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 developed 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 increasingly more 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 sacrdely 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 from the Principal

Welcome to RISE Grammar School!

We are excited that you have chosen us to partner in educating your young scholar this school year. We take the
commitment we have made to you and your children very seriously and promise to provide all scholars with a superior educational experience, in an effort to prepare them for middle and high school to college. Fulfilling this promise requires active collaboration between all stakeholders.

This Handbook outlines the key policies that will enable us to best support our scholars. These policies have been carefully researched and implemented to ensure the academic well-being and overall safety of every child who walks through our doors. 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 during the 2019-2020 school year. Please ensure that you sign the Family Contract and return it immediately to Ms. Jackie Goodman-Cook.

Please note that the administration team of RISE Grammar reserves the right to update our policies and handbook at any time during the school year.

Sincerely,

Dr. Aisha Moore-Webb
Principal

R.I.S.E Grammar’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) entrepreneurism, 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 Grammar scholars with exposure to self-actualization through entrepreneurism. Instilling entrepreneurial skills in young children has a significant impact on post secondary outcomes.

**R.I.S.E. Grammar’s Mission Statement**
The mission of RISE Grammar 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. Grammar’s Core Values**
Self-Efficacy
Perseverance
Equity
Collaboration
Leadership
Scholarship

RISE Grammar Creed
I am a **RISE** School Scholar!

1 **RISE** by giving 100% to everything I do!
I am **POWERFUL** and I am **STRONG**!

1 **RISE** because I **DESERVE** the best education!

1 **RISE** to learn and to do my best

1 **RISE** for **Self-Efficacy and Perseverance**!

1 **RISE** for **Equity and Collaboration**!

1 **RISE** in **Leadership**!

1 **RISE** for **Scholarship**!

Above all else, We **RISE**!

Above all else, You **RISE**!

Above all else, I **RISE**!

By Ms. Tiffany Cook,
Dean of Students

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**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 Grammar School, 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.

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).

RISE Grammar considers more than three absences in a semester or more than seven absences in a year to be
excessive. Scholars should complete the school year with fewer than absences. Scholars with more than six absences will be placed on an Attendance Intervention Plan.

Our school day runs from 7:45-3:00 pm Monday-Thursday and 7:45-1:00 pm on Wednesday, and 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. The Dean of Students will regularly monitor scholar attendance in order to ensure that all scholars come to school to get the education they need and deserve. Early dismissal ends an hour before general dismissal begins. On Monday, Tuesday, Thursday, and Friday, early dismissal concludes at 1:50PM. On Wednesdays, early dismissal concludes at 12:00PM.

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 (2:50 P.M. for regular dismissal and 12:45 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 3:00 P.M. 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 (7:45 A.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 Grammar staff will make reasonable efforts to contact the scholar’s parent/guardian by telephone, writing, or in person. The Dean of Students 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 of Students 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 Grammar, 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 8:20 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.

**Homework**
Homework is an essential part of RISE Grammar’s educational program: it is designed to reinforce skills taught in the classroom, to help scholars develop a deeper understanding of concepts, and to promote good study habits.

Decision needs to be made as to the consistency and frequency of assigning homework. We also need to decide how we will provide homework assignments for scholar's who are absent. We also need to decide if we will implement any “consequence” for missing assignments.

**Purpose of Homework:**
Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement classwork and be relevant to the curriculum. RISE Grammar believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge. Homework is a natural extension of the school day and an important part of a scholar’s educational experience. Homework encourages self-discipline, pride in one’s work, positive self-esteem, and an interest in learning.

**Research-Based Homework Guidelines:**
Research shows that, when used appropriately, homework benefits scholar achievement. To make sure that homework is appropriate, teachers should follow these guidelines:

- Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in
class to deepen scholars' knowledge, and providing opportunities for scholars to explore topics of their own interest.

- Design homework to maximize the chances that scholars will complete it. For example, ensure that homework is at the appropriate level of difficulty. Scholars should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.
- Involve parents in appropriate ways (for example, as a sounding board to help scholars summarize what they learned from the homework) without requiring parents to act as teachers or to police scholars' homework completion.
- Carefully monitor the amount of homework assigned so that it is appropriate to scholars' age levels and does not take too much time away from other home activities.

