director

Dear Scholars and Families,

Welcome to the 2019-2020 School Year! This is another exciting year for our school, our staff, and most of all, for you. This handbook has been prepared as a resource for you and your child to ensure that you understand the procedures and policies in place at The R.I.S.E. Schools that help us provide consistency, safety, and an excellent education for your child.

Although our family has grown in size and is composed of new faces, each of you are surrounded by some of the best faculty, staff, mentors, coaches, and fellow scholars who share your goals and are all working hard together to help you accomplish them. As you may have already discovered, each year as you get closer to college it gets more increasingly challenging. The most important thing you will do from now until then is to strive to excel academically and prove yourself as a well-rounded scholar. Hard work and taking ownership of your academic achievement is by far the single greatest predictor of success in college and life. There is no substitute for this hard work and your commitment to achieving academic and personal excellence!

At R.I.S.E. our staff, scholars, and families develop strong personal relationships with the goal of creating a tight-knit school community that produces scholars who are: 1) critical thinkers, 2) life-long learners, and 3) agents of social change. Many of our staff grew up and/or still reside in communities like ours. Therefore we possess the life experiences and practical skills to help guide you through the many real-world challenges that you will face on a daily basis. We look forward to building such close relationships with each and every one of you!

Please know that we appreciate and hold sacredly the trust you have placed in us to be the stewards of your academic and personal education and achievement, and we are up to the task!

“It should be your care, therefore, and mine, to elevate the minds of our children and exalt their courage; to accelerate and animate their industry and activity; to excite in them the habitual contempt of meanness, abhorrence of injustice and inhumanity, and an ambition to excel in every capacity, faculty, and virtue. If we suffer their minds to grovel and creep in infancy, they will grovel all their lives.”

- John Adams

In Service of Your Children,

Mr. Davion R. Lewis
Executive Director

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Welcome R.I.S.E Family

Welcome to RISE Prep School . This is a living document; therefore, it is subject to change. We are thrilled to be working in partnership with you to support your scholar's academic, social and emotional growth this year. We take the commitment we have made to you and your children very seriously and we promise to provide all scholars with a superior 6-8th grade experience in which would be necessary to graduate from college and succeed in the world beyond. Fulfilling this promise requires a meaningful collaboration between both our school and you as the parent/guardian. This Handbook outlines the key policies that will enable us all to best support your children. These policies have been carefully researched and implemented over the years to ensure the academic well-being and overall safety of all our scholars. We thank you in advance for believing in our school and working together with us to best support your child's growth this year.

Be sure to read through this handbook thoroughly to familiarize yourself with all important policies, events and details of this school year. Please ensure that you sign the Compact and Parent and Family Engagement Plan and return it immediately to Ms. Jackie Goodman-Cook with a deadline of September 30, 2019.

EQUAL EDUCATIONAL OPPORTUNITIES

RISE Prep School provides equal educational opportunities for all scholars, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No scholar shall be subjected to discrimination or harassment because of the scholar's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the school's educational programs, activities, or practices, including implementation of this handbook. ***RISE Prep School*** maintains a complaint procedure that affords scholars a prompt, fair, and orderly means of resolving complaints of discrimination.

Leading Our Village,

Christian Harden
Principal

R.I.S.E. Prep's Vision Statement

The RISE School scholars will have the capacity to maintain balance between competition and compassion to be catalysts for social change in their lives and in their communities.

The holistic model is accomplished by focusing on the following six pillars; 1) restorative discipline, 2) entrepreneurship, 3) ethics of care, 4) experiential learning, 5) culturally responsive teaching, and 6) social emotional wellness. This approach to whole-scholar development recognizes that sustained learning is achieved by integrating all aspects of the educational experience rather than compartmentalizing subjects, as is the practice in traditional public education. The holistic educational model also provides RISE Prep scholars with exposure to self-actualization through entrepreneurship. Instilling entrepreneurial skills in young children has a significant impact on post secondary outcomes.

R.I.S.E. Prep's Mission Statement

The mission of RISE Prep is to provide a rigorous and holistic education that develops the minds and character of scholars to be catalysts for social change.

R.I.S.E. Prep's Core Values

Self-Efficacy
Perseverance
Equity
Collaboration
Leadership
Scholarship

Affirmation

Today is a new day. It is another opportunity for me to give my best. I will not bring my troubles from yesterday into today. I will strive for success.

I am talented.

I am motivated.

I am uniquely gifted.

I am not mediocre. I will not just settle. I am more than a student. I am a Scholar. Ashe.

Attendance

Attendance at school is the most basic requirement for learning. In order for scholars to reach for their personal best, they must show up and make their strongest effort at school each and every day. At RISE Prep, our

curriculum is very rigorous and demanding, and every day is essential for scholars to keep pace. We need parents to ensure that their child is in school, and we ask that you do not allow your child to miss a day of school except for serious illness.

Our school day runs from 7:45 a.m. -4:00 p.m. Monday - Friday and 7:45 a.m. - 2:00 p.m. on Wednesday. All scholars are expected to be in school during these times. Parents should not bring scholars late or pick them up early unless it is an emergency. Tardies and early dismissals, like absences, compromise your child's full educational experience. Our staff will regularly monitor scholar attendance in order to ensure that all scholars come to school to get the education they need and deserve.

Please review our **RISE Attendance Policy**:

Early dismissal is over at 3:00pm each day except for Wednesday. Wednesday, early dismissal is over at 1:00pm. Only in extreme emergencies will the school make exemptions.

RISE Prep considers regular school attendance essential to successful school progress. scholars must be present to take full advantage of available educational opportunities.

The Board supports vigorous enforcement of Georgia's Compulsory School Attendance Law which makes school attendance the responsibility of the parent and the scholar. When possible, parents should avoid scheduling or arranging activities that require absences during the school day due to the detrimental impact on the scholar's access to, and progress in their educational program. Any child in the state of Georgia subject to compulsory attendance who during the school calendar year has more than five (5) days of unexcused absences are considered truant (Georgia State Board of Education Rule 160-5-1-.10).

Please note the following important attendance policies:

- ***We do not differentiate between “excused” and “unexcused” absences for awards, promotion decisions, etc.:*** We commit to structuring every minute of the school day in a way that will benefit your child academically and socially. This means that any time a scholar misses a day of school, it has a significant impact on his/her educational experience. For this reason, any day your child does not attend school will be marked an absence. Regardless of the reason, when a child misses school, the impact on his/her education is the same: a full day of instruction was missed. We understand that there will be rare circumstances when scholars will need to miss school due to a serious illness (with a doctor's note), a death in the family or other emergency beyond the family's control, or a religious observance, but the child will still be marked absent for the day. By maintaining a clear policy for how we account for lost instructional time due to absence, this will enable us to most accurately make promotion decisions with your child's best interest in mind. We will take extenuating circumstances into account when considering attendance as a factor in our decision-making. **Note:** Scholars with a documented disability (including those in the initial referral process) which adversely affects their attendance should not receive a deduction for an ***excused*** absence. Additionally, instances in which the scholar receives alternative instruction at an alternate site arranged for by the school will not count as absences for the school's purposes, including promotion decisions.

- ***Never miss school for appointments:*** We ask that parents/guardians schedule medical appointments outside of school time. The best times are on a day when school is not in session (for example, professional development days). In the rare case that a scholar has a medical appointment at a time when school is in session, he/she should return to school after the appointment.
- ***Suspensions count as absences unless the scholar attends alternative instruction:*** If a scholar is suspended from school, the family is entitled to alternative instruction as soon as practicable (one hour minimum per day at the elementary level, two hour minimum per day at the middle and high school levels). The parent should contact the school as soon as possible upon learning of a suspension in order to schedule alternative instruction at a mutually agreeable time; it may take a full day or more to get alternative instruction logistics set up, particularly if there are safety concerns based on the conduct of the scholar. If the child does not attend this alternative instruction, the suspension will be counted as an absence.
- ***Early Dismissal:*** Scholars are expected to stay in school until the end of the day (4:00 P.M. for regular dismissal and 2:00 P.M. on Wednesdays). In order to maximize time spent learning and avoid unnecessary disruptions, we ask that parents do not pick up scholars early, except in an emergency situation. Since we are intently focused on climbing the mountain to college, our policy is not to release scholars prior to the end of the school day without prior notification (a note or call before 9:00 AM). Five early dismissals in a year will be counted as one absence. We also ask that parents wait in the designated area (carpool lane) until the dismissal so as not to disrupt learning. Early dismissal ends an hour before general dismissal begins.
- ***Transportation and Attendance:*** Missing the bus is not an acceptable reason to miss an entire school day. Every scholar should have a back-up plan for getting to school if he/she misses the bus. Parents should call the school immediately after the scholar misses the bus so that the school knows the situation and can help problem-solve.
- ***Ten absences to start the school year or during the school year:*** If a scholar is absent for the first 10 days of school and there has been no successful contact between the family and the school to explain his/her absences, that seat will be filled with another scholar from the waitlist. If a child is absent for 10 consecutive days during the school year and there has been no successful contact between the family and the school to explain the absence, that seat will be filled with another scholar from the waitlist.
- ***Attendance at after-school events:*** Scholars who are absent from school cannot attend school events, dances, or other school-sponsored activities on the day of the absence, unless the school has given advance permission. Scholars must be in school for at least six hours of the regular school day (7:45A.M. to 2:45 P.M.) to be able to attend school events. For weekend events, scholars must be present at the school on the Friday before in order to attend the weekend event.
- ***The school will track and follow up on scholar absences:*** The school will take attendance daily and will maintain records of all scholar absences. If a scholar misses school, RISE Prep staff will make reasonable efforts to contact the scholar's parent/guardian by telephone, writing, or in person. The respective Dean will follow up with parents/guardians about recurring attendance issues.
- ***Exams and Quizzes:*** If a scholar is absent, he/she must make up any exams, quizzes, interim assessments, or other tests the day he/she returns.
- ***Vacations:*** We expect that families will schedule vacations when school is not in session. Parents should

not take a child on a vacation during the school year.

- **Fifteen Absences in a Year:** If a scholar is absent 15 times in a year, the scholar may be considered truant and is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Dean and/or Principal. The Principal reserves the right to retain any scholar who is academically deficient for the next grade as a result of missing 15 or more days of instruction. In addition, a report may be filed with the appropriate child services agency.

Tardies & Attendance

Getting to school on time is key to each child's success – at school and in life. At RISE Prep, the learning begins from the moment scholars walk in the door. Tardiness leads to missed academic content as well as challenging habits that will impact a child's future.

Definition of Tardiness

Our doors open at 7:45 A.M. each morning. Scholars must arrive between 7:45 A.M. and 8:20 A.M. Scholars arriving after 8:30 A.M. are considered tardy. In cases when a school bus arrives late, those scholars arriving on that bus will not be considered tardy.

Consequences for Tardiness

Since every five tardies will be recorded as an absence under the school's policy, **excessive tardiness becomes an attendance problem**. If a scholar is absent 15 times (and some or all of these absences may actually be due to excessive tardiness), **the scholar is at risk of not being promoted to the next grade (see attendance policy above)**.

Make-Up Work After Absence

After returning from an absence, scholars are expected to complete any missed assignments. The parent must help the scholar check on missed assignments, and any missed work must be completed. The time generally allowed to complete this work will be the number of days the scholar was absent, except in the case of an extended illness. For example, if a scholar was absent for one day, then he/she will have one day to make up any missed work.

In the event of a planned absence (one that you know about in advance), parents/guardians should notify teachers several days in advance so that they can create a packet of work for scholars to complete during the absence. Again, absences from school comprise a child's academic progress. A child should only be absent in the case of serious illness or real family emergency.

Home Learning

Home learning is important to scholar learning at RISE Prep. The purpose of this home learning plan is to guide teachers, parents and scholars in ensuring that home learning is meaningful and supports the learning experience for all scholars.

Definition

Home Learning is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments.

Rules for Home Learning

- Activities or assignments that scholars can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
- Connected to grade level or subject matter curriculum.
- Connected to class instruction.
- Differentiated to support all learners
- Engaging, purposeful and relevant.
- Consideration shall be given to quality over quantity.

Parent Guidelines

- Provide a quiet space and basic materials for home learning completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity.
- Review school provided materials (for example Google Classroom, class handouts, and/or online resources).
- Communicate with teachers at the earliest possible opportunity once the scholar has demonstrated consistent inability to complete home learning. If necessary, parents shall attempt to reach an accommodation with their scholar's teachers regarding home learning.
- Contact the grade level counselor, assistant principal and then the principal if a solution cannot be reached with a teacher regarding home learning.

Scholars Guidelines

- Complete home learning as assigned

- Seek clarification from teachers when unclear about home learning
- See assistance from teachers when demonstrating an inability to complete home learning.

Scheduling Time and Parameters

- Middle school home learning will be mainly given Monday through Thursday and Friday if needed. Weekends and holidays are primarily reserved for family time. scholars may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Assignments shall be designed so that the typical scholar can complete all home learning, including time for studying and preparing for exams, in the average minutes shown.
 - Grade 6 – 70 minutes daily
 - Grade 7 – 80 minutes daily
 - Grade 8 – 90 minutes daily
- Scholars taking an extra class should expect to exceed the daily minutes in a proportional manner.
- For an accelerated course designed to be equivalent to a course at a more advanced grade level, scholars should expect home learning for that class to be consistent with a time expectation for the higher grade level.
- In addition, scholars shall be encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown.

Assistance for home learning

It is recommended that scholars seeking assistance with home learning speak and work directly with their teachers as they will be able to recommend strategies improving success on home learning. scholars should speak directly with teachers to determine which teachers host regular tutoring hours or to arrange individual tutoring sessions. In addition, scholars may get assistance on home learning through the programs or strategies listed.

Discipline - Restorative Practices

At ***RISE Prep***, our mission is to provide our scholars with both the academic and character skills needed to succeed in college and beyond. As such, school culture and discipline are an important part of what we do every day. We have exceptionally high expectations for scholar behavior because we believe these high standards create a safe, positive, and productive environment for our scholars.

Our teachers use a large array of strategies to create and maintain joyful, rigorous classrooms. We use positive reinforcement and teach the school's values through our morning program, homeroom/adversary, our counseling services, engaging classroom lessons, community circle presentations and scholar activities.

At ***RISE Prep***, much of the power of our culture is rooted in the clarity, consistency and rationale guiding our high expectations. Behavior expectations are the same from classroom to classroom. All ***RISE Prep*** scholars learn and practice common courtesies (*e.g.*, please, thank you, and proper greetings). We utilize STAR, ***S***it up, ***T***rack the speaker, ***A***sking and answering questions and ***R***espect yourself and those around you. (actively listening). We enforce these expectations because they create an environment where teachers and scholars can focus on rigorous academic learning that is necessary for success in college and beyond.

EQUAL EDUCATIONAL OPPORTUNITIES

RISE Prep provides equal educational opportunities for all scholars, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No scholar shall be subjected to discrimination or harassment because of the scholar's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the school's educational programs, activities, or practices, including implementation of this handbook. ***RISE Prep*** maintains a complaint procedure that affords scholars a prompt, fair, and orderly means of resolving complaints of discrimination.

***RISE* CHARACTER EDUCATION**

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

BENEFITS OF CHARACTER EDUCATION

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of scholars, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning

From the moment our scholars board their buses and all through the day, they are expected to act in a way that befits ***RISE Prep*** scholars – respectful of themselves and others. Our discipline policies hold all scholars to high standards. As necessary, we will make thoughtful modifications and provide additional supports so that our scholars receiving special services have the support (consistent with their IEPs and 504 plans) they need to be successful. Scholars with disabilities as well as those with behavior support plans or behavior interventions may have specific adjustments made to ensure these scholars do not receive consequences as a result of their disability. Through the use of proactive, preventative strategies, we aim to keep all of our scholars in class all day, every day. While we believe deeply in the power of positive reinforcement, we also believe consequences can play an important part in encouraging scholars to make more positive choices. Moreover, consequences also help us ensure the safety of each individual child as well as the entire school community. Families, should understand that a scholar may have to make up work in ISR/ISS (In-school Restoration/Suspension).

If scholars make poor choices, we employ developmentally appropriate consequences such as loss of privilege, break it, fix it, space and time or required attendance in ISR/S and/or Out of School Suspension (OSS). During ISR/S, scholars may receive additional academic help, practice building skills in the areas in which they struggled to make appropriate choices, write apology letters, talk to a teacher or administrator, or research and/or plan a solution to remedy the impact their behavior had on the school community. Scholars/families are responsible for having a family member available for four (4) hours during the school day, to shadow the scholar during classes, if a scholar is given reverse suspension.

In the rare instance in which a scholar’s behavior requires a suspension, ***RISE Prep*** staff will work with the scholar, family and teachers to support this scholar’s re-entry into school. Scholars who are suspended are asked to make appropriate amends for their actions as part of showing an understanding of the seriousness of their actions and of being welcomed back into the community. Scholars and their family will be required to participate in a Peace Circle prior to being welcomed back into the community. Suspended scholars will also be responsible for making up all missed work within an agreed upon timetable.

In case of severe or repeated violations that endanger the welfare of scholars and/or staff, the principal may recommend that a scholar be expelled. Expulsion only takes place after a hearing with a hearing officer or panel designated by the Board of Directors. For more information about disciplinary procedures, including hearings, and due process rights, please refer to **Appendix B**.

Code of Conduct

RISE Prep provides a safe and structured environment that promotes scholars’ academic and social development. The school’s disciplined environment is a key element of our academic success. Scholars who fail to meet our clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others.

Scholars are held accountable through clear consequences for violating the school's rules.

We care about our scholars' safety and conduct not simply when they are in school – but at all times, including when they are traveling to and from school or school activities. Therefore, a disciplinary offense is a violation of the school's Code of Conduct if it occurs while the scholar is at school and/or on school grounds; is participating in a school-sponsored or other related activity; is walking to or from school or a school-sponsored or other related activity; is walking to or from, waiting for, or riding on school-provided transportation; or is walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored or other related activity. School-related disciplinary offenses may also include misconduct outside the school, including through the use of an electronic device owned, leased or used by the school or actions or speech on social media, where evidence exists that the scholar's conduct had a significant impact on the educational environment and/or continued presence as a result of such conduct would have a substantial detrimental effect on the school, including the safety or rights of the scholar, other scholars, or staff members.

Scholars may be removed from class and/or school immediately if the scholar's presence in school or class poses a continuing danger to persons or property, an ongoing threat of danger, or a serious disruption to the academic process.

The school's Code of Conduct may be supplemented by teachers' rules for their classes and other school events. We use the following best practices from Responsive Classroom to help ensure that we are implementing restorative practices regarding scholar discipline:

- STAR
- Interactive Modeling Steps
- Classroom Norms
- Classroom Logical Consequences
- Small Group Learning Roles: Facilitator, Recorder/Note-Taker, Summarizer, Presenter and Materials Manager
- Out of classroom Log
- Schoolwide Norms

Disciplinary offenses result in consequences subject to the discretion of the principal or his/her designee(s) and may include logical classroom consequences, school wide detention, a service learning project, loss of school privileges, in-school suspension/restoration, out-of-school suspension, and/or expulsion. In determining the appropriate disciplinary action, school personnel who are authorized to impose disciplinary penalties may consider, among other things, the scholar's prior disciplinary record. Suspended scholars are not allowed to participate in school activities. Any breaches of state or federal law may be handled in cooperation with the police department or other authorities.

The following list of punishable offenses is not meant to be exhaustive, but rather provides examples of prohibited conduct and corresponding consequences. Additional violations of school rules and behaviors that compromise the school community and the learning of others will also merit consequences. Importantly, although the list is intended

to provide expectations regarding the link between scholar misconduct and consequences, each scholar and each incident is different and may have a variety of mitigating (*e.g.*, first time engaging in this conduct or sincere apology and acceptance of responsibility) or aggravating factors (*e.g.*, multiple violations in one incident or repeated incidents or the severity and negative impact of the behavior). For that reason, the principal or the principal's designee may, in his/her discretion, assign a different consequence than outlined in the ranges below, provided the consequence must be in keeping with the spirit of this policy and must be consistent with applicable law. Consequences must always be reasonable and appropriate, and intended to address the specific prohibited conduct.