### Responsibilities

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<th>Teacher</th>
<th>Scholar</th>
<th>Family</th>
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Within a week of the start of class, inform parents and seek their support of expectations for homework.
- Provide for scholars’ individual differences and acknowledge varied learning styles by varying homework assignments.
- Establish guidelines, appropriate to each assignment, for the assessment of homework.
- Specify in writing the percentage of value of homework relative to the term grade.
- Give clear, concise directions, allowing time for students’ questions.
- Review the progress of long-term projects periodically.
- Provide adequate time for students to learn the material.
- Record all homework assignments and collect assignments as appropriate.
- Contact parents if assignments are not completed.
- Update blog weekly with relevant instructional videos.

To understand all homework assignments by listening to directions, asking questions when something is unclear, and reading directions.
- To gather all materials necessary to complete assignments before leaving the classroom.
- To complete all assignments to the best of scholar’s ability.
- To return materials and assignments on time.
- To make up any missed homework that the teacher requires.

To provide a routine and environment that is conducive to doing homework (i.e. a quiet and consistent place and time, necessary materials, etc.)
- To offer assistance to the scholar, but not do the actual homework.
- To check that your scholar has edited his/her homework for spelling, punctuation, neatness, etc.
- To notify the teacher when homework presents a problem.
- To read school notices and respond in a timely manner. Homework and school notices will travel home in the scholar’s homework folder.

Scheduling Time and Parameters:

Homework may be given Monday through Thursday. 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. Homework should be assigned weekly. The homework for the week is to be given on Mondays, and submitted on Fridays. Late homework may be accepted at the discretion of the teacher. Homework is to be transported to and from school using the school-assigned homework folder. Each grade-level has a color-coded homework folder used for parent communication. Scholars should have reading and math homework each night, and one social science assignment per week. Independent reading may be the assigned reading homework. Assignments shall be designed so that the typical student can complete all homework, including time for studying and preparing for exams, in the average minutes shown each night.

Kindergarten: 15 minutes
First Grade: 30 minutes
Second Grade: 35 minutes
Third Grade: 40-45 minutes  
Fourth Grade: 45-60 minutes  
Fifth Grade: 60-70 minutes

Independent Reading

In addition to assigned homework, each scholar must read for 20 minutes each night. This reading should be of the scholar's choosing, but need to developmentally appropriate. Comic books, manuals, catalogs, and any type of book is acceptable. While there is no assignment tied to this reading, scholars should discuss the reading with someone at home whether that is a summary, self-connections with a character, or even reasons why they didn't enjoy the reading. In grades 2-5, this reading should be done silently to build stamina and urge self-monitoring. A recording sheet will be attached to weekly homework for guardians to initial.

![Why Read 20 Minutes at Home?](image)

**Want to be a Better Reader? Simply Read.**

Discipline - Responsive Classroom/Restorative Practices

At RISE Grammar, 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 utilize a wide array of strategies to create and maintain joyful and rigorous classrooms. We use positive reinforcement to teach and model the school's core values: honesty, zest, grit, scholarship, and kindness.

At RISE Grammar, 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 Grammar scholars learn and practice common courtesies (e.g., please, thank you, and proper greetings). They sit at their desks and STAR (Sit up straight, Track the Speaker, Ask/Answer questions, Respect those Around you). They raise tall “vertical hands” when they have ideas to share with the group and speak in “loud and proud” voices so that their thoughts are heard. 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. 

RISE Grammar School recognizes that setting and communicating school-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all scholars, staff and school visitors are expected to support the school-wide rules or RISE program at all grade levels. Students will enter the classroom ready to RISE (Ready to Learn, Interact Positively, Scholarly at All Times, and Engage with Effort). These expectations are most likely to be met when the specific behaviors expected from scholars are clearly defined, taught to all, shaped over time, and responded to in ways that encourage scholars to learn and grow. RISE Grammar School recognizes that this requires proactive systems, practices and policies that support the development of positive behavior in every scholar. When these expectations are not met, prompt and appropriate interventions will be implemented to first restore order and safety in the classroom or school environment with the goal of assisting scholars to make appropriate behavioral choices.