INFRACTIONS

Violation of School Rule

- Being out of uniform
- Arriving late to school or class
- Mistreatment or inappropriate use of technology or school property
- Minor damage to property (*e.g.*, light pencil markings on desk)
- Possession of inappropriate property or technology or an object expressly prohibited or that impedes the learning process
- Skipping class
- Misuse of hall/restroom/office pass
- Utilizing personal technology during school time

Disrespect

- Minor disrespect of a fellow scholar or scholars
- Minor disrespect of a faculty member, staff member, visitor, volunteer, school transportation provider, or other members of the school community

Disruptive, distracting behavior

- Disrupting class or school activity for any reason
- Horse-playing
- Running in hallways
- Making unreasonable or distracting noise
- Being off-task
- Failing to follow directions, delaying in following directions or otherwise undermining directions
- Refusing to follow directions
- Impeding vehicular or pedestrian traffic

Being unprepared for class

- Being unprepared for class
- Failing to maintain desk or locker area as required
- Failing to have school document, home learning, or exam signed
- Failing to complete home learning or other assignment

INFRACTIONS: Range of School Responses, Interventions, and Consequences

Summary of typical range: from warning to exclusion/removal from class

- Non-verbal warning
- Verbal warning or reprimand
- Reflecting on behavior orally and/or in writing

- Verbal or written apology
- Time out within the classroom
- Scholar-teacher conference
- Scholar-administrator conference
- Sitting in his/her seat during breaks
- Modified lunch setting
- Modified classroom participation (*e.g.*, limited partner work, etc.) to best support the scholar
- Seating arrangement changed
- Note home to parents to be signed and brought back to school
- Call home to parents
- Request meeting with parents
- Confiscation of property (if related to infraction)
- Performing extra service for the school, such as cleaning (if related to infraction)
- Paying for or replacing damaged or missing property
- Loss of classroom or other school privileges
- Missing school events, trips, or activities
- Suspension of Transportation (if related to infraction)
- Time out outside the classroom
- Sent to the dean's office, principal's office or other designated area
- Exclusion and/or removal from a particular class or event

Additional information about expectations and consequences, including merits/demerits, can be found in materials in the Appendix.

SERIOUS INFRACTIONS

Disrespect

- Serious disrespect of a fellow scholar or scholars
- Serious disrespect of a faculty member, staff member, visitor, volunteer, school transportation provider, or other members of the school community
- Using abusive, vulgar, or profane word or phrase

Not being where the scholar is supposed to be

- Cutting school, class, or required in-school or after-school activity (including extension, home learning make-up, required tutoring, etc.)
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Refusing to leave an area where the scholar is not supposed to be – or refusing to leave an area where the scholar is distracting others
- Obstructing or blocking vehicular or pedestrian traffic

Not following consequences

- Failing to comply with school-imposed consequences (*e.g.*, skipping or refusing to go to an extension or other consequence)
- Disrupting in-school suspension/restoration, or another significant consequence through misbehavior

Repeated misbehavior

- Being removed from class/asked to report to the dean of scholars' office, principal's office, or other designated area during class more than one time in a given day
- Being removed from class/asked to report to the dean of scholars' office, principals' office, or other designated area during class more than three times in a given week
- Being removed from transportation services.
- Being removed from transportation services three or more times in a one month time period
- Repeated offenses for which the scholar has already earned in-school suspension or other consequences

Other serious infractions/serious versions of conduct are listed under the infractions category

SERIOUS INFRACTIONS: School Responses, Interventions and Consequences

Summary of typical range: from exclusion/removal from class to in-school suspension

- Any consequence outlined above for infractions
- Additional oral or written reflections and/or apologies
- Request formal meeting with parents
- In-school suspension
- Short-term out-of-school suspension

MAJOR OFFENSES

Medication or Tobacco

- Using or possessing over-the-counter medication inappropriately
- Using, possessing or transferring tobacco, e-cigarette or related products or accessories

Fleeing or blocking access

- Fleeing an area, which includes, but is not limited to, running around the classroom, running in the hallways or between floors away from adults, and running out of the building
- Blocking access to any part of the school building

Action that impairs the school's ability to function

- Action that seriously impairs the ability of the school to function, including, but not limited to, extreme language, refusal to move, intentionally sustained distracting behavior, or demeaning or intimidating speech
- Gross disrespect of a faculty member, staff member, visitor, volunteer, school transportation provider, or other members of the school community

Abuse or Harassment

- Committing sexual, racial, or any form of harassment or intimidation
- Bullying, cyber bullying, intimidation, hazing, threats, and/or harassment of another scholar (see bullying and cyberbullying sections for more detail)

Damaging Property

- Damaging or destroying personal or school property – or attempting to do so
- Throwing, pushing, or moving furniture/classroom objects in an aggressive or upset manner
- Gross disrespect or destruction of school property, including graffiti
- Putty, slim and/or like objections are prohibited from the school

Physical Aggression

- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, scratching, shoving, biting, punching, grabbing, slapping, kicking or any other unwanted physical contact – or any contact with the intent to hurt, but without causing serious injury
- Any action that presents an imminent threat to physical safety of self or others
- Throwing an object at another person or in the classroom

Sexual Activity

- Engaging in sexual activity or inappropriate touching

- Indecent exposure
- Being in unauthorized areas of the school including Faculty & Staff restrooms

Gambling, Stealing, Lying, Forgery, Plagiarism

- Gambling
- Lying or giving false information to, or misleading, staff member
- Stealing
- Plagiarism, cheating, altering records or forgery, including forging of parental signatures

Other major offenses

- Major versions of conduct listed under the serious infractions category

MAJOR OFFENSES: Range of School Responses, Interventions and Consequences

Summary of typical range: from in-school suspension to out-of-school suspension

- Any consequences outlined above for infractions or serious infractions
- In-school suspension
- Short-term out-of-school suspension
- Long-term out-of-school suspension

EGREGIOUS OFFENSES

- Repeated major offenses and/or fundamental disregard for school policies and procedures in a manner that presents an unsafe or abusive condition for members of the school community or seriously disrupts the educational process of the school
- Creating a hazardous or offensive condition, such as setting off false alarms, making bomb or other violent threats, or calling in threats, empty or otherwise
- Threatening a staff member or his/her family friends with serious physical harm or ongoing repeated and/or specific threats made to another member of the school community creating or intended to create an unsafe environment for the other individual
- Significant destruction or attempted significant destruction of school property, including arson
- Significant theft (*e.g.*, items valued at several hundred dollars) or stealing from a staff member, including money, wallet, credit cards, and personal possessions
- Possession, use, or transfer of drugs, alcohol, or controlled substances, including, but not limited to, illegal drugs (*e.g.*, marijuana), drug paraphernalia, prescription medication or alcohol, on school grounds or at a school-sponsored event
- Sale or distribution of drugs, alcohol, or controlled substances, including, but not limited to, illegal drugs (*e.g.*, marijuana), drug paraphernalia, prescription medication, tobacco or alcohol, on school grounds or at a school sponsored event
- Possession, use, or transfer of a firearm or weapon or mock weapons, including, but not limited to, the following: firearm, air gun, BB gun, knife, bludgeon (*e.g.*, metal knuckles), slingshot, explosives, dangerous chemicals, any sharp pointed instrument or other dangerous instrument intended as a weapon (*e.g.*, broken glass, lighter, baseball bat, etc.)
- Assault and/or use of extreme force against or an action intended to inflict serious injury upon another scholar or scholars, school personnel, or other member(s) of the school community; actions that should have been reasonably foreseen as having the potential to inflict serious injury are included
- Sexual assault
- Physically assaulting a staff member or other adult members of the school community; this includes, but is not limited to hitting, kicking, punching, slapping, or pushing
- Scholar charged with or convicted of a felony that poses a continuing danger to persons or property or an ongoing threat of serious disruption to the academic process
- Scholars with a protective order against them that is based on or involves violence, severe harassment, or threat of

- violence against another scholar or staff member
- Egregious versions of conduct listed under the major offenses category

EGREGIOUS OFFENSES: Range of School Responses, Interventions and Consequences

Summary of typical range: from out-of-school suspension to expulsion

- Any consequences outlined above for infractions, serious infractions or major offenses
- Short-term out-of-school suspension, usually for an extended period (*e.g.*, more than one day)
- Long-term out-of-school suspension
- Expulsion

When an egregious offense occurs, both the principal and regional superintendent should be notified immediately. Past disciplinary offenses may be considered in the school's decision-making around consequences. If the scholar has already been found to have engaged in an egregious offense that did not result in long-term suspension or expulsion earlier in the school year, the school is more likely to recommend long-term suspension or expulsion upon any subsequent egregious offense. In keeping with the Gun-Free Schools Act, it shall be the policy of the Board to suspend a scholar for one full calendar year whenever a scholar is in the possession of a firearm as defined in 18 U.S.C. § 921(a). The Board shall modify the term of the expulsion on a case-by-case basis.

Additional Behavior Beyond the School Building

Field Lessons

As part of our rigorous academic program, we require outside learning experiences, such as trips to museums and college campuses. During these activities, scholars are responsible for adhering to the same behavioral expectations within the school building. Permission slips will be sent home for each field lesson and must be signed in order for a scholar to attend. A scholar may be considered ineligible for a trip/event for reasons including, but not limited to: not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior or severe lack of academic effort in the day or days prior to the trip. Scholars who are considered ineligible for attending a trip will be required to attend school that day.

Bus Behavior

Busing for ***RISE Prep*** school is provided by First scholar Transportation. Unsafe behavior on the bus endangers our scholars, and it will not be tolerated. A pattern of unsafe behavior may result in loss of bus privileges.

Bus drivers must focus on the road to make sure all scholars arrive to school and home safely. At dismissal, scholars should go directly to their bus, greet the bus driver, and have a seat. On the bus, scholars must remain in their seats, talk quietly, and follow all directions given by the bus driver. Scholars should not communicate with scholars on other buses or any people outside the bus. Scholars who behave poorly on the bus compromise the safety of themselves and others. Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.

The ***RISE Prep*** Code of Conduct applies on school bus transportation. Scholars who take the school bus are

expected to act responsibly and respectfully at all times. All school rules apply on the bus. Certain additional rules will apply to the bus. Scholars may be given assigned seats. An administrator will meet the bus every day. No child will exit the bus before the administrator checks with the driver as to behavior. Failing to be in the assigned seat, putting hands out of the bus, throwing things, using bad language, not obeying the bus driver, are all infractions, as well as those listed throughout the Code of Conduct. More serious behavior (e.g., fighting or other egregious offenses) will be investigated and assigned consequences as well just as if it happened on school grounds, up to and including out-of-school suspension or expulsion.

Infractions, if serious enough, can warrant immediate loss of bus privileges for the year. Other consequences (e.g., suspensions) may apply as well. *Families are strongly encouraged to reinforce the importance of proper bus behavior and the potential consequences for bad behavior. **Consequences for misconduct by scholars with Individualized Education Programs riding on transportation provided by their IEP/504 will be dealt with on a case by case basis.***

Cheating, Plagiarism and Copying Others Work

Cheating on home learning or exams, using resources inappropriately, and copying other people's work is not only unfair, it also means that a scholar is not actually learning the material. If scholars are unsure about an assignment, a test question, or a testing procedure, they should go to their teacher and ask for directions. Specific guidelines regarding cheating and plagiarism will be reviewed with scholars during the first two weeks of school and throughout the year. The school will determine appropriate consequences, but cheating, plagiarism, and copying others work may result in loss of academic credit, in-school suspension, out-of-school suspension, and/or other consequences.

Scholar Searches

In order to maintain the security of all its scholars, ***RISE Prep*** staff reserves the right to conduct searches of scholars and their property when there is reasonable suspicion that the scholar has violated the law or a school rule. If searches are conducted, the school will make every effort to ensure that the privacy of the scholars is respected and that scholars and their families are informed of the circumstances surrounding and results of the search. The school authorizes the principal and Administration to conduct searches of scholars and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the scholar violated the law or the school's Code of Conduct or otherwise constituted a threat to the health, safety, welfare, or morals of the school, other scholars, school personnel, or any other person lawfully on school property or attending a school function. Additional searches may be warranted in certain situations related to school safety. In authorizing searches, the school acknowledges both state and federal constitutional rights which are applicable to personal searches of scholars and searches of their possessions.

Reasonable individualized suspicion to conduct a search of a scholar or a scholar's possessions and the scope of the particular search shall be based upon, among other things, the scholar's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of the information used as justification for the search.

Scholars have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage

places. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials. The school does have the authority to implement unannounced searches if evidence of a safety hazard has been presented.

Police Verbiage

RISE Prep will contact the East Point Police Department in situations involving a weapon, threats to the school and any event that causes a major disruption of the day.

Emergency Verbiage

RISE Prep will conduct an emergency drill at least once a month. In the event of an emergency, RISE Prep will evacuate to St. Stephens Baptist Church. RISE Prep will communicate to all families the procedure for pick up.

Transportation, Arrival, and Dismissal

School Bus Transportation

As noted above, busing for ***RISE Prep*** schools is provided by First scholar Transportation. We look forward to them providing our school community with safe, reliable, and on-time transportation services.

This year we will run separate bus times in the afternoon for the elementary school and the middle school to avoid having mixed age groups on the buses. This is to help ensure the safety and well-being of our younger scholars. Prep scholars will not be allowed to ride the bus in the afternoon at the middle school dismissal time unless they are with a sibling who rides the bus during the 4pm transportation routes, which will continue to be the dismissal time for the middle school.

The specific transportation routes are still to be determined. However, in the coming weeks, parents who **require** transportation services must complete the transportation request form on our website, www.theriseschools.org in order to try to secure one of the **limited** seats that are available on one of our three buses. We will notify you of the transportation lottery becomes open.

RISE Prep reserves the right to suspend an eligible scholar from the bus if he/she in any way threatens the safety and well-being of his/her peers.

Notifying the School of Transportation Changes

Please arrange transportation home before your child leaves for school in the morning. Scholars will not be allowed to call home to check if they are being picked up. If you need to pick up your child from school and your child usually rides the bus, or if you must otherwise change your child's transportation for that day, please do one of the following:

- ***Be at the school at dismissal time*** – All bus riders are walked to the buses daily. If you need to pick up your child instead of them getting on the bus, you should be at the school by 3:00 p.m. to be able to pick up your child as he/she is in the bus line. If you are not here by the time the buses leave, your child will be sent on the bus.
- ***Contact front office staff and teachers*** – Please email your teacher and our front office manager, Ms.

S. Carter to inform them of your scholar's transportation change no later than 1:00 p.m. on the day of.

- ***Changes in adult/guardian pick-up*** - All changes made to your emergency pick-up list should be made in writing and sent via email to Ms. Khadijah, Ms. Carter and/or Ms. Tami. This process ensures that we are dismissing all scholars to the appropriate and approved persons.
- ***In an emergency, call the school***– If you or your family is having a medical emergency that requires a change in your child's transportation plans, please call the school immediately to make arrangements. **The school does not accept transportation change requests by telephone except in the case of an emergency.** If your child normally rides the bus and you wish to pick him or her up from school and you have not notified the school in writing that morning, you must meet your child at the school at dismissal time.

Dismissal

All scholars should be picked up promptly from school at the end of the school day or an enrichment club or sports team. Please make note of the dismissal times below:

School Regular Dismissal: 3:00 pm

Early Dismissal (Wednesdays only): 2:00pm

Enrichment/Sports: (vary by club or team)

All parents and scholars must exit the campus by the times listed above. The school's clock will serve as the "official clock" for determining the time. Please synchronize your watch with the school's clock in order to remain on time.

A **No Exception Policy** will be place for several reasons: 1. Our teachers and staff give their best to your scholar each day. They also have responsibilities to their own children and family and must be able to reliably end their day at the times listed above in order to fulfill those responsibilities. 2. As our teachers and staff need to tend to their own responsibilities, we will not have the personnel to supervise your scholar beyond the stated dismissal times. This will result in safety concerns for your scholar. To avoid these concerns, please adhere to the dismissal times listed above. At RISE, our number one priority is the safety and well-being of your scholar. 3. At the end of the day, scholars usually become tired and hungry, which may result in them becoming irritable. Delaying their pick-up from school will only worsen these conditions for your scholar. 4. Your scholar knows their usual pick-up time. Scholars can become nervous or fearful when they are at school later than normal.

Please know that your child will always be comforted and safe, but we would like to avoid your scholars experiencing any undue stress or anxiety. Scholars who remain on campus beyond the dismissal times listed above **will be transported to emergency after-school care** provided by the **YMCA located at 2220 Campbellton Road, Atlanta, GA 30311**. Please note that parents will be charged by the YMCA for this service. Parents are strongly encouraged to call the school when they will be running late, however their scholar **will be sent to emergency after-school care service**. Communication allows the appropriate staff to inform your scholar that they will be going to the after-school care program at the YMCA.

The policies set forth in this document will be enforced at all times unless otherwise stated by the school principal. The RISE Schools do not provide childcare between dismissal times and the start of special events such as Family University Night, Parent Conferences, Report Card Night, school performances, or any other such special events that occur in the evening.

Parent/Guardian Late to Pick Up from Bus Stop

Elementary School parents/guardians have the responsibility to pick up their elementary school child when the bus is at their designated school bus stop. Parents/guardians who are late to pick their children up make the bus run late and inconvenience other families. When parents/guardians of elementary schools are not present, scholars will be returned to the school. It will be the responsibility of the parents/guardians to retrieve scholars from the school once they are returned by the bus driver.

Repeated failure to pick up a child from the bus stop at the scheduled time may result in the following consequences, to be determined by the dean of scholars/principal: 1) for the first violation, the scholar's parent(s) and/or guardian(s) will be contacted to pick up their child from the school and will be issued a warning in writing; 2) for a second violation, the scholar's parent(s) and/or guardian(s) will be contacted to pick up their child from the school and the scholar will be suspended from the afternoon bus for a period of up to one week; 3) for a third violation, the scholar's parent(s) and/or guardian(s) will be contacted to pick up their child from the school and the scholar will be suspended from the afternoon bus for a period of up to one month; and 4) for a fourth violation, the scholar's parent(s) and/or guardian(s) will be contacted to pick up their child from the school and the scholar may be suspended from the afternoon bus for the remainder of the academic year.

Arrival/Dismissal

Scholars should not arrive at school earlier than 7:45 A.M. School begins at 8:30 A.M. **Your scholar is considered late at 8:30 am and must be escorted into the building.**

Buses will pick up and drop off scholars in front of the building. As a result, we ask that parents who are dropping off and/or picking up scholars be mindful of the tight traffic situation, arrive on time, and plan accordingly.

At dismissal, scholars should either leave the school building or attend school sponsored clubs/sports and/or events. Scholars are never allowed to wait in any other portion of the building. They must wait in a designated afterschool location, under the supervision of a staff member. Scholars may not wait outside without staff supervision.

Parents who pick up their scholars in the afternoon will not be allowed to form the carpool line any earlier than one (1) hour prior to the dismissal time.

Scholars Who Walk

Parents of middle school scholars may give permission to have their scholar walk home or take the city bus. The school administration needs to be made aware of this provision in writing.

For scholars who walk to and from school, and for scholars who may be walking from the public transportation stops, a number of streets must be crossed. Families should instruct scholars to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks. Parents are urged to call the local police department for questions or concerns.

Scholars who walk to and from school should act as representatives of the school. The same standards of behavior outlined in this document apply while scholars are traveling to and from school.

After-School or Saturday Transportation

When a scholar remains after school, the school administration will see that the scholar's parents/guardians are given notice, and arrangements are made for the scholar's safe return home. The school does not provide transportation for most after-school or Saturday activities.

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Staff Rides

Under exceptional (and rare) circumstances, with parental permission, a scholar may be driven home by a member of the RISE Prep staff. If scholars are riding with RISE Prep Staff a signed family-staff agreement must be on file. We enforce a paired system in which two (2) staff members participate in the ride home for scholars.

School Uniforms

All scholars must come to school in the **RISE Prep** uniform every day. Arriving to school out of uniform is a violation of the Code of Conduct and may lead to disciplinary consequences. In these instances, the scholar's parents will be called and asked to bring in a uniform before the scholar is sent to class (provided the school will when available provide a clean and appropriate loaner item, and families should contact the manager of Family Engagement if the cost of the uniform is the cause so that alternative arrangements may be made). We have a required school uniform for several very important reasons:

- **Uniforms unite us as a community.** When you look at the **RISE Prep** uniform, it is a powerful visual statement of our community. Scholars make a commitment that when they put on the **RISE Prep** uniform, they are agreeing to live up to the school's values.
- **Uniforms reduce distractions and clothing competition.** Often scholars spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.
- **Uniforms make us all equal.** Whether families have high incomes or low incomes, the scholars come to school looking the same way. No one is made to feel bad about the clothes they have or don't have.
- **Uniforms look professional.** Scholars look neat when they arrive to school with shirts tucked into their khaki pants. The scholars come mentally prepared for school and "dressed for work."

General Uniform Requirements

Shirts: Uniform shirts must be purchased through our uniform vendor, Prestige Uniform Company. On top, scholars must wear a RISE **Prep** polo or oxford shirt. Shirts must be in the school colors and have the **RISE Prep** logo stitched into the fabric. The following rubric outlines our uniform policy in depth:

Shirts	Bottoms	Shoes	Accessories
<p>Monday Dress Days: Blue Blazer over their white oxford RISE white <u>logoed</u> Oxford (long and short sleeve) Tie: navy blue or plaid tie (boys) navy blue or plaid cross tie (girls)</p> <p>Tuesday-Friday Casual Dress Days: RISE polos (blue, or white)</p> <p>Physical Education: RISE T-shirts</p> <p>Winter Wear: Only RISE Schools sweatshirts/ sweaters may be worn indoors.</p> <p>Hoods may not be on in the building.</p> <p>scholars may only wear white or black long-sleeve shirts under their uniform polos if they wish to have extra layers.</p>	<p>Standard/ Special Days: Grey Slacks/ dress pants or gray skirts/skorts</p> <p>Casual Dress Days: Grey Slacks/ dress pants or grey skirts/skorts</p> <p>Physical Education: RISE gym shorts</p> <p>Warmer Days: denim or cotton shorts, skirts, or skorts</p> <p>Uniform bottoms must fit properly. Skirts, shorts and skorts <u>may not be more than 2 inches measurable above the knee even if the scholar is wearing tights or leggings underneath.</u></p> <p>Baggy, cargo, low-rise, ripped, jeggings, and skinny pants are <u>NEVER PERMITTED.</u></p> <p>Pants must be pulled <u>above the waist</u> at all times, must <u>NOT</u> be so big that they fall down, and must be worn with a <u>black belt.</u></p>	<p>Standard/Special Days: 100% black shoes. Shoes must have rubber soles, and can be loafers, or have laces or Velcro</p> <p>Casual Dress Days: 100% black shoes. Shoes must have rubber soles, and can be loafers, or have laces or Velcro</p> <p>Sandals, flip-flops, slides and heels more than 3 inches are <u>NOT PERMITTED.</u></p>	<p>scholars may wear earrings smaller than the size of a quarter coin.</p> <p>Scholars <u>may only wear</u> Analog watches. Smartwatches are NOT PERMITTED</p> <p>scholars may wear one necklace that remains tucked into their shirts at all times.</p> <p>scholars may wear silicone wristbands.</p> <p>Rings, anklets, bracelets are <u>NOT PERMITTED</u></p> <p>Bandanas, Du-rag or any other headwear, headbands, head scarves are <u>NOT PERMITTED</u> except for <u>Religious or Medical reasons with medical documentation</u></p> <p>Piercings other than the ears are <u>NOT PERMITTED</u></p> <p>Large, flashy, distracting, offensive, or inappropriate accessories are <u>NOT PERMITTED</u></p> <p>Writing and drawings of any kind, on any part of the uniform or body is <u>NOT PERMITTED.</u></p>

Outerwear: Uniform sweaters must be purchased through our uniform vendor, Prestige Uniforms. Scholars may wear either the ***R.I.S.E.*** long-sleeve sweatshirts or the ***R.I.S.E.*** sweater with the uniform shirt underneath.

How to Purchase Uniforms:

Contact our Family Engagement Coordinator, Jackie Goodman-Cook at jgoodmancook@theriseschools.org

- **Jackets:** Scholars may not wear jackets inside the school building. If a scholar is worried about being cold inside the building, he/she should wear a uniform sweater or a long sleeve shirt (of the color of the uniform shirt or white) under his/her uniform shirt.
- **Jewelry:** Scholars should not wear jewelry that distracts from the uniform, like large earrings, multiple chains or rings, or lots of bracelets. If a scholar chooses to wear jewelry, it must be modest. **Scholars may wear only one chain or necklace, and it must be tucked neatly under their uniform shirt. Scholars may only wear very**

small earrings. Scholars may not wear “name chains” or name earrings, large belt buckles, large or heavy chains, or any piece of jewelry that is large or distracting. If a scholar wears jewelry that the dean of scholars or principal considers excessive, then the scholar will be asked to remove it.

- **Hats:** Scholars are not allowed to wear baseball hats or bandanas in the building. Small clips or hair ties for the hair are permitted. Head-coverings for religious reasons are permitted. Plastic and/or fabric headbands that are black, navy blue, gray, and white and no more than 2 inches wide are permitted. Hats worn inside the building will be taken from scholars and stored at the front desk for parents to pick up.
- **Physical Education (P.E.) Uniforms:** Scholars must purchase a gym uniform through our vendor. Scholars will be given the opportunity to change into appropriate P.E. clothes. If a scholar does not have the designated P.E. uniform, they will not be permitted to participate in class.
- **Tattoos:** Any tattoos – small or large – must be covered at all times.
- **No Changing at School:** While on school property or on school transportation to and from school, scholars must wear their uniform only; while at the school, scholars may change for school events or activities later on in the day as determined by the school administration.
- **Uniforms on Field Lessons:** Because field lessons are an opportunity for R.I.S.E.. scholars to represent their school outside of the building, all uniform standards apply for field lessons. Field lessons/trips uniform requirements will be specified by the teacher and detailed on permission forms. For longer, overnight field lessons, the school may specify the dress code.
- **Dress for the Weather:** Scholars go outside to play most days, except in certain instances where it is precipitating or particularly cold. Please ensure that your child has the proper attire he/she needs to stay comfortable and warm outside.

Scholars who do not abide by all the above uniform guidelines will be subject to disciplinary consequences.

About Promotion at RISE Prep

RISE Prep provides a rigorous, college-preparatory educational program, and the faculty, staff, and administration are committed to helping all scholars satisfy all requirements for promotion and graduation. *Our ultimate goal is college readiness.* We believe that in some instances it will be better for a scholar to repeat a grade in order to fully develop the skills, habits and knowledge required for the next grade and for rigorous colleges and careers.

We recognize that retention is a major decision that has important ramifications for a scholar and family. We take seriously the responsibility to make good decisions regarding retention. In fact, our consideration of the long-term ramifications is what often underlies our decision to retain a scholar. When a scholar’s performance indicates that he/she is not ready to move on, we would much rather have that scholar repeat a grade while with **RISE Prep** so

that we can provide intensive support and work in close partnership with families – as opposed to sending a scholar off to the next grade where he/she may not be set up for success. Because ***RISE Prep*** academic and behavioral standards are more rigorous than many traditional schools, we often have different and more rigorous promotional criteria.

Key points about RISE Prep’s Promotion and Retention Policy:

- The school sees it as its job to help all scholars meet the promotion criteria and ultimately to be prepared for success in the next grade. There are times when a scholar simply needs another year to be able to fully tackle the work, and the school is committed to ensuring that a scholar’s second year in a grade involves a clear plan to provide the scholar additional supports.
- The school will share promotion-in-doubt status with parents at multiple points in the years (*e.g.*, Report Card Nights).
- The school’s administrative team (and ultimately the principal) has full authority to make all promotion decisions.
- The school does not “socially promote.” That is, scholars will not be promoted to the next grade simply because they are “old enough” to be in that grade. The school may also choose to not promote a scholar even if he/she has been retained before.
- Readiness for the next grade is demonstrated by mastering rigorous academic standards and behaving in a way that reflects the school’s values.

Criteria

A scholar is promoted when, in the professional judgment of the teacher, the principal and other school staff; he/she has successfully met instructional-level standards based on the following criteria:

- Georgia Standards of Excellence and Georgia Performance Standards (K-8)
- Fulton County School System Curriculum
- State mandated and other standardized test data, as appropriate

The professional school staff in determining promotion or retention of scholars considers the following:

- scholar’s cumulative work folder
- Overall classroom performance and participation
- Previous interventions, including retention
- Age and level of social and emotional maturity
- Regular school attendance

State Promotion and Retention Requirements for Grade Eight

Eighth grade scholars are required to pass a state test in order to be promoted to the next grade level. According to the law:

- Eighth grade scholars are required to perform on or above grade level on the reading component of the English/Language Arts test and at or above the Developing Learner level in mathematics on the Georgia Milestones in order to be promoted to ninth grade.
- Eighth grade scholars who do not take the state-adopted assessment in grades 8 in reading and/or mathematics on any of the designated testing date(s) will result in the scholar being retained. The option of

the parent or guardian or teacher(s) to appeal the decision to retain the scholar shall follow the procedure set forth in the state rule.

Scholars will be given a chance to remediate and retake the assessment in the summer (dates TBD). Should the scholar fail to sit the retake or fail the required portion of the retake, the scholar will be retained for the next school year. Parents will be notified of their scholar's performance via a letter within 10 business days and will also be given a chance to appeal the retention.

In the event that an appeal is requested, the school will respond to the request within 5 business days and will convene an Appeals Committee prior to the start of the new school year to review the retention of the scholar. The appeal committee shall consist of the principal or designee, the scholar's teachers, the school counselor, and other staff as deemed appropriate and necessary, and the parent. For the retention of the scholar to be overturned and placed in the next grade, the appeal committee must reach a unanimous decision.

Middle School Grade Placement of scholars

A scholar entering or returning to a Fulton County middle school from a non-accredited public/private school or home school will be evaluated by designated school personnel. Fulton County placement assessments will be used in the areas of mathematics, reading and language arts to inform the placement decision.

- A scholar's instructional level (on-level, advanced, accelerated) will be determined by the results obtained from the aforementioned assessments.
- A scholar will not be placed more than one grade below age appropriate placement.
- Scholars entering RISE Prep from another school district, who are more than two years older than on-track scholars, may be placed, at the discretion of the principal, at a grade level more commensurate with the scholar's age.

Personalized Learning

RISE Prep, in conjunction with Fulton County Schools, is committed to using personalized instructional strategies to meet the individual needs, skills, and interests of all scholars. The district is currently laying the foundation to provide personalized learning experiences to all scholars, where ***RISE Prep***:

- Provides flexible pacing and varied strategies that consider the interests of the scholars.
- Offers increased opportunities for scholar choice and active participation in the learning process.
- Ensures that content and assessments are integrated in a manner that facilitates mastery of curriculum standards and career and college readiness standards.
- Diversifies instructional delivery methods through technology and flexibility.
- Efficiently leverages the Fulton charter system in fostering school autonomy to provide school communities with tools and support.

RTI-RESPONSE TO INTERVENTION

Response to Instruction and Intervention, in Georgia, is a four-tiered instructional process, or framework, which guides teachers in matching instruction and intervention to each scholar's learning needs. This may include intervention for skill weaknesses, or strength-based instruction through enrichment and acceleration.

What are the Key Components of Response to Instruction and Intervention?

- High quality, research-based instruction and behavioral support for all scholars in general education.
- Universal (district-wide) screening of academics and behavior to determine which scholars need intervention and/or enrichment and acceleration.
- Multiple tiers, or layers, of increasingly intense scientific, research-based interventions and/or enrichment that are matched to scholar need.
- School staff works together to develop, implement, and monitor the intervention and enrichment process.
- Continuous monitoring, with objective data, of scholar progress during intervention in order to determine if scholars are meeting their achievement goals.
- Systems in place to ensure fidelity of instruction and intervention.
- Parent involvement in the instructional process.

What are the Four Tiers of Instruction in a Response to Instruction and Intervention framework?

Tier 1 – All scholars receive standards-based instruction matched to their readiness level in the general education classroom. Behavioral expectations are also specifically taught and reinforced in this tier. Schools will assess all scholars to determine what scholars are at-risk for not meeting grade level standards, as well as which scholars will likely benefit from enrichment and/or acceleration.

Tier 2 –Some scholars will be identified with skill gaps in reading, math, or behavior. In Tier 2, identified scholars will receive targeted intervention in their specific area of weakness. scholars who are above grade level receive strength-based instruction in Tier 2. This could be through an advanced or Honors class.

Tier 3 – scholars who are identified as having significant skill weaknesses and scholars who do not respond to targeted intervention in Tier 2, will participate in intensive intervention in Tier 3. scholars who are well above grade level receive strength-based instruction in Tier 3. This could be through accelerated or Advanced Placement classes.

Tier 4 – Some scholars will not respond to the intensity of intervention provided at Tier 2 and Tier 3. It is at this point that the school may recommend a comprehensive psychoeducational evaluation to determine if the child may have a disability and may require specialized instruction through Special Education.

It is also at this tier of instruction where scholars are considered for eligibility in the Gifted Program or TAG, as well as for ESOL.

Scholar Support Team

The scholar Support Team (SST) is an interdisciplinary group that uses a systematic problem solving process to address learning and/or behavior problems of scholars, K-12, in a school. Per Georgia Board of Education Rule 160-4-2-.32, every Georgia School must have an SST.

Promotion Criteria

The school will consider a scholar who fails to meet **ANY** of the following criteria to be at risk of non-promotion. The principal has final authority to make promotion decisions based on a scholar's readiness for the next grade.

State and Other Test Scores

- Growth based on Fast Bridge
- RTI Data
- GA Milestones
- Iowa Test of Basic Skills (8th Grade)

Attendance

Scholars with 15 or more absences in a year (5 tardies and/or early dismissals count as one absence) are subject to being retained. There is no differentiation between excused and unexcused absences.

Course Grades (6 – 8)

Failing two or more of the following classes: Math, ELA, Science or Social Studies.

Additional Non-Promotion Criteria:

The following criteria indicate promotion-in-doubt status. Promotion-in-doubt means that a scholar may not yet have met the basic requirement to be promoted to the next grade.

Note: The minimum grade for a trimester is 55. This gives scholars the chance to pass for the year after one bad trimester. In order to pass for the year with one trimester at 55, the other two have to average at least 77.

Promotion for English Language Learners (ELLs):

State law requires that we evaluate the promotion of English Language Learners differently:

Grades 6-8: ELLs who have been enrolled in school in the United States for 2 years or fewer are exempt from the ELA test. Instead, they must show satisfactory progress (move up one proficiency level in reading, writing, speaking, and listening) on the requires assessment. For mathematics, they must score a Level 2 in English or their native language.

** Limited English proficiency may not be the sole basis for retention*

Promotion for scholars with IEPs:

The purpose of an IEP is to outline the support a scholar needs to reach an ambitious and achievable academic bar. When a scholar does not meet the bar, the burden of proof falls on the school to demonstrate that we provided the services the scholars needed and the scholars was still not able to reach the academic bar. We do not have the same autonomy that we do in general education - our local districts oversee our special education programs. We must accomplish the following for scholars with IEPs:

- Ensure that all IEPs document the services the school provides and that the school has a signed copy of the IEP.
- Send home IEP progress reports as often we send home report cards (signed and returned); IEP progress reports should indicate whether or not a scholars is on track to meeting her/his IEP goals and should align to the scholar's general performance.

For scholars with IEPs who are held to the standard promotional criteria (NOT modified criteria):

- These scholars must meet the standard criteria set out for all scholars. In cases where a scholars received a 1 on a state test, the school may consider a scholars portfolio of work to determine if the scholars does meet grade level standards (including writing assignments, classwork, projects, unit tests, etc.). The school may promote this scholars if the portfolio indicates greater than Level 2 proficiency and demonstrates that the scholars are prepared for the rigors of the next grade.
- At the first sign a scholars with an IEP is at risk of retention, the school must ensure that robust and

appropriate supports are in place in order for the scholars to make appropriate academic progress.

- In the rare case where a scholars with an IEP is at risk of a double retention, the school must consider using a portfolio of work to indicate demonstrate grade level proficiency.

For scholars with IEPs who have modified promotional criteria and take state assessments:

- In the rare case where a scholars has modified promotional criteria on the IEP, the school should clarify the exact modified criteria and the content they apply to (ELA and/or Math) at the beginning of the year, write a non-official IEP amendment, and communicate the promotional criteria to the parents. The modified criteria should explicitly outline the growth that the scholars will demonstrate and the way that growth will be measured (*i.e.*, “Grow 1.5 grade levels as measured by STEP”).

For scholars with IEPs who have modified promotional criteria and take alternative assessments:

- These scholars reflect less than 1% of our scholars population and are exempt from all standard promotional criteria; in these cases, promotion is based on meeting IEP Goals.

Supporting Non-Promoted scholars

When a scholar is not promoted, we will create a clear action plan for the scholar. This plan is designed to ensure that the scholar’s second time in a grade is not just a repeat of the previous year. The plan will detail additional academic and social/behavioral supports, incentive systems, consequences, and other relevant information.

Retention Appeals

In the event that an appeal is requested, the school will respond to the request within 5 business days and will convene an Appeals Committee prior to the start of the new school year to review the retention of the scholar. The appeal committee shall consist of the principal or designee, the scholar’s teachers, the school counselor, and other staff as deemed appropriate and necessary, and the parent. For the retention of the scholar to be overturned and placed in the next grade, the appeal committee must reach a unanimous decision.

Informing Other Schools

It is RISE Prep’s policy to inform other schools of the scholar’s promotion status. For example, if a sixth grader is not promoted to seventh grade at a RISE *Prep* school and the parent decides to enroll the child in another school, *RISE Prep* will inform the school that the scholar did not meet the requirements for promotion to seventh grade and should be a sixth grader when enrolling in the new school.

Academic Policies

Instructional Model : Direct Instruction (I do, we do, you do)

Rationale : This instructional model is written into our charter as how we will accomplish our mission of closing academic gaps and moving our scholars forward. The academic results from this instructional model exceed state and district scores on high-stakes tests.

Academic Grades: A = 90-100 B = 80-89 C = 71-79 F = Below 70

Conduct Grades: S = Satisfactory N = Needs Improvement U = Unsatisfactory

Report Cards

The reporting of scholar progress to parents follows District procedures and is in accordance with Georgia Statutes, Georgia Board of Education administrative rules, and School Board Policies, rules and regulations. Report cards are

issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Report cards are distributed to scholars for delivery to their parents/guardians according to the annual School District calendar.

Awards

Attendance

Attendance certificates are awarded for the following categories of attendance:

- o Platinum Award for Perfect Attendance: For no absences, tardies, or early check-outs.
- o Gold Award for Perfect Attendance: For no absences and fewer than five tardies/early check-outs.
- o Silver Award for Excellent Attendance: For three or fewer absences and fewer than five tardies/early check-outs.
- o Award of Merit for Excellent Attendance: For three or fewer absences.

Academic Honors

Dean's List consists of scholars who earn all A's in each all subjects each quarter/semester. Conduct is not considered when determining any of the academic honors.

High Honor Roll consists of scholars who earn all A's in all core content classes.

Honor Roll consists of scholars who earn all A's and/or B's in each core content each quarter/semester. Conduct is not considered when determining either academic achievement. If a scholar is on the Dean's List, he/she is not included on the Honor Roll List.

Core content classes include:

- Language Arts
- Social Studies
- Mathematics
- Science

*Scholars who receive one of these designations are recognized within the school.

Citizenship Award - Model scholars who receive this prestigious honor inspire and encourage other scholars to strive to be better citizens. Criteria is established at the local school level.

Scholar Council - Any scholar meeting the academic eligibility requirement of the respective school may place his or her name in nomination for scholar council representative. Candidates must follow the guidelines for speeches and posters provided in the nomination/information packet of RISE Prep. Elections for scholar council officers will be determined by the scholar government by-laws of the school. This process will occur in the fall.

National Junior Honor Society - To promote the ideals of academic achievement, character, service and leadership among elementary and secondary school scholars. Although there are some universal requirements, each chapter has its own criteria for selection.