From the moment our scholars board their buses and all through the day, they are expected to act in a way that befits RISE Grammar scholars – respectful of themselves and others. Our discipline policies hold all scholars to high standards. As necessary, we will make thoughtful accommodations/modifications and provide additional supports so that our scholars receiving exceptional services have the support (consistent with their SSPs, 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 documented areas of concern. Through the use of proactive, preventative strategies, we aim to keep all of our students 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 privileges (e.g., attendance on a field trip) or required attendance in detention, ISR/S and/or reverse suspension. During Detention, 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 Grammar 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. Please see the Appendix B for further explanation of a Peace Circle. 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**

The *RISE Grammar School* is committed to providing the best possible education for its scholars. This commitment requires not only rigorous courses, highly-qualified teachers, and well-equipped facilities, but also a safe, positive environment for all scholars, staff, parents, and community stakeholders. It is the expectation that all scholars adhere to the *RISE Grammar School* standards of acceptable behavior to foster learning.

The Code of Scholar Conduct ~ Scholar Rights and Responsibilities and Character Development Handbook identifies the rules of scholar behavior applicable to all *RISE Grammar School* scholars and the procedures for imposing discipline on scholars who violate these rules. When discipline must be administered, the Code of Scholar Conduct ~ Scholar Rights and Responsibilities and Character Development Handbook ensures that it is fair and serves the best interests of all scholars.

Discipline is handled in a positive manner which is consistent with each scholar’s developmental needs. Clear behavioral rules and regulations have been established. All scholars are encouraged to maintain self-control and peaceful means. *RISE Grammar School* expects respectful conduct and will not tolerate inappropriate behavior.

In considering the nature or severity of the behavioral situation, the disciplinary process may include scholar support services provided by the scholar support team. The *RISE Grammar School* prefers to reassign disruptive scholars to alternative educational settings rather than suspend or expel such scholars from school, as authorized by Georgia law.
PURPOSE
The Code of Scholar Conduct ~ Scholar Rights and Responsibilities and Character Development Handbook is intended to inform all RISE Grammar School parents and scholars of the types of behaviors that are unacceptable. It is impossible to write a code that addresses every conceivable variation of prohibited behavior. Consequently, scholars should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether it is specifically listed in this handbook. Classroom teachers may impose classroom rules in addition to those found in this Code of Scholar Conduct ~ Scholar Rights and Responsibilities and Character Development Handbook. These rules may be explained by the teacher, posted in classrooms, or distributed to scholars, and may or may not constitute violations of the handbook and will be determined after investigation of the RISE Grammar School Administrative team.

EQUAL EDUCATIONAL OPPORTUNITIES
RISE Grammar 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 Grammar School 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

Character traits are essential for scholars achieve greatness! These traits should be modeled and maintained by adults and scholars.

*Character Education Informational Handbook & Guide, DPI
http://www.ncpublicschools.org/docs/charactereducation/handbook/content.pdf

GUIDELINES FOR SUCCESS
RISE Grammar School recognizes that setting and communicating School-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all scholars, staff and school visitors are expected to support the school-wide rules or RISE program. RISE—School-wide Rules are being implemented this year to provide more consistency for scholars in all grades.
These expectations are most likely to be met when the specific behaviors expected from scholars are clearly defined, taught to all, shaped over time, and responded to in ways that encourage scholars to learn and grow. **RISE Grammar School** recognizes that this requires proactive systems, practices and policies that support the development of positive behavior in every scholar.

When these expectations are not met, prompt and appropriate interventions will be implemented to first restore order and safety in the classroom or school environment with the goal of assisting scholars to make appropriate behavioral choices.

**PARENT AND SCHOLAR RESPONSIBILITY**

It is the responsibility of the parents and scholars that compliance with all aspects of the policy during the time the scholar is on the premises during normal school hours. Failure by the parents and scholars to correct dress code violations at first request will be considered a violation of school policy and will result in disciplinary action for the scholar.

**GUIDELINES FOR PARENTAL VISITATION**

Having parents visit the classroom is an important part of the elementary school experience. By following some simple guidelines, visiting your child's classroom will be a rewarding experience for both you and your child.