Science Fair (Subject to change)- The Georgia Science and Engineering Fair (GSEF) is Georgia's premier forum for scholars to showcase their original research, compete for awards, and interact with top-level professional scientists. The science fair system in Georgia serves not only to recognize scholars for their achievements, but also

to prepare scholars to succeed and flourish in an increasingly complex and highly technical world by becoming problem solvers, critical thinkers, reflective learners, and more productive and influential members of their communities.

Social Studies Fair (Subject to change)- Local, regional and state social studies fairs annually present exhibitions of scholar work from grades 5-12. Each project is designed to show research and conclusions about the study of people and their relationships to their physical and social environment.

Principal's Award for Educational Excellence - The purpose of this award is to recognize academic success in the classroom. To be eligible for this award, scholars must meet rigorous requirements for Grade Point Average or School Criteria/Standards and either Standardized Achievement Test or recommendation by a teacher plus one other staff member for outstanding achievement in a core curriculum course. This award is academic and behavior based.

Principal's Award for Educational Achievement - The purpose of this award is to recognize scholars that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award is not comparable to the President's Award for Educational Excellence and should not be used or seen as a second tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward scholars who work hard and give their best effort in school, often in the face of special obstacles to their learning. Principal's Academic Awards are awarded at the end of the year to one scholar per grade level.

Valedictorian (8th Grade Only)- Highest overall average from grades 6-8 in the four core content areas.

Salutatorian (8th Grade Only)-Second highest overall average from grades 6-8 in the four content areas.

Planning Ahead - College and Career Ready

The global economy and the skills needed for the 21st century require a rigorous and well-rounded K-12 education. The old method of separating scholars into "college bound" and "work bound" is no longer sufficient in the world of education. Scholars need to know more and be better equipped to apply that knowledge in order to tackle increasingly complex issues and problems. ***RISE Prep*** is addressing this need through the increase of rigor and critical thinking skills for all scholars.

Curriculum at RISE Prep

Curriculum is defined as a plan for learning. It encompasses all the learning experiences a scholar encounters under the guidance of the school. The curriculum at ***RISE Prep*** focuses on the development and application of skills and knowledge as identified by the state of Georgia, national curriculum standards, and local system objectives. Interactive learning and hands-on-experience are central to the Board of Education's vision for the effective delivery of instruction and increased emphasis on higher academic achievement for all children. The overall goal of 6-8 curriculum emphasizes the relationship between ideas and seeks to:

- provide scholars opportunities to experience a continuum of activities with appropriate emphasis in each instructional area

- help scholars acquire and apply critical thinking skills
- help teachers identify and teach to a variety of learning styles
- help teachers utilize information from formal and informal assessments to plan and adapt instruction
- integrate new technology into the curriculum
- guide teachers in emphasizing global and multicultural concepts

Standards

The Georgia Standards of Excellence (GSE) and the Georgia Performance Standards (GPS) provide schools and families clear guidelines for teaching and learning. The standards explain what scholars should know, understand, and be able to do at the conclusion of a grade level or course. The standards define the level of rigor expected in the work enabling the teacher to know “how good is good enough.” The standards provide the framework for ***RISE Prep*** to prepare scholars to be college and career ready.

Grading

Teachers conduct ongoing evaluation of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must be appropriate for the developmental level of scholars in the primary and intermediate grades and must accurately measure the level of attainment of standards and the learning objectives in the curriculum.

The Report Card is a record of grades earned by the scholar during the previous nine weeks in all subjects: language arts, mathematics, social studies, science, health, band, physical education, coding, graphic design, spanish, and ESOL. The Progress Report gives parents an overview of their child’s progress on specific standards and learning objectives in the four core content areas – language arts, mathematics, science, and social studies. Combined, the Report Cards and Progress Report provide parents with information concerning their child’s academic progress throughout the year. Additionally, in language arts and mathematics, both the Report Cards and the Progress Report indicate the grade level at which the scholar is working.

Conferences are scheduled as needed to discuss progress with parents, including a required conference during the first 18-week period. Teachers also regularly communicate with parents, using such means as telephone calls, written notes, emails, and/or examples of scholar work. The school must contact parents/guardians if a scholar is performing at U or F level or is experiencing a significant decline in achievement. This contact must be made early enough for a scholar to have a reasonable amount of time to improve the grade before the next grading period.

No grade (NG) is required on a report card if the scholar has been enrolled fewer than 20 schools days in the grading period and if there have been no grades received from the previous school for that time period.

Grading System

Listed below are the academic symbols used for the Report Card and the Interim Progress Report.

		Report Card	Progress Report
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Grades 6-8	A	90 – and above	90 – and above
	B	80 – 89	80 – 89
	C	70 – 79	70 – 79
	F	below 70	below 70
	NG	No Grade	No Grade

Consistent Grading Policy

Consistent Grading Policy				
6th- 8th Grades	Classroom/Daily	home learning	Quizzes/Weekly Assessments	Summative Assessments
	15%	10%	35%	40%
In order to have a policy that is truly “consistent”, grades are weighted uniformly across the grade level content areas.	<input type="checkbox"/> Group Activities <input type="checkbox"/> Labs <input type="checkbox"/> Unit Tasks <input type="checkbox"/> DBQs (Document Based Questions) <input type="checkbox"/> Journal Entries	<input type="checkbox"/> Instructional Extension <input type="checkbox"/> Mastery Practice <input type="checkbox"/> Progress Checks	<input type="checkbox"/> Common Assessments <input type="checkbox"/> Teacher-made Assessments <input type="checkbox"/> Comprehension and Skills Assessments	<input type="checkbox"/> Unit Tests <input type="checkbox"/> Projects <input type="checkbox"/> Culminating Tasks <input type="checkbox"/> Mid-Terms <input type="checkbox"/> Portfolios <input type="checkbox"/> Semester Exams

Credit for High School Courses Taken in Middle School

Middle school scholars enrolled in face-to-face or virtual high school courses at a Fulton County middle school may earn one (1) high school credit for a year-long course and half (.5) a high school credit for a semester-long course for successful completion of this coursework. Successful completion (70% or better) of each semester of each course is required to earn this credit.

Scholars taking high school courses while in middle school are required to take the corresponding state End Of Course (EOC) for designated courses. The EOC counts for 20% of the final semester grade.

Scholars will have the option of accepting or declining the high school credit at the end of their eighth grade year. scholars will receive information regarding their grades and the options that are available to them in the spring prior to entering high school.

They must complete the appropriate course form(s) by the given deadline in order to have the correct placement for ninth grade. The high school graduation requirements listed will help you begin to think about what will be required of you in high school and help you begin your plan while in middle school.

Eligibility for Graduation

A scholar shall become eligible for graduation upon meeting the following criteria:

- ✓ 23 units of appropriate credit have been completed
- ✓ State assessment requirements have been met
- ✓ Attendance requirements have been met

State Assessments

Beginning with the spring of 2015, Georgia implemented a new state assessment called Georgia Milestones for grades 6 through 8. These assessments replaced the former CRCT tests administered in the spring for grades 6 through 8. The purpose of the new assessments is to provide a valid measure of end of grade (EOG) scholar achievement of the rigorous state content standards, and provide a clear indication of the scholar's preparedness for the next educational level.

The new assessments require scholars to utilize multiple types of responses, or answers, to questions or prompts: selected responses (multiple choice items), constructed responses, extended responses, and technology enhanced items.

Scholars enrolled in a high school, credit earning course will take the End of Course (EOC) exam for the course if applicable. The EOC replaces the previously administered End of Course Tests, or EOCTs.

Grade Recovery

If a scholar fails a test, he/she has 5 days to retest. If it is not done in this timeframe, the initial grade received will stick. If they successfully retest in the 5 day window, the higher of the two grades will remain.

Home learning

The purpose of home learning is to reinforce skills taught in class. Home learning is given Monday - Thursday and sometime on Friday. The scholars should also read every night for at least 20 minutes to strengthen their reading fluency.

Middle School Graduation Requirements

In order to ensure the integrity of the diploma graduates earn upon completion of the course of studies, the faculty and administration are committed to consistently and carefully upholding the graduation criteria. Scholars who do not meet the promotional criteria in a given year will not advance to the next grade and will instead be expected to repeat the same grade. The faculty, and administration recognize that some scholars, depending on their educational development, will require more than four years to successfully meet the school's graduation requirements.

Course	# of Credits - GA

English/Language Arts

The curriculum is comprised of the Georgia Standards of Excellence (GSE) and focuses on the integration of vocabulary, literature, reading strategies, writing, oral language skills, research and Prep. Reading instruction teaches scholars to use cognitive strategies before, during and after reading to help them monitor their understanding and evaluate the author's presentation of ideas. A thematic approach allows scholars and teachers to work collaboratively to explore literary and informational text.

As part of the writing curriculum, scholars respond to texts, answer questions about a text, analyze exemplars from different types/genres of writing, and emulate the elements, features, and characteristics they identified as most effective in their own writing. scholars receive writing instruction through a writing workshop framework that includes a mini-lesson, small groups, and individual conferences. They are provided direct, explicit instruction in writing skills and processes needed to create a text including the writing process, paragraph and sentence construction skills, text structures used for writing, and word processing and other technology-related skills. In the Middle School English and Language Arts curriculum, there are two levels for every grade: On Level and Advanced Level. scholars may also be accelerated to the next grade level course.

Reading

Scholars who are not taking world language during sixth, seventh and eighth grade are scheduled for a reading course. scholars receive reading instruction through a reading workshop framework that includes a mini-lesson, small groups, and individual conferences. These courses focus on increasing scholar motivation, volume, and stamina in reading a variety of text as well as providing scholars with effective reading strategies and behaviors. Keys to developing an effective reading process include:

- Using reading skills with varied content (literary and informational);
- Applying reading strategies consistently before, during and after reading for active comprehension and
- Selecting the most appropriate reading strategy to use while reading complex text.

GSE 6-8 Strands/Standard Framework	
Strand: Reading for Literature (RL)	
<ul style="list-style-type: none"> • Key Ideas and Details: RL1, RL2, RL3 • Craft and Structure: RL4, RL5, RL6 • Integration of Knowledge and Ideas: RL7, RL9 • Range of Reading/Text Complexity: RL10 	
Strand: Reading for Information (RI)	
<ul style="list-style-type: none"> • Key Ideas and Details: RI1, RI2, RI3 • Craft and Structure: RI4, RI5, RI6 • Integration of Knowledge and Ideas: RI7, RI8, RI9 • Range of Reading/Text Complexity: RL10 	
Strand: Writing (W)	
<ul style="list-style-type: none"> • Text Types and Purposes: W1, W2, W3 • Production/Distribution: W4, W5, W6 • Research/Present Knowledge: W7, W8, W9 • Range of Writing: W10 Strand: Speaking and Listening (SL) 	
Strand: Speaking and Listening (SL)	
<ul style="list-style-type: none"> • Comprehension and Collaboration: SL1, SL2, SL3 • Presentation of Knowledge and Ideas: SL4, SL5, SL6 	
Strand: Language (L)	
<ul style="list-style-type: none"> • Conventions of Standard English: L1, L2 • Knowledge of Language: L3 • Vocabulary Acquisition and Use: L4, L5, L6 	

scholars advancing through grades 6-8 are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in previous grades, and to work steadily toward meeting the more general expectations described by the Standards.

Social Studies

Philosophy

The purpose of the Fulton County School System’s social studies curriculum is to prepare scholars to become citizens who participate in a democratic society in an increasingly interdependent world. Through social studies education scholars should acquire a continuing interest in their society; develop a respect for the dignity and worth of all persons; and achieve the depth of understanding, loyalty to democratic ideas, and the skills necessary to accept responsibilities and rights of citizenship.

As a part of the social studies program, scholars are provided with learning opportunities that enable them to grow in their ability to think clearly and to integrate significant facts, concepts and generalizations from history and the social sciences into their own experiences. scholars develop useful skills for obtaining knowledge, devising questions and engaging in problem-solving techniques through active involvement in the curriculum. Equally important, they should learn how to analyze issues from multiple perspectives and to test the validity of ideas apart from the sources of those ideas. scholars are also encouraged to develop connections among ideas and events, both past and present that will promote cooperative and constructive solutions of problems and issues.

Goals

The social studies curriculum is designed to:

- Increase scholars’ knowledge of the world and promote greater awareness of its diverse ethnic and cultural elements
- Reinforces the understanding of how a highly-differentiated U.S. society maintains cohesion through adherence to the principles found in the Constitution and Bill of Rights
- Address concerns related to their social origins
- Acquire the skills, knowledge and perspectives necessary to achieve success in this global age

Grade 6 Physical and Cultural Geography of the Modern World

The emphasis in sixth grade is on the study of history, geography and culture of selected regions: Europe, Latin America, Canada, and Australia. Each unit focuses on a geographic overview, historic development, people and culture, political systems and economic systems.

Grade 7 World Geography and History

The emphasis in seventh grade is on the study of history, geography and culture of selected regions: Africa, the Middle East and Asia. Each unit focuses on a geographic overview, historic development, people and culture, political systems and economic systems.

Grade 8 Georgia Studies

Scholars trace the history of Georgia in the context of the development of the United States. A chronological focus includes a geographic overview and early inhabitants, the foundation of Georgia in the 18th century through the state’s development in the 20th century. scholars also examine the characteristics of state government, public issues, citizen rights and responsibilities, and contemporary and historical comparisons of state and national political institutions.

GRADE 6 World Studies	GRADE 7 World Studies	GRADE 8 Georgia Studies
Europe	Africa	Geography of Georgia
Geographic overview • Historic development • People and Culture • Political systems • Economic systems	Geographic overview • Historic development • People and Culture • Political systems • Economic systems	Geographic overview • Early inhabitants • European exploration

Canada & Latin America	Middle East	Colonial - Modern Georgia
<ul style="list-style-type: none"> • Geographic overview • Historic development • People and Culture • Political systems • Economic systems 	<ul style="list-style-type: none"> • Geographic overview • Historic development • People and Culture • Political systems • Economic systems 	<ul style="list-style-type: none"> Colonial Georgia • Georgia and the Revolution • Early statehood • Georgia’s westward movement Civil War and Reconstruction • Rise of modern Georgia • Modern Georgia
Australia	Asia	Foundations of Georgia Government
<ul style="list-style-type: none"> Geographic overview • Historic development • People and Culture • Political systems • Economic systems 	<ul style="list-style-type: none"> • Geographic overview • Historic development • People and culture • Political systems • Economic systems 	<ul style="list-style-type: none"> The Georgia General Assembly • The Governor and Executive Branch • The Judicial Branch • Local government in Georgia
Map and Globe Skills	Map and Globe Skills	Map and Globe Skills
Problem-Solving	Problem-Solving	Problem Solving
Locating, Analyzing and Evaluating Data	Locating, Analyzing and Evaluating Data	Locating, Analyzing and Evaluating Data

Assessment Assessment is an important part of the educational process that communicates the value that our society places on learning. Assessment results keep both parents and scholars informed about their progress in the course.

Scholars are evaluated in a variety of ways including unit tests and quizzes (both teacher-made and commercially-produced), oral and written performance on designated material as well as impromptu situations, responding to questions and other language expressions, class participation, projects, and completion of class and home learning assignments. Performance based assessments are also used throughout the school year to assess scholar proficiency in speaking and writing. District-wide Final Common Assessments are given at the end of the school year to seventh and eighth grade scholars to assess overall scholar performance.

Science

Philosophy

In 2017-2018, the state of Georgia will implement the Georgia Standards of Excellence in Science. These standards will focus on 3-Dimensional learning which incorporates science content, cross-cutting concepts, and science & engineering practices as outlined in A Framework for K-12 Science Education (2011). Notable changes in the standards include scholar engagement in science and engineering practices such as designing and carrying out investigations, developing and using models, analyzing data, and constructing arguments. Each standard begins with the science practice, “obtain, evaluate and communicate” which emphasizes the importance of scholars gathering, reasoning, and communicating about scientific concepts and data. Scientific phenomena such as floating magnets,

weather balloons, silt fences, and types of cookware to anchor units of study. Fulton County believes every aspect of science education encountered by scholars should enhance their understanding of science; enabling them to become environmentally, scientifically, and technologically literate citizens.

Goals

Fulton County Schools’ goals for science education are consistent with those that underlie A Framework for K-12 Science Education (2011) and the Georgia Standards of Excellence. They are designed to provide foundational knowledge and skills for all scholars to develop proficiency in science.

- Engage and explore scientific concepts through science and engineering practices;
- Experience the richness and excitement of knowing about and understanding the natural world;
- Use appropriate scientific processes and principles in making personal decisions; • Engage intelligently in public discourse and debate about matters of scientific and technological concern, and
- Increase economic productivity through the use of scientific knowledge, understanding, and skills in their careers.

Middle School Overview

At each grade level, content core ideas are integrated with science and engineering practices and crosscutting concepts. The science and engineering practices, content, and crosscutting concepts are used throughout K12 science courses and build towards a progressively deeper understanding of the dimensions as scholars’ progress through the years. Hands-on, scholar-centered, and inquiry-based approaches should be the emphasis of instruction.

3-Dimensions of Science	
Science & Engineering Practices <ul style="list-style-type: none"> • Asking questions and defining problems • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematics and information and computer technology • Developing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information 	Crosscutting Concepts <ul style="list-style-type: none"> • Patterns • Cause and effect • Scale, proportion and quantity • Systems and system model • Energy and matter • Structure and function • Stability and change <p>Crosscutting concepts are used to help scientists organize scientific information.</p>
Science Content Core Ideas	
6th Grade Earth Science	scholars explore earth science by engaging in science and engineering practices and crosscutting concepts to better understand earth’s materials, earth’s structures and formation, our solar system, the evolution of the universe, hydrology, oceanography, meteorology, energy utilization, and conservation.
7th Grade Life Science	scholars explore life science by engaging in science and engineering practices and crosscutting concepts to better understand the diversity of living organisms; structure and

	function of cells; tissues, organs, and organ systems; biological traits; interdependence of organisms and their environments; inherited traits and evolutionary survival of organisms.
8th Grade Physical Science	scholars explore physical science by engaging in science and engineering practices and crosscutting concepts to better understand the nature of matter; forms and transformations of energy; force, mass, and motion of objects; sound and light; electromagnetic radiation; gravity, electricity, and magnetism as forces.

Mathematics

Philosophy

Mathematics permeates all sectors of life and occupies a well-established position in curriculum and instruction. Schools must assume responsibility for empowering scholars with the mathematical skills necessary for functioning in and contributing to today's complex society. Instruction should emphasize the application of mathematics to real world problems; allow the use of calculators and computers as tools in problem-solving, and allow scholars to develop their own mathematical understanding using concrete materials.

The middle school mathematics program is developmentally appropriate and designed to meet scholars' intellectual, social and emotional needs. The curriculum and assessment components of the program are conceptually oriented and contain a broad range of content. Curriculum and assessment activities allow scholars to experience success and help scholars build positive attitudes toward mathematics and toward themselves as mathematical problem-solvers. Development of scholars' abilities to think, to reason, to solve problems and to communicate their understanding of mathematical concepts is a major focus of the program.

Goals

The goals of the 6-8 mathematics program are to:

- Meet the needs of individual scholars;
- Build scholars' appreciation of mathematics and its relationship to other disciplines;
- Promote scholars' confidence in their own mathematical abilities;
- Assist scholars in becoming mathematical problem-solvers;
- Provide opportunities for scholars to communicate their ideas about mathematics;
- Develop scholars' mathematical reasoning skills;
- Enable scholars to utilize calculators and computers as problem-solving tools;
- Encourage participation in learning with others;
- Develop concepts and skills measured on standardized tests
- Enable parents to understand and support the program.

Curriculum Content for Middle School Mathematics

RISE Prep implements the Georgia Standards for Excellence (GSE) for mathematics. The Mathematics curriculum stresses rigorous concept development, presents realistic and relevant applications, and keeps a strong emphasis on

computational skills. Teachers utilize a standards based direct instruction delivery model. A direct instruction approach provides scholars with specific skills-based instruction from their teachers at the beginning of new lessons followed by both guided and independent practice. It includes continuous modeling by the teacher, followed by more limited teacher instruction and then fading teacher instruction as scholars begin to master the material. Engaging scholars in problem solving and real-world applications are important aspects of mathematics instruction. The use of technology and manipulatives support the conceptual development of mathematical concepts and skills.

The Georgia Standards for Excellence for mathematics are organized into content standards and process standards. The content standards are organized into five strands: the number system, geometry, statistics and probability, ratios and proportional relationships, and expressions and equations. The standards of mathematical practice are an essential part of learning for all scholars. scholars will use the process standards as a way of acquiring and using content knowledge. At each grade, there are eight practice standards that emphasize problem solving, reasoning, representation, connections and communication. These strands are consistent throughout the K-12 Mathematics Curriculum.

The curriculum supports instruction and assessment which integrates the use of manipulatives and appropriate technology. scholars are encouraged to represent topics in multiple ways including, concrete, pictorial, verbal, written, numerical, graphical, and symbolic.

English to Speakers of Other Languages (ESOL)

ESOL is a standards-based instructional program designed to address the unique challenges faced by scholars whose first language is not English. The ESOL Program integrates the WIDA Consortium English language proficiency standards with the Georgia Standards of Excellence (GSE). scholars in ESOL develop proficiency in the English language skills of listening, speaking, writing, reading and comprehension while acquiring the academic content of the GSE. All instruction in the ESOL program is provided in English, thereby maximizing scholars' opportunity to master social and academic English language skills.

Georgia/Federal law mandates that scholars be screened for the ESOL program if their native language, home language, or first language is other than English. scholars who are identified by these criteria are tested in accordance with state procedures to determine whether they qualify for ESOL services. All scholars who qualify for ESOL are tested annually with an English language proficiency measure in accordance with Federal laws. This measure is used to determine language progress and is one of the criteria used for exit from the ESOL program.

Goals:

The WIDA English Language Proficiency Standards are:

1. English language learners communicate for social and instructional purposes within the school setting.
2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

scholars in the ESOL program possess well-developed language skills in one or more languages other than English, and are working to develop proficiency in the English language. When these scholars attain proficiency in social and academic English appropriate to their age and grade level and no longer need the intensive language support provided by the ESOL program they exit. Exited scholars are monitored for four years to ensure a smooth transition to mainstream classes.

Levels of Language Proficiency

Level 1 – Entering

English learners at the Entering level will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2 - Emerging

English learners at the Emerging level will process, understand, produce or use:

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 3 – Developing

English learners at the Developing level will process, understand, produce or use:

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 4 – Expanding

English learners at the Expanding level will process, understand, produce or use:

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 5 – Bridging

English learners at the Bridging level will process, understand, produce or use:

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports

- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

Talented and Gifted Program (TAG)

Philosophy

Intellectually gifted scholars require specialized educational experiences that promote the development and expression of their potential. If gifted individuals—as children, youths and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals’ uncommon potentials, an educational program must be structured to develop more fully their exceptional and varied abilities, interests and talents.

The Fulton County gifted program is a response to the need to address the unique learning characteristics, interests, personal needs and capabilities of gifted children. The program emphasizes the gifted scholar’s need for interaction with intellectual peers. Emphasis on the individual highlights the fact that there are differences among gifted scholars and a need for specialized educational experiences to meet these differences.

Basic to the philosophy of this program is the idea that no one teacher, resource or instructional method can meet the needs of gifted scholars. Education for the gifted is viewed as a cooperative endeavor characterized, facilitated and realized by the efforts of numerous individuals in the schools and community.

These goals are accomplished in middle schools by providing advanced content courses for identified gifted scholars. Adjusting the rate and depth of their learning and using a variety of appropriate teaching methods to provide differentiation of the basic curriculum. Challenging instructional activities are designed to intensify and extend their particular interests and aptitudes. Identified gifted scholars are served based upon their academic strengths and can be placed in up to four core curriculum areas—language arts, math, science and social studies. Educational experiences for gifted scholars provide the additional variety and flexibility necessary to adjust and extend the Fulton County curriculum to meet these individuals’ needs.

Eligibility

The Talented and Gifted Program identifies gifted scholars based upon State Board of Education Rule 160-4-2- 38. All scholars in Fulton County Schools are screened twice a year for the gifted program. If a scholar is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability, achievement, creativity, and motivation. According to State Board of Education Rule 160-4-2-38, scholars may qualify for gifted services through option A or option B.

Data Category	Option A	Option B
	Scholar must have a qualifying score in the mental ability AND achievement categories	Scholar must qualify in three of the four categories.
Mental Ability	K-2---99th percentile composite score on a nationally normed mental ability test 3-12---96th percentile composite score on a nationally normed mental	K-12---96th percentile composite OR appropriate component score on a nationally normed mental ability test

	ability test	
Achievement	K-12---90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	K-12---90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test OR 6-8 cumulative average 90 on a scale of 1-100 in an above-level core academic course OR 9-12 cumulative average 85 on a scale of 1-100 in an honors or advanced placement course
Creativity	Data gathered	K-12 90th percentile composite score on a nationally normed test of creative thinking OR Superior product/performance with a score of 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, as indicated in: K-5: products from teacher directed lessons, or K-12: winner of district level academic Competition
Motivation	Data gathered	Superior product/performance with a score of 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, indicated in: K-5 products from teacher directed lessons, or K-12 winner of district level academic competition OR K-5 ≥ 90th percentile on a standardized motivational characteristics rating scale OR 6-8 cumulative average 90 on a scale of 1-100 in an above-level core academic course OR

		<p>9–12 cumulative average 85 on a scale of 1–100 in an honors or advanced placement course OR 8–12 cumulative average 85 on a scale of 1–100 over the last two years in core academic areas</p>
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One source of information may not be used to qualify a scholar in more than one area. scholars identified for the gifted program are served at their home school by a gifted endorsed teachers.

Program Goals

In accordance with this philosophy, the following program goals have been adopted:

1. To help teachers, administrators and parents identify gifted scholars and understand their unique abilities, needs and preferences.
2. To design and implement differentiated instructional experiences in the school and the community.
3. To develop in gifted scholars an accurate and increasing awareness of themselves, their abilities and their value to society.

Learner Goals

We believe that by meeting the program goals and objectives, we will be able to promote and achieve the following learner goals to develop:

1. Advanced research methods and independent study skills,
2. Creative thinking and creative problem-solving skills in order to be generators of ideas and products which are original to the learners,
3. Higher order and critical thinking skills,
4. Advanced communication skills that incorporate new techniques, materials and formats in the development of products and ideas that will be shared with real audiences.

Scholar-Support Services

RISE Prep is required and committed to serving all scholars enrolled in our schools, including scholars with disabilities and scholars with a history of academic and/or behavior difficulties.

Response to Intervention (RTI)

The Individuals with Disabilities Education Act (IDEA) requires us (in collaboration with our partner districts) to identify, locate, and evaluate scholars in need of special education and related services.

Our primary mechanism to identify scholars who may qualify for special education is the Response to Intervention (RTI.) We believe that providing early and robust interventions, that are scientifically-based, can simultaneously help us identify scholars who may qualify for special education services and stem the over-identification of racial minorities in special education.

RTI encompasses a high quality curriculum and instruction in the general education classroom, as well as interventions tier 2 interventions- academic or behavioral supports beyond what is offered in the general

classrooms- and tier 3 interventions- individual instruction for the scholars who need the most support. For this reason, we rely on regular progress monitoring and an active scholars Support Team to determine which scholars may require more intense interventions and/or should be referred to the IEP team for an initial evaluation to determine eligibility for Special Education and related services.

If you have concerns about your scholar's progress, you may refer your child to the scholar Support Services by submitting a written request to the front office. If you have questions about the scholar Support Services, please contact Ms. Tracy Johnson at 404-669-8060/ext 167, tjohnson@theriseschools.org.

Referral to Special Education

Although we rely on the RTI process to provide early interventions and identify scholars who should be evaluated for special education and related services, the lack of RTI data should never be used as a reason not to refer a scholars to determine his/her eligibility for special education and related services.

Once the school refers to the scholars to a team, a series of one or more meetings will occur in a specified timeframe to potentially evaluate the scholars for special education and related services:

- **Referral Meeting:** The first meeting is when the team discusses which evaluations a scholars should receive. This may be a meeting or may be in the form of email communication.
- **Evaluations:** A scholars usually receives a social evaluation, psychological evaluation, and educational assessment; sometimes scholars require specialized evaluations.
- **IEP Meeting:** After the evaluations, the IEP team convenes to determine if the data collected from the evaluations indicate that the scholar is eligible for a disability classification. If the team determines that the scholar shas a disability and is eligible for special education services, the team articulates the supports and services the scholars will require in order to be successful.

At any time you suspect your child has a disability, you have the right to request that your child be evaluated for special education services. You may complete a referral form or submit your concerns in writing. An IEP meeting will be arranged with the district, and you be notified prior to the meeting. If you have questions about the special education referral process, please contact the school.

Section 504 Plans and IEPs:

scholars with disabilities requiring specialized support may qualify for a support plan under either Section 504 of the Rehabilitation Act or an IEP under the IDEA. A Section 504 plan outlines individualized accommodations and services to support the scholar, which may include testing accommodation, home learning accommodations, and special transportation. An IEP can include accommodations and modifications to the general curriculum, individualized goals and objectives, and services, such as special education services and related services including speech and language therapy and occupational therapy. If your child had a 504 plan or IEP at a previous school, please contact Ms. Tracy Johnson at 404-669-8060/ext 167, tjohnson@theriseschools.org.

TITLE I Program

Program Description and Services

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Goals

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that scholars, teachers, parents, and administrators can measure progress against common expectations for scholar academic achievement;
- Meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Close the achievement gap between high and low-performing children, especially the achievement gaps between minority and non-minority scholars, and between disadvantaged children and their more advantaged peers;
- Improve and strengthen accountability, teaching, and learning by using State assessment systems designed to ensure that scholars are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for scholar performance;
- Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- Provide school-wide reform and ensure the access of children to effective, scientifically based instructional strategies and Challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children and families; and
- Afford parents substantial and meaningful opportunities to participate in the education of their children.

School Safety Campus

RISE Prep takes the safety of our scholars very seriously. Except under written agreements approved and signed by the principal, scholars are not to leave the school building (or areas of the school building designated for his/her grade) or use any exit other than the ones designated by teachers for scholar use without permission. A scholar with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the office to sign a scholar out – unless the school has been given permission authorizing unaccompanied departure. Once scholars have entered in the morning, they may not leave the building unless a staff member escorts them.

Civility Code

Our families are partners with RISE Prep staff in creating a warm and respectful environment for everyone in our team and family. We work hard to ensure that the school's values permeate all interactions with families and scholars. Therefore, school staff and families are both responsible for ensuring that all communication be mutually respectful.

While we encourage families to share any and all concerns with the appropriate school staff, the school will retain the

right to end any meeting or phone conversation in which the volume, tone, or substance of the communication is rude (name-calling or frequent interruptions), profane (cursing or profane language), or threatening. Moreover, when conversations have clearly gone past the point where productive problem-solving is an option, the school reserves the right to end the conversation and schedule additional time at a later date. At the same time, families have the right to end conversations if staff members are not displaying mutual respect and should reschedule for a later date. Families also have the option of addressing the actions of a staff member during a meeting via the family concerns procedure (see **Appendix E** for Addressing Family Concerns).

The school may require parents, guardians, or community members who violate the civility code to provide written requests for meetings, outlining the nature of the concern and with whom they would like to speak. Because of the school's commitment to ensuring the safety of scholars and staff, and maintaining a calm, productive, positive learning environment, the school reserves the right to bar an individual from the school site if there are repeated violations to the civility code.

School Visitor Policy

Parents/guardians/families are a vital part of the ***RISE Prep*** community. We welcome you as a partner in the education of our scholars, and you should feel free to observe regularly at the school. In order to maximize our scholar's learning time and minimize distraction in our classrooms, we ask that you do the following:

- Please notify the teacher as well as the grade level Administrator within one business day (Monday-Thursday) in advance if you plan to visit. In the vast majority of circumstances, we can accommodate parents with advance notice, but there may be times when the school may ask to set up a different time or meet with a parent before a visit.
- Family members will be allowed to observe for ONE class period (60 min.)
- Upon arriving, sign-in with the Main Office and obtain a visitor badge to wear while in the building.
- Refrain from interacting with scholars so that they are able to pay attention to their teachers at all times.
- Turn off your cell phone prior to entering the classroom.
- Sit behind all scholars (at the back of the classroom) so that you are not blocking a child's view.
- If you would like to speak with the teacher following your visit, please contact them by phone/email or contact an administrator or the Family Engagement Coordinator to set up a family-teacher conference. Teachers will generally be unable to meet or talk with you during their teaching time.

If a visitor is coming to school to drop something off for a scholar or to leave a message, we still require that the visitor come first to the main office. For the sake of scholar safety, we cannot have anyone unannounced in the building.

Emergencies

In case of an emergency, parents or guardians should contact the school either by calling the school or in person. Under no circumstance should parents or guardians contact scholars in their classrooms, including after school, or attempt to remove scholars from the building without notifying and receiving permission from staff members in the school office. In the event of the evacuation of RISE Prep, St. Stephens Baptist Church is our evacuation site.

Fire Safety and Evacuation Procedures

Please note that some procedures may change once the school year has officially begun. Scholars will be notified of and trained in any significant changes.

In case of emergency, if a scholar or staff member sees fire or smells smoke, he/she should close the door and immediately notify an administrator or teacher. Upon hearing an alarm, school staff will assemble scholars in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Scholars should follow the direction of staff members who will verify the safety of the stairwells and lead scholars outside the building to the designated locations, where school staff will line up scholars by class and take attendance.

Frequently throughout the school year, scholars and staff will participate in fire drills and safety lockdown drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a serious emergency, should it be necessary to evacuate our school before, during, or after the school day – and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day – school staff and scholars will evacuate according to the school’s evacuation plan. Staff will line up scholars in a safe and orderly fashion on the sidewalk outside the evacuation site. After staff takes attendance, should conditions permit, all staff and scholars will return promptly to school. If the school is off limits, the school will use St. Stephen’s where all staff and scholars will gather.

Inclement Weather

RISE Prep will practice the procedures for severe weather. In case of a tornado, the staff and scholars will implement the procedures practiced during the severe weather alert.

Addressing Family Concerns

RISE Prep is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our scholars, and their families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school.

Procedures for Addressing Concerns

Step 1: Contact Staff and Grade Level Chair: If a parent has an issue or concern, the first step towards gaining clarity or resolving the issue will be to contact a staff member directly. The parent should allow a minimum of 24 hours for the staff member to respond to any requests. A conference will be set up to discuss concerns and resolve any issues. If the issue is not resolved satisfactorily, the parent’s next step is to reach out to the Grade Level Administrator via phone or email or use the “parent concern process form” to explain the issue in writing.

Step 2: Contact the Grade Level Administrator: If the issue is not resolved satisfactorily with the Grade Level Chair, the parent’s next step is to communicate with the Grade Level Administrator.

Step 3: Contact the Principal: If the issue is not resolved satisfactorily with the Grade Level Administrator, the parent’s next step is to communicate with the principal. It is important to work together to resolve the issue directly. The parent should contact the school’s front desk to obtain contact information for the principal. The principal will reply within three business days, at least acknowledging the complaint has been received, and the principal may take up to five additional business days to investigate and reach a decision.

Step 4: Written Complaint sent to Executive Director: If the parent is unsatisfied with the principal’s decision or response, the parent may write a letter to the regional superintendent who supports the school or use the “parent concern process form” to explain the issue. The parent can fax, email, mail, or hand-deliver (to the school’s front desk) the letter/completed form, and the office staff will ensure that the communication gets to the regional

superintendent. If the parent would like to reach out to the regional superintendent directly, the parent should contact the front desk of the school to get his/her contact information. The regional superintendent will reply within 3 business days and may take up to ten (10) business days to investigate and reach a decision. The regional superintendent will send a written decision via regular mail to the parent within 10 business days of receiving the letter or form. Please note that the regional superintendent will not respond to complaints that have not gone through steps 1-2. A member of the front office staff member will put a copy of the complaint form and the regional superintendent's response in the scholar's file, and the front office staff will also ensure that a summary of the complaint and resolution is logged in the school's scholar information system.

Step 5: Written Complaint to the School's Board of Directors: If the parent is unsatisfied with the Executive Director's decision or response, the parent may write a letter to the school's Board of Directors or use the "parent concern process form" to explain the issue. The parent can fax, email, mail, or hand-deliver (to the school's front desk) the letter. Please note that the Board or its designee will generally refer complaints that have not gone through steps 1-3 back to the school. The Board or its designee will reply within three business days and may take up to 10 business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent. Additionally, some issues may require more time to resolve than the above timeline – in such instances, the Board or its designee will inform the parent and discuss the expected timeline for a response. A member of the front office staff will put a copy of the complaint form and Board's response in the scholar's file, and the front office staff will also ensure that a summary of the complaint and resolution is logged in the school's scholar information system. If an individual or group voices a complaint at a public meeting of the School's Board of Directors or to individual Directors, Directors shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to this complaint procedure or, as appropriate, take note of the complaint and respond based on the above timeline. **The Board will only address parent issues involving health or safety concerns, federal or civil rights compliance issues, and evidence of criminal wrongdoing.**

Please note that if the school gets multiple complaints on the same or a similar subject, the school may elect to consider all of the complaints in one process to ensure the process is clearly and effectively communicated to each family fairly and consistently.

Step 5: Written Complaint to the Authorizer: If the parent is not satisfied with the Board's decision, the parent may present their concern to the Fulton County School District. While Fulton County Schools retains the ultimate authority over its approved charter schools, it is a Fulton County Schools practice that parents work through the process identified by the charter school to resolve parent concerns. Fulton County Schools respects the autonomy of charter schools and will not become involved in school-level matters unless there is a serious issue such as a health or safety concern, federal or civil rights compliance issues, or evidence of criminal wrongdoing.

These organizations will investigate and respond. The parent can get contact information for the authorizer from the school's front desk.

The process described above is designed so that families can speak with the staff members who are most directly involved with the situation. Usually, this is the best way to resolve a concern or complaint because staff members can more quickly and efficiently address family concerns. *Parents do have the right, however, to submit concerns directly to the board or to the authorizer. In this case, the Board will determine whether the complaint alleges a violation of the law or of the charter. If it does not, the Board will generally direct the parent back to the school level.*

Grievances Related to Discrimination Issues

RISE Prep does not condone or tolerate discrimination on the basis of race, color, national origin, sex, sexual orientation or disability in admission or access to, or treatment, or employment in its programs or activities. Families have the right, therefore, to file a formal grievance if they believe that RISE has violated a discrimination law (including Section 504, Title IX, and Title VI). The grievance procedure for discrimination issues is included in **Appendix D – How to File a Grievance about Discrimination** – please review it carefully. As noted in Appendix D, the Family Engagement Coordinator, Jackie Goodman-Cook is the Title I liaison at 404-669-8060. The purpose of this formal grievance procedure is to provide a simple and accessible process to address problems and claims of discrimination based on race, color, national origin, sex, sexual orientation or disability.

Family University Night

To maintain constant communication with families, **RISE Prep** will host Family University Night each month from August to March. The month of April and May are optional given the Georgia Milestones in April and the conclusion of school in May.

School Closure Policy

Because we believe maximizing instructional time is critical to closing the achievement gap, RISE Prep schools will only close under extreme circumstances. In such circumstances, **RISE Prep will follow the lead of our host district unless you have explicitly heard otherwise from us at least 24 hours in advance.** If you have any doubt as to the status of school, please listen to local radio and television stations. Again, unless you have explicitly heard otherwise from RISE Prep 24 hours in advance that we are making a different decision, if the host district announces a closure, delayed start, or early dismissal, RISE Prep will do the same. To avoid parent confusion, RISE Prep will not make separate closure announcements through local media outlets (*i.e.*, TV or radio). As the situation allows, RISE Prep will however reiterate the delay, closure or cancellation of after-school events via email and/or text message.

Special Circumstances

While RISE Prep believes that following our host district's lead applies for 95% of all school closure scenarios, there are some highly unusual situations where RISE Prep would decide to make a different decision. While it is hard to predict the exact scenarios where we would not simply follow our host district's lead, we have experienced this on several occasions on days when RISE Prep schools are in session and our host district's are not (*e.g.*, AF schools typically start the school year earlier and/or finish later than our host districts.) In such instances, RISE Prep will proactively reach out to all families via email and/or text message at least 24 hours of advance notice so that families are aware and can plan accordingly.

School Closure Make-Up Plan

Our regular school year is 178 days. In the case of lost days, RISE Prep will communicate with families the possible make up days via One Call, Website, Facebook and/or Letter.

We believe that this make-up plan is sufficient to work in 99% of all scenarios. However, in truly extreme and unforeseen circumstances (*e.g.*, if a school experiences greater than 15 days of closure during the school year), we reserve the right to adjust the make-up plan to better meet the needs of our scholars.

RISE Prep Cellphones & Electronic Signaling Devices Policy

Scholars Cell Phone Policy

RISE Prep is banning cellphones during school hours. If a scholar needs to reach a parent, they will use a school phone. RISE Prep has plenty of technology to allow scholars to go online for classroom work. Scholars are not allowed to use cellphones in school, at school-sponsored activities, or on school field trips, unless specified by a staff member or chaperone in specific circumstances. If, during these times, a cell phone is used, rings, or is seen by a staff member or chaperone, it will be confiscated from the scholars and returned to the scholar at the end of the day or the school will request a parent to pick it up from the Main Office.

RISE Prep is not responsible for personal cell phone/electronic devices on school property or at school sponsored events. Electronic devices may be confiscated by the school administrator or designee. In order to accommodate the growing use of cell phones or other signaling devices by both employees and scholars, the following guidelines are set aside for use of these devices during the work or school day.

1.0 Purpose:

1.1 This policy regulates the use of cellphones and other electronic signaling devices in order to insure uninterrupted instruction, safety, decreased bullying, and reduction of theft.

1.2 scholars and staff may bring cellphones to school; however, the purpose of this policy is to regulate their use so that such use does not interfere with instruction, safety, or work for which the individual has been hired.

2.0 Definition:

2.1 The term, “electronic signaling devices,” refers to and includes, but is not limited to, the usage of the following by a scholar during instructional time: a pager, smartphone and smartwatch, hands-free phone apparatus, 2-way (walkie-talkie) radio, handheld radio, computer-phone texting, portable signaling device, and other like electronics.

2.2 The term, “misuse,” includes but is not restricted to inappropriate language, harassment, bullying, or threats, or when instructed to cease the use of the device by a person in authority.

2.3 The phrase, “county owned devices”, refers to all cell phones and other electronic devices provided by The RISE Schools.

3.0 Scholar Use of Cell Phones or Other Electronic Signaling Devices

3.1 Cell phone use will not be allowed during the operation of the bus because it interferes with the operational technology. Cell phones may be used with the special permission of the principal, supervising teacher, or bus driver while the scholar is on the bus waiting to depart the starting location or when the bus returns to its final destination after athletic events, field study, or other special situation deemed appropriate by the principal, supervising teacher, or bus driver.

3.2 During the instructional day (before starting time and after dismissal time) all cell phones and electronic signaling devices must be turned off and checked in during homeroom/advisory or placed in the locker.

3.3 Any cell phone or other electronic signaling device that is visible is considered in use and is subject to confiscation by the school administration to be retrieved by a parent.

3.4 Any cell phone or other signaling device that rings or vibrates at a prohibited time or location is considered in use and will be subject to confiscation by the school administration to be retrieved by a parent.

3.5 Cell phone communication, including text messages, will not be tolerated during a school emergency. Such use violates safety regulations and will be considered a Level III violation of the scholar Code of Conduct.

3.6 A scholar using cell phone communication features (camera, audio recording, text messaging) for academic dishonesty, harassment, bullying, threats, or other inappropriate means will be severely dealt with by the school.

administration and school policy on such issues will enforced.

3.7 Any device that is confiscated by the administration may be released to the scholar the first time but shall only be released to the parent/guardian of the scholar after the first time.

3.8 A third offense for violation of policy regarding cell phones or other electronic signaling devices will result in disciplinary actions .

3.9 This policy does not prohibit any device that is used for medical purposes and is worn by the scholar because of a condition that requires the device. The parent/guardian shall provide the school with permission for this scholar to wear the device as well as a signed statement from a licensed physician (MD, DO) prescribing its use.

4.0 Any scholar who violates this policy in the commission of any other disciplinary offense be in violation of both this policy and the scholar Code of Conduct. This would be taken into consideration with regard to discipline and might increase the level of the infraction.

4.1 As communication devices will become an integral part of technology in the Global 21 initiative, with permission from administration, teachers may have the right to incorporate such devices into the curriculum for purposes of instruction and learning but with advance permission from both the administration and parents.

Again, The RISE Schools, its Board of Directors and/or individual schools and leaders are not responsible for lost or stolen cell phones or other electronic signaling devices.

RISE Prep Device User Agreement for the 2019-2020 School Year

Purpose: In order to support a personalized approach to learning, RISE Prep is providing devices to middle scholars. Like a textbook, the device is a resource to support learning. Scholars with devices are required to follow the guidelines within this document, as well as all school, classroom policies and procedures regarding behavior and technology use.

Contact Person: If you have questions or concerns please contact Ms. Ashley Fields, the Instructional Technology Specialist, at afields@theriseschools.org.

Receiving the Device: Parents and scholars must sign and return this agreement before a device can be issued. Scholars must also complete the digital citizenship curriculum that the school requires.

Returning the Device: Devices will be returned to the school at the **end of each school day** unless otherwise communicated by the school. The use of devices provided by RISE Prep is not transferable to anyone and terminates when a scholar is no longer enrolled at the school. Scholars who transfer, withdraw, are expelled or terminate enrollment at the school for any reason must return their device on the date of withdrawal/termination. A scholar who fails to return the device will be subject to paying up to the full replacement cost of the device and any accessories, and may also have grade cards, transcripts, diplomas or certificates of progress withheld until restitution is made.

Damage and Loss: All school-issued devices are the property of The RISE Schools. If a device is damaged, lost, or stolen during the time that it is issued to the scholar, whether intentionally or due to negligence, the scholar and the scholar's parent/guardian will be responsible for paying the fines outlined in this document.

Responsible Device Use: All users of school-issued devices must follow the expectations outlined in this policy and discipline/scholar Code of Conduct outlined in the Scholar and Family Handbook. Failure to follow these

expectations will lead to applicable scholar disciplinary consequences. Scholars will be subject to disciplinary and/or legal action if they use the device for inappropriate activities, whether on or off school grounds.

Privacy: Nothing done on school-issued devices is private. School staff may, at any point, confiscate and search the contents of any school-issued electronic device. The RISE Schools recognizes all aspects of the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), and the Family Education Rights and Privacy Act (FERPA).

Applications: The RISE Schools has researched key applications which will be preinstalled on each device. Throughout the year, additional applications may be added to support learning. Purchasing and installing these applications is the responsibility of The RISE Schools. No one other than an authorized school official may add or delete applications from a school-issued device. "Jailbreaking" and hacking of devices is not permitted, and in some cases may be illegal. Scholars who manipulate any applications will be subject to disciplinary procedures.

Participation: If you do not sign and return this form, a school device will not be issued to the scholar. If you have questions or concerns about your scholar using a device, please talk to the school about how to ensure the scholar can participate fully in learning.

Fines for Device Damage, Loss, or Theft: If for any reason the device is lost, stolen or damaged during the time it is issued to the scholar, whether intentionally or due to negligence, the scholar and the scholar's parent/guardian is responsible for the following fines during the 2019-2020 school year:

HP/ Samsung Chromebook:

Lost / Stolen	<ul style="list-style-type: none">● 1st Offense- \$300.00● 2nd Offense and subsequent offense(s): \$350.00
Damaged (i.e Screen and Keyboard Keys)	<ul style="list-style-type: none">● 1st Offense- \$250.00● 2nd Offense- \$300.00

*Full replacement cost for devices includes the device, accessories, software licenses and setup.

SCHOLAR PLEDGE SIGNATURE PAGE

1. I will protect and take good care of my school-issued device:
 - a. Cords and cables must be inserted carefully into the device to prevent damage.
 - b. Devices must never be left in an unlocked locker or any unsupervised area.

- c. Report any software/hardware issues to your teacher as soon as possible.
 - d. Keep the device in a well-protected, temperature-controlled environment.
2. I will never loan out my school-issued device to other individuals.
 3. I will keep food and beverages away from my device at all times.
 4. I will not disassemble, jailbreak or hack any school-issued device or attempt any repairs.
 5. I will only use my school-issued device in ways that meet the school's expectations.
 6. I will not place decorations (stickers, markers, etc.) or deface any school-issued device.
 7. I understand that my school-issued device is subject to inspection at any time without notice and remains the property of The RISE Schools. **Nothing I do with the device is private, and nothing I have on the device is private.**
 8. I will not share my password(s) with anyone other than school staff or my parents.
 9. I will only use school approved websites.
 10. I understand that if I damage or lose my device, or if it is stolen, I will have to pay a fine. I agree to the rules set forth in the Device User Agreement and the Scholar Pledge.

Scholar Name: _____ Scholar Signature: _____ Date: _____

PARENT PERMISSION AND RELEASE

By signing below, you agree that you have read and understand the guidelines in this document, and will fully comply with its policies. You understand that your scholar is responsible for damage, loss or theft of any device while in his/her care and agree to the fines outlined in this document.

HP/ Samsung Chromebook:

Lost / Stolen	<ul style="list-style-type: none"> ● 1st Offense- \$300.00 ● 2nd Offense and subsequent offense(s): \$350.00
Damaged (i.e Screen and Keyboard Keys)	<ul style="list-style-type: none"> ● 1st Offense- \$250.00 ● 2nd Offense- \$300.00

*Full replacement cost for devices includes the device, accessories, software licenses and setup.

You and your scholars agree that The RISE Schools is not responsible for anything that happens with this device. You agree that your scholar uses this device at his/her own risk.

Parent Name: _____ Parent Signature: _____ Date: _____

Bullying and Cyberbullying

The law defines “bullying” and “harassment” as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a scholar's educational performance, opportunities or benefits, or mental, emotional or physical well-

being; or (b) reasonably causes or would reasonably be expected to cause a scholars to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a scholar; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

The law defines “cyber bullying” as the above conduct through any form of electronic communication, where it be through electronic text, photos, or videos. Examples of this behavior include, but are not limited to:

- *Sending false, cruel, or vicious messages.*
- *Creating websites that have stories, cartoons, pictures, or jokes ridiculing others.*
- *Breaking into an email account and sending vicious or embarrassing materials to others.*
- *Engaging someone in electronic communication, tricking that person into revealing sensitive personal information, and forwarding that information to others.*
- *Posting of a scholars picture without his/ her permission.*

The online activities and technologies often used by scholars engaged in cyberbullying include, but are not limited to, social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cell phone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

Reporting and Prevention of Bullying and Cyberbullying

The school is committed to promptly addressing and preventing incidents of bullying to the maximum extent possible. Additional information about reporting, investigation, intervention, and prevention of bullying and cyberbullying is included in **Appendix A**.

Nursing Services & Medication

Nursing services for RISE Prepare provided by our clinician staff. We recommend, however, that parents have a doctor or health center look into any recurring health problem a child is having.

The clinician is responsible for checking all health records to be certain that each scholar is properly immunized. The School is required by law to have a completed health form on file for every scholar within 14 days of a child attending our school. The health form documents the vaccinations that a child has received to date. If you have not received this form from the school, please contact the school’s director of operations immediately.

If your child requires medication during school hours, please contact the school’s director of operations to request a Medical Administration Form (MAF). The building clinician has the training and resources to store and administer

medication. However, medication cannot be administered to your child until your child's physician has completed the form. This is a requirement of the Health Department and pertains to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.

The building nurse will keep a detailed log of all medicines that are administered.

School Lunch Program

Breakfast and lunch will be available at cost at RISE Prep as part of its participation in the School Nutrition Program (a federal program that subsidizes scholar meals).

It is the policy of RISE Prep to require all parents, regardless of whether the parent believes the child will qualify for free and reduced lunch, to fill out and turn in a free/reduced lunch form. This policy helps the school ensure that we maximize the reimbursements we receive from the federal government.

Parents may send lunch to school. If you are sending lunch to school with your child, we ask that you send in nutritious foods. Please do not let your child bring unhealthy drinks (*e.g.*, sodas or juices heavy in sugar) or unhealthy snacks (*e.g.*, snacks high in sugar) to school. The school reserves the right not to allow scholars to consume unhealthy food and drinks at school. Additionally, please do not send in lunches that need to be reheated or refrigerated. Please see the healthy foods policy below for more information.

Wellness Policy

The RISE Schools provides a safe, healthy and well maintained campus that is free of tobacco, alcohol and drugs and that fosters a culture of caring, respect and responsibility.

Nutrition Education

The RISE Schools have implemented planned, sequential curriculum that addresses the physical, mental, emotional and social dimensions of health. The curriculum is aligned with Georgia's Health and Physical Education frameworks and existing school policies. Standards for nutrition education are included with the curriculum utilized in our physical education department.

Wellness Promotion

We promote opportunities and resources for our RISE School faculty and staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. Our health plan offers an annual reimbursement for staff members who maintain gym classes for at least four months of the year. Teachers and staff are also encouraged to be healthy role models for scholars in terms of nutrition and fitness pursuits. Teachers participate in activity based field trips for scholars and After school curriculum such as basketball and football practice as well as a required two (2) hours of exercise per week inside or outside weather permitting.

Wellness Committee

The RISE Prep and Prep Schools has established a committee to ensure that this Wellness Policy is enacted and reviewed on a regular basis. Required members of this committee include the schools Principals, the Food Service

Director and the School Nurse. The Wellness Policy is posted on the schools' website for access at www.theriseschools.org for stakeholders review. All interested stakeholders are invited to become part of the Wellness Committee. If you are interested, please contact Principal Aisha Moore-Webb and Principal Christian Harden at (404) 669 - 8060.

Healthy Meals

The RISE Prep and Prep Schools ensure that the cafeteria is a clean and appealing area in which to eat meals. RISE scholars are not permitted to use a microwave to heat up food items due to safety precautions. We ensure that nutrition information and menus are available at all times. The five (5) components of a healthy meal which are encouraged daily are whole grains, protein, 8 oz. 1% milk or Fat Free Chocolate Milk, 1 cup of fresh fruit or can fruit for breakfast and ½ c fresh or can fruit for lunch and ¾ fresh vegetables for lunch are promoted in the cafeteria. A weekly minimum requirement for report is completed for breakfast and lunch to ensure the nutrients are being met in grains (8-10 oz), meats (9-10 oz), vegetables (3 ¾ c), fruits (2 ½ c) red orange (3/4c) beans (½ c), starch (½ c), other vegetables (½ c) and 1% milk (8 oz) or a Fat Free Chocolate Milk (8 oz).

To help our families access school meals, during the summer, the Principals sent a letter to parents, guardians and families promoting the school's breakfast and lunch programs which can also be found on our website. The programs are also promoted at the beginning of the school year when free and reduced meal applications (or direct certification results) are sent to each family's household.

The RISE Prep work with our vendors to ensure reimbursable scholar breakfasts, lunches and snacks that meet or exceed state and federal guidelines. Meals are nutritious, appealing and accommodate the health and nutrition needs of all scholars, including vegetarians, scholars with allergies and other medical conditions. scholars are given a 25 - 30 minute window to eat breakfast and lunch.

To remain current on changes in school meal programming, the Food Service Director takes part in periodic trainings provided by the Department of Education and online webinars.

Competitive Foods and Beverages

The RISE Prep has developed guidelines for foods and beverages sold or served at the schools that could compete with our school food programs. In compliance with the State of Georgia, scholars are not permitted to organize "bake sales" or other fundraisers that involve the sale of food from one half hour before the beginning of school to one half hour after the end of the school day. Scholars may organize food sales as fundraisers during events such as athletic games, report card conferences, Family University Nights or other evening/after school activities. They are encouraged to sell a variety of food items so that everyone has the opportunity to choose foods that are not high in sugar, fat, sodium or calories. Beverages that are sold at approved fundraisers are 100% fruit juices (milk is not sold at these events). Any foods that are sold during the school fundraiser must be whole wheat baked products.

The school does not currently have vending machines or a school store, nor does it sell a variety of la carte items in the cafeteria. Therefore, teachers are encouraged to explore non food options for class parties and for rewards, with the objective of promoting scholar health and reducing childhood obesity. When class parties and rewards do

involve food, teachers are encouraged to explore food and beverage options that are not high in sugar, fat, sodium or calories. Teachers are also encouraged to find food options that contain whole grains.

Drinking fountains are located in the cafeteria and hallways of the school. scholars are also permitted to carry water bottles with them during class hours to encourage hydration.

Physical Education

The RISE Prep and Prep Schools have implemented a planned, sequential physical education curriculum that addresses the physical, social, emotional and cognitive development of all scholars. This program provides a variety of developmentally appropriate activities that are interwoven with sound standards, benchmarks, and assessments, to focus on scholars learning. All scholars at The RISE Prep and Prep Schools have physical education classes each week. Other opportunities for active learning experiences include sports teams, clubs, organizations. RISE Community Peace Garden and active elective classes.

Evaluation and Publication for the Wellness Policy

A Wellness Committee has been established at The RISE Prep and Prep Schools that includes the Food Service Director, the School Nurse and the Principals for both schools serve at our Family University Nights once a month. During these meetings parents are welcome to get involved and join our wellness committee. Our Wellness Policy is evaluated once every three (3) years and updates once a year to families and the public to inform on any changes made for the upcoming school year on contract information for the school on our website, flyers and meetings.

The committee will meet in August, December and May of each year to evaluate and update the local wellness policy. The policy will be available to the public on the school's website www.theriseschools.org if you are interested in learning more or joining the Wellness Committee or call the school for Christian Harden at (404) 669 - 8060.

Family Volunteer Requirements and Guidelines

Family Volunteer Requirements

We need for all families to volunteer a minimum of 10 hours throughout the school year. These hours can be acquired in the school house, on outside field trips, or through donations.

Guidelines for Volunteers

Thank you for sharing your time and talents at R.I.S.E Prep. We have developed some guidelines that will assist you as you volunteer.

1. **Confidentiality:** All information concerning scholars is strictly confidential and should not be shared with others.
2. Volunteers need to be in the vicinity of a teacher when working with children.
3. Volunteers are not allowed to bring siblings during their time of service.
4. Volunteer time frames can last no longer than **30** minutes when working inside of a classroom. **One hour** when working within the school house. When chaperoning a field trip, volunteers must stay for the duration.
5. Volunteers must not interrupt teachers while they are working with scholars. Questions and concerns can be addressed following instructional time or to administration.
6. Administration, teachers, support team members, and staff are the only adults allowed to deal with discipline issues. Please bring all discipline concerns to the attention of the aforementioned. It is inappropriate for volunteers to discipline scholars verbally or in any other way.
7. Attire should be neat, clean, comfortable, and appropriate for our school setting.
8. No political or religious preferences may be advocated.
9. All volunteers must complete an application and criminal background check prior to beginning service.
10. All volunteers must sign in and out of the building at the front desk.

Statement of Understanding

By signing this, scholars indicate that they have received and read a copy of RISE Prep Family Handbook and understand and agree to the rules, regulations, and procedures of the school. Scholar signatures further show that scholars understand that if they ever have any questions regarding school policies, they can always ask their parent/guardian or other members of the school community for a further explanation.

By signing this, parents indicate that they have received and read a copy of RISE Prep Family Handbook and understand and agree to the rules, regulations, and procedures of the school. Parent signatures further show that

parents understand that if they ever have any questions regarding school policies, they can always ask a teacher or staff member for further clarification.

Scholar Name

Parent / Guardian Name

Scholar Signature

Parent / Guardian Signature

Date

Date

A signed copy of the Statement of Understanding is due one week after receipt of the Handbook.

We thank you for your cooperation and look forward to partnering with you as a member of the RISE Prep community.

Appendices

Appendix A: Reporting, Investigation, Intervention, and Prevention of Bullying and Cyberbullying

Reporting Bullying and Cyberbullying (together, “Bullying”)

- 1) If a scholar feels that he/she is a victim of bullying, or witnesses a scholars being bullied, the scholars should report the incident to the dean of scholars, the safe school climate specialist. scholars may report bullying situations anonymously via written note or email so long as the information is securely and privately delivered to the dean of scholars.
- 2) If a parent or guardian suspects bullying, they may report it via written note or email to the dean of scholars.
- 3) Any staff member who witnesses or receives any report of bullying must notify the dean of scholars as soon as possible, and in any event within one school day after the staff member witnesses or receives a report of

bullying.

- 4) All reports will be documented and maintained for the duration of the scholar's tenure at the school.
- 5) The school will maintain a list of the number of confirmed acts of bullying, without specific names. The school will make the list available upon request and will provide the number of confirmed acts of cyberbullying as required to the State Department of Education.

Investigation

- 1) As with any situation involving a serious breach of school culture and the Code of Conduct, the dean of students will take action to investigate the report of bullying. As bullying is prohibited by the Code of Conduct, it is important to note that this applies to activity on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school, or through the use of an electronic device owned, leased or used by the school, or outside of the school setting if the bullying creates a hostile environment at school for the scholar against whom the bullying was directed, infringes on the rights of that scholar, or substantially disrupts the education process or the orderly operation of the school.
- 2) The dean of students will investigate, in a timely fashion, parents' reports and will review students reports, anonymous or otherwise, to determine the proper action.
- 3) The dean of students will question the reporting scholar or parent about specific details, which may include date of incident, time, location, and what was said or done to the scholars being bullied. If the reporter is anonymous, the dean of students will question those who are listed in the report. No disciplinary action will be taken solely on the basis of an anonymous report.
- 4) The dean of students will then meet with and question the student(s) accused of bullying, as well as the student(s) being bullied.
- 5) The dean of students or his/her designee will call the parents or guardians of the students involved in verified incidents of bullying and inform them of the incident(s), the school's response, and any consequences that may result from further acts of bullying within 48 hours after the completion of the investigation. Parents or guardians of scholars against whom the bullying was directed will be invited to a meeting to discuss the measures being taken by the school to ensure the safety of their scholar and policies and procedures in place to prevent further acts of bullying. Parents or guardians of scholars who committed the bullying will be invited to a separate meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying.
- 6) At the discretion of the dean of students or his/her designee, the parents of both parties may be requested to come in and meet with the dean of students and Social Worker or counselor for mediation.
- 7) Parents/Guardians are not be allowed to see the investigation notes or witness comments.

Intervention and Prevention

A. Intervention

- 1) The school will promote the use of interventions that are least intrusive and most effective, and will develop case-by-case interventions for addressing repeated acts of bullying against a single individual or recurring bullying incidents perpetrated by the same individual. Intervention may include, but not limited to the following:
 - As the situation may warrant, the school may provide counseling or refer scholars to outside counseling to address the needs of the victim(s) of the bullying.
 - As the situation may warrant, the school may provide or refer out for counseling and support to address the behavior of the scholars who bully (*e.g.*, empathy training, anger management, and social skills), and will take other disciplinary measures as appropriate.

- The school will monitor each individual situation to ensure that the bullying ceases for individual victims and on a school-wide basis.
- Disciplinary sanctions and consequences will be commensurate with the situation.
- The school will notify the appropriate law enforcement agency if principal or designee believes the acts of bullying constitute criminal conduct.

B. Prevention

Consistent with RISE Prep’s values orientation and ongoing character education, the school will send consistent messages to scholars throughout the school year that bullying is not part of our school’s culture and will not be tolerated. Prevention may include, but it not limited to, the following:

1. The school will maintain rules prohibiting bullying, harassment and intimidation and will establish appropriate consequences for those who bully other scholars.
2. The school prohibits discrimination and retaliation against any individual who reports or assists in the investigation of an act of bullying.
3. As part of our regular character education program, the school will provide advisory time and age appropriate curricula for all classes to discuss bullying in school and the effects of it.
4. The school will implement an ongoing cyber safety curriculum to ensure that scholars are knowledgeable about how to safely interact online.
5. The school will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
6. The school will discuss values with parents during orientations.
7. The school’s PD program will contain a time to discuss promoting positive school culture including character development and bullying prevention training.
8. The school will use common time with scholars to discuss cyber safety and cyber bullying issues with scholars.

Appendix B: Disciplinary Procedures and Due Process Rights

The discipline policy of RISE Prep is an important part of how we build a learning-focused, safe, and positive school environment. However, it is important that we implement these policies in a fair and transparent way. Scholars and their families deserve and are entitled to the due process protections outlined below.

***NOTE:** scholars who have previously been identified as having one or more disabilities under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act may require alternative and/or additional procedures related to discipline. Specific procedures regarding disciplinary action for those scholars are set forth more fully below.*

Classroom Removals

- Although the goal is to keep scholars in the classroom learning as much as possible, a teacher, staff member, or school leader has the authority to remove a scholar from the classroom when the scholar’s behavior poses a continuing

danger to scholars or staff or an ongoing threat of disruption to the academic process.

- When a scholar is removed, the teacher must notify the assistant principal or the assistant principal's designee at once and send the scholar to a designated area.
- As soon as the scholar is able to have a calm conversation, the scholar will have the opportunity for an informal hearing with the dean or dean's designee to hear the reasons for the removal and have an opportunity to informally present the scholar's version of the relevant events before the staff member makes a decision whether to assign additional consequences. We think it is good practice to have an informal hearing, to the greatest extent possible, in connection with each removal.
- The overall goal is to get the scholar back on track and back in class as quickly as possible. In most cases, the scholar will be able to return to class in 20 to 60 minutes. In order to return to class, the scholar may have to complete a reflection form, not be disruptive in the removal area or other classrooms or offices, demonstrate that he/she is calm and ready to return to class, practice building skills in the areas in which he/she struggled to make appropriate choices, and have a satisfactory conversation with the dean or dean's designee about the behavior and how the scholar is to behave the rest of the day and in the future. In addition, the scholar may be required to have a discussion with and apologize to the relevant teacher or staff member before re-entering the class.
- The assistant principal, principal, or designee will record the amount of time lost from class.
- In cases of major or egregious behavior, the principal or dean may decide that the behavior warrants additional consequences that would keep the scholar from returning to class.

The principal or a dean of students, as a designee of the principal, also has the authority to issue in-school suspension (ISS). An ISS involves the scholar attending school but not attending regular classes and lasts between four hours and 10 days. An ISS can only be issued by the principal or dean. If a scholar has engaged in a behavior that would warrant an in-school suspension, the following steps must take place:

- Review the evidence and ensure that the incident giving rise to the suspension is properly documented. (May be done by the principal, dean, or designee.)
- Except in cases where a scholar's behavior poses an immediate threat to the safety of scholars or staff, the principal or dean will conduct an informal hearing with the scholar. An informal hearing allows the student to meet school officials to explain the circumstances surrounding the event related to the suspension. It is held to bring forth all relevant information and for parents, guardians, and school officials to discuss ways by which future offenses might be avoided. In this informal hearing, the scholar will hear the reasons for the removal from class and have an opportunity to informally present the scholar's version of the relevant events before the principal or dean makes a decision whether to assign in-school suspension.
- The principal or dean will determine the appropriate consequence. He/she will determine an in-school suspension, and the length of suspension. In determining the length of the in-school suspension, the principal or dean may receive and consider evidence of past disciplinary problems which have led previous disciplinary actions and the scholar's understanding of the seriousness of his/her actions. The decision of the principal or dean with regard to disciplinary action up to and including in-school suspensions shall be final.
- The principal, dean or his/her designee will make reasonable attempts by telephone to immediately notify the parent/guardian of the in-school suspension, stating the cause(s) leading to the discipline, the length of in-school suspension, and what the scholar must do to re-enter the school community.
- The principal, dean or his/her designee will send written notification of the in-school suspension to the parent/guardian to the last address reported on school records (or to a newer address known to the principal, dean, or designee) stating the cause(s) leading to the suspension, the length of suspension, and what steps the scholar needs to complete for a successful re-entry into the school community.

Misbehavior during an in-school suspension may result in an out-of-school suspension or other consequence. Additionally, if a scholar has a history of not being able to successfully serve an in-school suspension, including by significantly disrupting the learning of others and/or repeatedly failing to cooperate with directions, the school may seek an out-of-school suspension

consistent with the school's disciplinary policies and procedures. As necessary and appropriate, the school may require that the in-school suspension be served at a different RISE Prep School.

Short-Term Out-of-School Suspensions

The principal or a dean of students, as a designee of the principal, also has the authority to issue a short-term suspension. This is an out-of-school suspension that lasts from four hours to 10 days. A short-term suspension can be issued only by the principal or dean. When a scholar has engaged in a behavior that could warrant such a suspension, the following steps must take place:

- The principal or dean will review the evidence and ensure that the incident giving rise to the suspension is properly documented.
- Except in cases where a scholar's behavior poses an immediate threat to the safety of scholars or staff, the principal or dean will conduct an informal hearing with the scholar. In this informal hearing, the scholar will hear the reasons for the removal from class and have an opportunity to informally present the scholar's version of the relevant events before the principal or dean makes a decision whether to assign additional consequences, including out-of-school suspension.
- After the informal hearing, the principal or dean will determine the appropriate consequence and if he/she determines out-of-school suspension, the length of suspension. In determining the length of the suspension, the principal or dean may receive and consider evidence of past disciplinary problems which have led to previous disciplinary actions. The decision of the principal or dean with regard to disciplinary action up to and including short-term suspensions shall be final.
- The principal, dean, or his/her designee will make reasonable attempts by telephone to immediately notify the parent/guardian of the suspension, stating the cause(s) leading to the suspension, the length of suspension, and what the scholar must do to re-enter the school community.
- The principal, dean or his/her designee will send written notification of the short-term out-of-school suspension to the parent/guardian to the last address reported on school records (or to a newer address known to the principal, dean, or designee) stating the cause(s) leading to the suspension, the length of suspension, the time and place for alternate education (or plans to identify such time and place), and what the scholar will be asked to do to re-enter the school community, and the parent's right to request an informal conference with the principal.

Hearing Regarding Short-Term Out-of-School Suspension Decisions

When notified about a short-term out-of-school suspension decision, a parent has the right to request an informal conference with the principal and to present the scholar's version of the incident and question the complaining witnesses against the scholar. The school may limit or prohibit questioning of other scholars if there is good reason to do so (*e.g.*, bullying, harassment, or any other situation that might impact the social, emotional, or physical well-being of a scholar). This hearing will be scheduled as soon as possible and normally within one day. The short-term out-of-school suspension will stand while the hearing is taking place, although it will be removed from the child's record if the hearing reveals that the suspension decision was made in error.

Work completion during suspension and documentation of suspensions

Scholars are responsible for completing academic work missed during the suspension. During the suspension and to the extent required by law, scholars have the right to substantially equivalent education in addition to IEP services. Families must contact the school to set-up alternative daily education during a suspension. When possible, the school will let the parent know the time and location for the alternative education in the phone call home and in the suspension letter, or the parent should call the school to discuss such logistics as soon as possible. It may take a full day or more to get alternative instruction logistics set up, particularly if there are safety concerns based on the conduct of the scholars. Please note that scholars will not be considered "present" for attendance purposes if he/she does not attend alternative education. The completed work will receive full credit if it is submitted by the deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences (*e.g.*, Homework Extension or no academic credit).

Re-entry from In-School Suspension or Short-Term Out-of-School Suspension

We ask all scholars who are suspended to take the following steps before they re-enter the school or classroom. We believe that the following practices are essential to set up the scholar for success. The length of a longer suspension may be reduced (at the discretion of the principal) if the following are satisfied:

- The scholar and parent meet with the principal, dean, or dean's designee
- The scholar writes a letter of apology of acceptable quality (as deemed by the principal or dean) based on the child's academic level.
- The scholar presents this letter to RISE Prep staff and/or scholars.
- Scholars who are suspended two or more times may be asked to submit a reasonable and realistic plan for improvement (based on a template / guidance given by the school). This plan must be of acceptable quality, as defined by the principal or dean.
- The scholar may be asked to meet additional conditions if school staff believes these conditions will improve the likelihood of the scholar returning to school successfully.

Recommendation for Long-Term Out-of-School Suspension

A long-term suspension may be recommended by the principal. It is an out-of-school suspension (11 or more days up to one year) due to serious, major, or egregious infractions. This suspension can only be ordered by the Executive Director or a Hearing Officer designated by the Executive Director – after a formal hearing following the procedures set forth below. A scholar may appeal a long-term Suspension decision to the Board of Directors.

Recommendation for Expulsion

Expulsion is defined as the permanent exclusion from the school. Expulsion is an appropriate consequence when a scholar engages in an alarming disregard for the safety of others, and/or where it is necessary to safeguard the well-being of other students. When an egregious offense occurs or a sustained pattern of serious, major, and/or egregious events occur, expulsion is an appropriate consequence when in the principal's judgment, the safety of the school community is significantly compromised. The expulsion can only be ordered by the Executive Director or a Hearing Officer designated by the Executive Director – after a formal hearing following the procedures set forth below. A scholar may appeal a long-term suspension or expulsion decision to the Board of Directors.

Hearing Procedures

Except in an emergency situation, prior to long-term discipline of a scholar, a hearing shall be conducted by a Presiding Officer (which could be the Board of Directors, the Executive Director, or a designated Hearing Officer), and governed by the procedures outlined below. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible.

Written notice of the hearing must be given within a reasonable time prior to that hearing to the scholar, or if a minor, to his/her parent/guardian or person legally responsible for the scholar. **Specifically, the school shall provide written notice to the Parent or Guardian within 48 hours of the incident with the date and time of a formal hearing. The hearing shall occur no less than three (3) days after the incident in question, but within 10 school days of the incident.** This timeline is subject to change in certain instances (*e.g.*, the scholar responsible for an egregious offense is not identified until after days of investigation or the hearing would occur during school vacation), but in all instances, notice shall be provided as soon as practicable and consistent with the requirements set forth by law.

A parent may request to postpone the hearing beyond 10 school days no more than 3 school days to allow the parent and scholar to prepare their case. If the school consents, the scholar must remain out of school while awaiting the hearing; alternative instruction will be provided by the school.

A scholar may be represented by any third party of his/her choice, including an attorney, at his/her own expense or expense

of his/her parents/guardians. A scholar may be entitled to free or reduced legal services through various agencies. A parent may request information about such services from the principal or dean of students.

A scholar is entitled to the services of a translator or interpreter, to be provided by the School or the Board, whenever the scholar or his/her parent/guardian do not speak the English language or is handicapped.

The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel where applicable, and swear in any witnesses called by the administration or the scholar.

A verbatim record of the hearing will be made either by a recording or by a stenographer.

The charges will be introduced into the record by the principal/designee.

Formal rules of evidence will not be followed. The Presiding Officer has the right to accept hearsay and other evidence if he/she deems that evidence relevant or material to its determination.

Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel.

After the administration has presented its case, the scholar will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross-examination by the administration and to questioning by the Board. The scholar may also choose to make a statement at this time. If the scholar chooses to make a statement, he/she will be sworn and subject to cross-examination by the administration and questioning by the Board. Concluding statements will be made by the administration and then by the scholar and/or his/her representative. The parties may submit written position statements within 48 hours of the close of the hearing.

In cases where the scholar has denied the allegation, the Presiding Officer must determine whether the scholar committed the offense(s) as charged by the principal/designee.

If the Presiding Officer determines that the scholar committed the offense(s), the Presiding Officer must also deliberate on the disciplinary action to be imposed upon the scholar. The Presiding Officer may review the scholar's attendance record or academic record during his/her deliberations on the issue. The Presiding Officer may ask the principal or designee for a recommendation as to the discipline to be imposed.

Evidence of past disciplinary problems which have led to the removal from a classroom, suspension or expulsion of a scholar being considered for a long-term suspension or expulsion at a disciplinary hearing may be received, but may only be considered in the determination of the length of the suspension or expulsion and nature of alternative educational opportunity being offered. **Note:** Past disciplinary incidents may not be considered if they were determined in a Manifestation Determination Review to have occurred as a result of a scholar's documented disability.

Where administrators presented the case in support of the charges against the scholar, such administrative staff shall not be present during the deliberations of the Presiding Officer either on questions of evidence or on the final discipline to be imposed. The superintendent/designee may, after reviewing the incident with administrators, and reviewing the scholar's records, make a recommendation to the Presiding Officer as to the appropriate discipline to be applied.

The Presiding Officer shall make findings as to the truth of the charges, if the scholar has denied them, whether the school has followed proper procedures, and in all cases the disciplinary action, if any, to be imposed.

In keeping with the Gun-Free Schools Act, it shall be the policy of the Board to expel a scholar for one full calendar year whenever the scholar is in the possession of a firearm. The Presiding Officer shall modify the term of the expulsion on a case-by-case basis.

The Presiding Officer shall report its final decision in writing to the scholar, the Parent or Guardian, and the Board of Directors if conducted by a Hearing Officer, within 10 days of the hearing, or if the scholar is a minor, also to the parents/guardians, stating the reasons on which the decision is based and the disciplinary action to be imposed. Said decision shall be based solely on the evidence presented at the hearing. Only the Board of Directors, through a designated panel of Director or the Presiding Officer (the Executive Director or Hearing Officer) authorized by the board, can expel a scholar.

Notice of expulsion and the conduct for which the scholar was expelled, shall be included on the scholar's cumulative educational record. Such notice, except for notice of an expulsion based upon the possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the scholar graduates from high school.

When a scholar withdraws from school after having been notified that a Long-Term Suspension or Expulsion Hearing is pending, the hearing will naturally be canceled.

RISE Prep will maintain written records of all suspensions and expulsions, including the name of the scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons.

The Scholar/Parent may appeal an Expulsion or Long-Term Suspension Decision to the full Board of Directors within 10 days of the decision by submitting the Statement of Reasons for Appeal. The Board of Directors shall review the record, including all documents and recordings related to the hearing, and may affirm or reverse the decision of the Presiding Officer. The Board's role is not to re-hear the evidence, but to determine based on the record whether there a) is sufficient evidence to indicate that a scholar has committed an offense or a pattern of behavior that meet this policy's definition of an expellable offense and b) the school has followed the policies outlined in the handbook adequately. If the answers to a) and b) are yes, then the Board will validate the recommendation to expel.

The Board may order that the scholar return to school, or may remand the case for further consideration by the Presiding Officer. The Board may also, at its discretion, request that the Scholar/Parent attend the meeting to discuss the substance of the appeal and/or answer any questions that are unresolved in the record. The Board may also preside over a full fact-finding hearing if circumstances so require.

It is important that the Scholar/Parent present all evidence to the Presiding Officer at the hearing, as new evidence and arguments generally may not be presented on appeal. Where additional information is discovered **after** the hearing, the Scholar/Parent may request permission to present said evidence to the Presiding Officer. The Presiding Officer shall have discretion to grant or deny such requests for consideration of newly discovered evidence or for a hearing to consider such evidence.

Alternative Instruction

The required alternative instruction will begin no later than two days after the final decision is rendered. The alternative instruction will occur during or after the school day at the school, the scholar's home, or the nearest public library or other public location, at the discretion of the school. This alternative instruction will continue for the duration of the time the scholar awaits disposition on his/ her expulsion hearing. The school will provide alternative instruction to scholars on short and long-term suspension to the extent required by law.

Appendix C: Discipline of Scholars with Special Needs

Scholars with disabilities may be disciplined in accordance with the procedural safeguards set forth in both federal and state law and regulations under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act.

Disciplinary procedural safeguards are also extended to scholars suspected of having a disability. A scholar is suspected of having a disability if prior to the conduct, either:

- The parent of the child expressed concerns in writing to the child's teacher or a school administrator that the child may need special education and related services;
- The parent of the child requested an evaluation for special education services, or;
- The teacher of the child, or other school personnel, have expressed specific concerns about a pattern of behavior that may be caused by disability directly to the special services leader, or other supervisory personnel.

The school must follow the same procedures when disciplining scholars with suspected disabilities, as it follows for scholars with IEPs or Section 504 plans, unless:

1. The parent did not allow the scholars to be evaluated;
2. The parent refused special education services, or;
3. The scholars was evaluated and determined not to qualify as a scholar with a disability.

One of these disciplinary procedural safeguards is the requirement to convene a Manifestation Determination Review (MDR). An MDR is a process to determine if a student's violation of the school's code of conduct is the result of the student's disability. An MDR must occur within 10 school days of a violation of the school's code of conduct which results in a **change of placement** for a scholar with an IEP or a 504 plan, a scholar in the initial referral process, or a scholar suspected of having

a disability.

Under the IDEA, a change of placement occurs if:

1. The **removal** is for more than 10 consecutive school days; **or**,
2. Short-term removals make up a pattern because:
 - a) The current removal when added to a series of previous short-term removals totals more than 10 school days in a school year;
 - b) The child's behavior is similar to his/her behavior that resulted in previous removal(s); and of other factors (*e.g.*, length of each removal; proximity of removals to one another). *

*At RISE Prep, any time a scholar with a disability is removed from his/her educational setting for more than 10 cumulative school days, we regard this as a change of placement and require a **Manifestation Determination Review** to be held.

A **removal, under the IDEA**, is defined as any time a scholar is removed from his/her current placement for more than 90 minutes, unless the scholar receives an In-School Suspension (ISS) in which:

- The scholar is not segregated from his/her general education peers
- The scholar has continued access to the general curriculum
- The scholar continues to receive all services mandated in his/her IEP, 504 plan or Behavior Intervention Plan.

All In-School Suspensions which do not meet these standards, all Out of School Suspensions, and all Expulsions, including a 45-day removal to an Interim Alternative Educational Setting, constitutes a removal and therefore factors into the 10 cumulative day calculation to determine a change in placement.

If a change of placement occurs, an IEP or 504 team meeting shall be promptly convened to determine whether the misconduct is a manifestation of the scholar's disability.

A parent shall be informed of the need to convene a Manifestation Determination Review (MDR) meeting on the date of the decision to discipline a student, or as soon as possible thereafter. The parents of the scholar shall be provided with a copy of the Procedural Safeguards setting forth their rights under the IDEA. As soon as possible but no later than 10 school days after the date of the decision, the IEP or 504 team shall meet to determine whether the conduct is a manifestation of the child's disability or occurred due to a failure of the student's home district or the school to implement the IEP.

If, upon review, the team determines that the student's behavior is not a manifestation of his/her disability, then the child may be disciplined in the same manner as a child without a disability for that particular behavioral event. During the duration of the removal, the scholar shall receive an alternative educational opportunity consistent with the student's educational needs.

If, upon review, the team determines that the student's behavior is a manifestation of his/her disability, then the scholar must return to his/her educational placement, unless the parents and the school agree to a change of placement as part of the modification of the behavior intervention plan. Furthermore, the team will consider the student's misconduct; develop or review the current Functional Behavior Assessment; and revise the student's IEP/ Behavior Intervention Plan (BIP) to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. If there is no current BIP, the school, in consultation with the PPT must also develop a plan to address the behavior that led to the disciplinary action.

Additionally, each subsequent removal after the initial MDR requires a new MDR to be conducted. Prior to a change of placement, scholars may receive disciplinary actions in accordance with the RISE Prep Discipline policy.

Parents may request a due process hearing to challenge the manifestation determination. Except as provided below, the child will remain in his/her current educational placement pending the determination of the hearing.

Weapons, Drugs and Serious Injury

If a child with a disability or suspected disability either:

- a) Carries or possesses a weapon at school, on school premises or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance at school, on school premises or at a school function; or,
- c) Inflicts serious bodily harm at school, on school premises or at a school function¹;

Then, the scholar may be removed to an interim alternative educational setting for up to 45 school days, regardless to whether the behavior is determined to be a manifestation of the child's disability. The school must hold a meeting to determine the IAES.

If you have questions about the disciplinary guidelines for students with disabilities, please contact Ms. Shannon Spann-Revels at 404-669-8060 or sspannrevels@theriseschools.org.

Expulsions and Manifestation Determination Reviews

Prior to conducting an expulsion hearing for a scholar with a disability, an IEP/504 team shall convene to determine whether the misconduct was caused by the student's disability. If it is determined that the misconduct was caused by the child's disability, the child shall not be expelled. The IEP/504 team shall reevaluate the child for the purpose of modifying the student's IEP/504 plan to address the behavior and to ensure the safety of other children and staff in the school. If it is determined that the misconduct was not caused by the child's disability, the child may be expelled following the same processes and procedures as a scholar without a disability. Whenever a scholar with a disability is expelled, an alternative educational opportunity, consistent with such child's educational needs shall be provided during the period of expulsion.

RISE Prep Maintains written records of all exclusions of ALL students. The records must include the name of the scholar, a description of the behavior infraction, the disciplinary action taken, and a record of the time or number of days of the disciplinary action.

Provisions of Services during Removal

Those scholars removed for a period fewer than 10 consecutive days will receive all classroom assignments and a schedule to complete such assignments during the time of his/her suspension. Provisions will be made to permit a suspended scholar to make up assignments or tests missed as a result of such suspension.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his/her IEP. In these cases, school personnel, in consultation with the child's special education teacher, CSE, or 504 team, shall make the service determination.

¹ IDEA defines serious bodily injury as injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Appendix D: How to File a Grievance about Discrimination, Non-Discrimination

RISE Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs, or activities, on the basis of race, color or national origin, in accordance with Title VII of the Civil Rights Act of 1964 (Title VII); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 194 (ADEA). In addition, no person shall be discriminated against in admission to RISE Prep on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of scholar offered by the school on the basis or race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

RISE Prep does not condone or tolerate discrimination on the basis of race, color, national origin, sex, sexual orientation or disability in admission or access to, or treatment, or employment in its programs or activities. The purpose of this formal grievance procedure is to provide a simple and accessible process to address problems and claims of discrimination based on race, color, national origin, sex, sexual orientation or disability. RISE Prep will keep these proceedings as informal and confidential as may be appropriate at any level of the procedure. These policies do not limit the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration. Additionally, parents have the right to deliver the formal grievance directly to the Board.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or

should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived. RISE Prep reserves the right to extend the 60-day limitation to file a grievance for just cause. A RISE Prep staff member will, if requested, assist in preparing any written documents described within this grievance procedure.

Internal Resolution Process (Grievance Process):

Any student or parent who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or disability, or that the school has violated its charter shall contact the Family Engagement Coordinator within 60 calendar days of the date on which he/she knew or should have known of the alleged occurrence to discuss the nature of the complaint.

The Family Engagement Coordinator shall maintain a written record which shall contain the following:

1. The name and address of the Complainant;
2. The full name and position of person(s) who allegedly discriminated against the complainant, if applicable;
3. A concise statement of the facts constituting the alleged discrimination; and
4. Dates of the alleged discrimination.

At the time the alleged discrimination complaint is filed, the Family Engagement Coordinator shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than 10 school days from the time the complaint was received. Within this time limit, the Family Engagement Coordinator shall meet separately with the complainant and the individual(s) against whom the complaint was lodged. The Family Engagement Coordinator and/or his or her designee shall conduct a prompt, adequate, reliable, and impartial investigation of the complaint. The Family Engagement Coordinator shall provide confidential counseling where advisable and shall seek an informal agreement between the parties concerned, where appropriate. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level. It is important to note, however, that the informal process can be ended, by the complainant, the individual(s) against whom the complaint was lodged or by the Family Engagement Coordinator, at any time in order to begin a formal stage of the complaint process. If the complainant is not satisfied with these initial informal procedures, within 20 school days from the date of the original discussion with the Family Engagement Coordinator, more formal procedures may be initiated by the complainant to further explore and resolve the problem

Formal Procedure:

Level One – School Principal: If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may seek review of his/her claim as a formal grievance or appeal in writing to the principal. Level One Grievances shall be submitted to the principal on the Parent Grievance Process Form (“Grievance Form”) or by letter.

The principal shall reply in writing within three school days acknowledging receipt of the Grievance to the complainant and the individual(s) against whom the complaint was lodged. The principal shall review the Coordinator’s investigation and information submitted by the complainant and may conduct additional investigation as necessary. Within 10 school days the principal will render a decision and the reasons therefore in writing to the complainant and the person who allegedly discriminated against the complainant, with a copy to the Executive Director.

Level Two – Executive Director: If the complainant or the person alleged to have discriminated against the complainant, if applicable, is not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered within 10 school days after presentation of the grievance in writing, the complainant or the person alleged to have discriminated against the complainant may file a written appeal for a hearing by the Executive Director within 10 school days. The Executive Director shall reply in writing within three school days acknowledging receipt of the Grievance to the complainant and the individual(s) against whom the complaint was lodged. (Please note that the Executive Directors will not respond to complaints that have not, without good cause, first been addressed by the Family Engagement Coordinator and/ or the principal).

Within 10 school days after receipt of the written appeal for a hearing by the Executive Director, he/she shall conduct a

hearing with the complainant and the person alleged to have committed the discrimination for the purpose of resolving the grievance. The Executive Director shall provide the parties an opportunity to present witnesses and other evidence. A full record of such hearing shall be kept by the Executive Director. The Executive Director shall within 10 school days of the hearing render the decision and the reasons therefore in writing to the complainant and the person who allegedly discriminated against the complainant.

Level Three – Board of Directors Hearing: If the complainant or the person alleged to have discriminated against the complainant, if applicable, is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within 10 school days after first meeting with the Executive Director, the person may file a grievance with the Board of Directors within 10 school days. The Board shall reply in writing within three school days acknowledging receipt of the Grievance to the complainant and the individual(s) against whom the complaint was lodged.

Within 15 school days after receiving the written appeal, the Board or an Impartial Hearing Officer designated by the Board shall meet with the complainant for the purpose of resolving the grievance. The Board or Impartial Hearing Officer shall provide an opportunity for the parties to present witnesses and other evidence. A full record of such hearing shall be kept by the Board. The decision of the Board shall be rendered in writing within 10 school days.

General Provisions

Title VI, Title IX and Section 504 protect complainants from retaliation for reporting allegations of discrimination and participating in an investigation. The administration will take steps to prevent retaliation and will take strong responsive action should retaliation occur.

In the event that there is a finding of discrimination, the administration will take steps that are reasonably calculated to end discrimination; to prevent recurrence of any discrimination; and to correct discriminatory effects on the complainant and others, if appropriate.

The administration will contact the person raising alleged violations within a reasonable period of time following conclusion of the investigation and grievance process to assess whether there has been ongoing discrimination or retaliation, and to determine whether additional supportive measures are needed.

Additional procedures for Claims Alleging Harassment or Hostile Educational Environment

The administration, when evaluating whether there is a hostile environment for a student, will consider the effects of harassment that occurred in school and those incidents that occurred outside of school that may affect the school environment.

Alleged victims of harassment will not be required to work out the problem directly with alleged perpetrators without appropriate involvement by administration. Any informal process can be ended by an alleged victim at any time in order to begin a formal stage of the complaint process.

The administration will consider providing interim measures to an alleged victim pending the outcome of the recipient's investigation, when appropriate (such as prohibiting the alleged perpetrator to contact the alleged victim; changing the alleged perpetrator class and bus schedule to minimize contact with the alleged victim, etc.).

The administration will maintain ongoing contact with the alleged victim throughout the investigation.

The administration will provide counseling and academic services, as appropriate, to the alleged victim.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

Complaints may be filed at <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>.

Appendix E: Parent Concern Form

RISE Prep is committed to maintaining a strong partnership and ongoing dialogue between our teachers, staff, scholars, and families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Please use this form to describe an incident/issue and submit the form to the school's principal, dean, or director of operations.

Today's Date: _____

Your Name: _____ Phone Number: _____

Scholar's Name: _____ Grade: _____

Relationship to Scholar: _____

Have you discussed this issue with anyone at the school yet? Yes No

If yes, who were you in touch with?:

What was the result?

Please describe the Incident / Issue in the space below. Be sure to include the DATE of the incident and the NAMES of any people who were involved. (Please attach extra pages if you need more space).

Appendix F: Additional Information

Title I

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. The RISE Schools is a Title I school.

As a recipient of these funds, The RISE Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to receive the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The RISE Schools is committed to providing quality instruction for all scholars and does so by employing the most qualified individuals to teach and support each scholar in the classroom. Please feel free to contact the school if you wish to receive this information or if you have any questions.

Public Documents / Freedom of Information Act (FOIA)

The school fully complies with the Freedom of Information Act (FOIA). Any requests for school records or information from the school must be in writing and submitted to the principal or his/her designee(s). Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.
- If the person requesting information is denied access to a record, he/she may, within 30 days, appeal such denial to the principal or his/her designee(s). Upon timely receipt of such an appeal, the school, within 10 business days of the receipt of the appeal, fully explains the reasons for further denial or provides access to the record(s) sought. The school also forwards a copy of the appeal, as well as its ultimate determination, to the Committee on Open

Government. If further denied, the person requesting information may further appeal through an Article 78 proceeding.

- The school may deny access to requested records if:
 - Such records are specifically exempted from disclosure by state or federal statute;
 - Such access would constitute an unwarranted invasion of personal privacy;
 - Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
 - Such records are trade secrets and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise;
 - Such records are compiled for law enforcement purposes for which disclosure is precluded by state or federal law;
 - Such records, if disclosed, would endanger the life or safety of any person;
 - Such records are computer access codes; and/or
 - Such records are internal materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by state law.

Open Meetings Laws

1. All meetings of the Board of Directors and all committees of the Board (“Board meetings”) will be open to the general public.
2. The school will provide notice of the time and place of any Board meeting that is scheduled for more than one week in advance to the new media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. The school will provide the time and place of any Board meeting that is scheduled for less than one week in advance and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. Public notices will be placed on the bulletin board in the reception area. Public notices will reflect the location of Board meetings or any location changes.
4. To the extent possible, the school will publicly post notices of Board meetings immediately after each meeting date is determined.
5. For the purposes of determining a quorum, Directors must be present at the meeting, with Directors deemed present as determined in the bylaws, which may allow for participation via video conference; members not present may join discussions via telephonic or other means but may not vote.
6. Written minutes will be recorded of all Board meetings. Minutes will include:
 1. The date and time of the meeting
 2. A summary of all motions, proposals, resolutions, and other matters formally voted upon
7. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
 1. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area of areas to be considered.
 2. All Board members may participate in the executive session, and the Board may authorize others to be present as well.
 3. No public funds may be appropriated during an executive session.

Use of Pictures & Videos of Scholars

RISE Prep often takes pictures and videos of scholars during regular school activities to capture the joy and excitement of learning that takes place and to celebrate the accomplishments of our teachers and scholars. Pictures and videos taken of scholars and staff are used for many purposes. We put pictures of scholars and staff in our scholar information system so that teachers and staff can identify all scholars and call them by name (internal); we publish photo directories of scholars and staff

(internal); and we post pictures of scholars and staff at the school (internal). It is RISE Prep’s policy to use pictures and videos of scholars for these uses. By reading the Family Handbook, parents are consenting to allow their child’s photo to be used for internal purposes. If the parent does not want his/her child’s photo to be used for such purposes, he/she should let the school’s director of operations know in writing.

RISE Prep also allows pictures and videos to be used for print and broadcast media purposes (external), and includes pictures and videos of scholars and staff on our website, on social media, and in promotional materials used to recruit scholars and staff and explain RISE Prep to external audiences such as charter authorizers, researchers, other educational organizations, and investors (external). By signing the Media/Publications Consent and Release form, parents are consenting to allow their child’s image to be used for external purposes as well as internal purposes (*e.g.*, staff memos and trainings). If the parent does not want his/her child’s image to be used for such purposes, he/she should not sign the media release.

Scholar Records

The school administration is responsible for all scholar records. They will discuss, explain, and/or make available to an eligible scholar (18 years old or greater) or parents/guardians any records on file. If a parent would like to examine a child’s record, the parent should submit a request in writing to the principal or the director of operations. Within 10 days, the eligible scholar or parent will be allowed to inspect the file and may request a copy of some or all of the information contained in the record. There are two different types of scholar records, which will be treated differently:

1. *Directory Information:* Directory Information is basic information about scholars such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others (internal or external) for specific use without the consent of the parent/guardian. For example, teachers may distribute class lists to everyone in the class so that scholars may help each other with home learning or the school may provide addresses to another educational organization working on a voter registration drive. If a parent/guardian would not like such information released, he/she should submit a request in writing to the director of school operations.
1. *Confidential Records:* Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian, except as described below.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of scholar education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the scholar when he/she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are “eligible scholars.”

In accordance with FERPA law:

- Parents or scholars over 18 years of age have the right to inspect and review the scholar’s education records maintained by the school.
- Parents or scholars over 18 years of age have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. The issue will first be heard by the superintendent of RISE Prep or the superintendent’s designee. If the parent or eligible scholar is still not satisfied with the decision of the superintendent or the superintendent’s designee, a hearing with the Board of Directors or a designated subcommittee of the board may be requested. The decision of the Board of Directors or its designated subcommittee is final.
- The school may disclose, without consent, “directory” information such as a scholar’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any parent who does not want such directory information included should submit a request in writing to the director of school operations.

- This listing in the Family Handbook serves as the school’s annual notification of parents and eligible scholars of their rights under FERPA.
- Generally, the school must have written permission from the parent or eligible scholar in order to release any information from a scholar’s education record. However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a scholar is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a scholar;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Parent Volunteer Policy

The RISE Prep School community is small, yet strong! Be a part of your child’s learning experience by supporting the school family. Volunteer involvement equals stronger events and programs and this added strength turns into more revenue or support directly impacting your children.

Therefore, all parents must volunteer and can get involved by assisting during the school day, at home, in the evenings or on weekends— whatever suits individual lifestyles. Each family is expected to participate in a minimum of ten (10) hours during the school year. Family members (e.g., grandparents, aunts, uncles) or friends of school families can volunteer hours on behalf of school families.

Below is a list of possible volunteer opportunities:

Room-Parent: Each grade is in need of at least one room parent volunteer. Room parents work with the classroom teacher to organize class parties, teacher appreciation, and other classroom events. Additionally, duties may vary according to the grade and are decided by the teacher.

- Contact Person: Classroom Teacher

Chaperoning Field Trips: Parents are needed to chaperone field trips. Time commitment varies. The Room Parent and/or classroom teacher will communicate needs as they arise.

- Contact Person: Classroom Teacher

Classroom Special Day Activity: Parents may be asked to assist with various activities. Time commitment varies. Room parent will communicate needs as they arise.

- Contact Person: Classroom Teacher/Room Parent

Dances/After School Events: This committee organizes, decorates, prepares treats, and cleans up the dances or events held during the school year.

- Contact: PTO President

Supply Donation: You are free to donate classroom items (specifically requested by the teacher) or school store items. Every classroom set donated equals to one hour of service. Please contact the teacher to clarify how many items equals a class set.

- Contact Person: Classroom Teacher, Diamond Jefferies, or Dr. Moore-Webb

Book Fair Assistants: Volunteers assist with the coordination of the book fair by setting up the book fair, working during the

fair, and cleaning up when over.

- Contact Person: PTO President

Laminating: A volunteer is needed once a week to laminate, and possibly another to cut out laminated pieces once lamination is done. The days and times are to be arranged with school office..

- Contact Person: Ms. Torchon

Run Copies: Volunteers are needed to run copies weekly in the school office. This job may include some general office work. The day and time are to be arranged with school secretary.

- Contact Person: Ms. Torchon

Uniform Store: Six volunteers are needed to create, organize, and run a uniform store to be opened at least four times per year. The first organization needs to take place at least a week before each opening so that the supplies are ready for purchase. Bi-monthly checks are needed to keep the uniform room organized and to plan sales. The day and time are to be arranged with the Family Engagement Coordinator.

- Contact: Family Engagement Coordinator

Fall Festival: The Fall Festival will take place on the school playground. The festival committee is looking for volunteers who can work game booths, handle the activities, serve food, provide vehicles for Trunk or Treat, face painting, provide musical entertainment, etc... School families who work the event will receive credit for their school hours.

- Contact: Family Engagement Coordinator

5K:

- Contact: Family Engagement Coordinator

Yearbook Team: Volunteers are needed to take pictures during the school year of events and other special moments for every grade, and to work with the production and layout of the yearbook. Time commitment is 20 plus hours for the year.

Coordinator: One volunteer is needed to coordinate yearbook team efforts, schedule meetings, schedule volunteers to photograph specific events and happenings on campus. Confirm deadlines with yearbook vendor, etc.

Volunteers: Coordinator will need 3-4 parents to help with the execution of the yearbook process. Time commitment is 20 hours for the year.

- Contact: Ms. Lorthridge

How do I submit a record of my Service Hours?

In order to volunteer, please contact the appropriate person in order to sign up. Once the hours are complete, inform via email our Family Engagement Coordinator.