1. Contact the Dean of Academics (DOA) and your scholar's teacher by email at least 24 hours prior to the day you wish to visit and get approval.
2. Stop at the office for a pass and to sign the visitor's book.
3. For the protection of our children, we ask that NO ONE go to a classroom at any time of the school day without a visitor's pass.
4. Please enter quietly and sit in the area the teacher has made available for visitors.
5. Please do not bring other children with you during your visit.
6. Please do not talk to the teacher during class time because this keeps the students from learning. Please schedule a conference if you need to talk to your child's teacher.
7. Any visitor who causes disruption, distraction, or any other interference in the teaching and learning process will be asked to leave immediately. The principal will have the right to have a disruptive visitor removed by the school security and/or the police department as well as the right to prohibit the individual from participating in future visits to the school.
RISE Grammar School follows Georgia’s four-tiered Scholar Achievement Pyramid of Interventions to provide appropriate and effective Response to Intervention services, which incorporates universal screening, targeted interventions, and a team approach to decision-making and the development and implementation of services.

**Tiers I** Interventions are facilitated in the general education environment by grade level and department teams. Documentation from each tier is utilized to make decisions regarding interventions and movement between tiers.

**Tier II** Interventions are facilitated in the general education environment by grade level and department teams with
greater frequency. Documentation from each tier is utilized to make decisions regarding interventions and movement tiers.

**Tier III** Interventions and services are facilitated by the Scholar Support Team (SST). The SST Chairperson ensures the process is followed and team decisions are made according to the outcome of data, indicating scholar progress.

**Tier IV** Interventions and services are facilitated through specialized programs or instruction delivery models such as the Program for Exceptional Children, English Language Learners, or Gifted Instruction.

Parental notification and parental involvement are essential to any effort to modify a scholar's inappropriate behavior. **ALL DISCIPLINARY NOTIFICATIONS WILL BE IN WRITING.** The Code of Scholar Conduct – Scholar Rights and Responsibilities and Character Development Handbook will only be effective if parents and guardians, teachers, and school administrators work together to improve scholar behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about scholar behavior or the scholar discipline process to the Principal or Dean of Students.

**BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES**

Progressive discipline is designed to correct a scholar’s misconduct and encourages the scholar to be a responsible citizen of the school community. Progressive discipline should promote positive scholar behavior while establishing clear and fair consequences for unacceptable behavior; and state what is unacceptable. Disciplinary actions are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the scholar's age and grade level, the scholar’s previous discipline history, and other relevant factors.

The school discipline process should include appropriate consideration of support processes to help scholars resolve such problems. These resources may include, but are not limited to, Scholar Support Team, positive behavioral supports, counseling with school counselor, school social worker involvement, school resource officer reports, behavior, attendance and academic contracts or plans, peer mediation, and prevention programs. The offenses have a range of seven (7) levels of prohibited behaviors. Each offense provides interventions as well as a range of consequences including suspension and expulsion.

**LEVEL 1** teacher selected strategies should be used for minor acts of scholar misconduct. Teachers should keep a written record of the violation and strategies used to address the behavior. If a Level 1 violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level after teacher selected strategies have been utilized. Necessary strategies and positive behavioral interventions and supports will be provided through the RTI process at Tier 1.

**Examples of behaviors that impact only the scholar**

- Calling out in class
- Inappropriate Noise
- Chewing gum
- Tapping pencils
● Writing on self
● Playing with toys in class
● Writing on desk
● Not in seat
● Not Grammarated for class
● Sidebar conversations
● Off-tasks behaviors
● Drawing instead of working
● Tardy to class
● Criticizing teacher one on one
● Whining
● Wearing a hat in school
● Giving “attitude”, rolling eyes, heavy sighs, sucking teeth
● Eating food when not allowed

**Strategies for Managing Behaviors:** Conference with scholar(s) and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations. Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Exceptional education scholar procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.

**LEVEL 2 violations** include infractions which are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation at school or on the bus. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process at Tier 1. Certain level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the scholar or others are present. Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others.

**Examples of behaviors that interfere with the learning of others:**

● Touching
● Poking
● Standing on furniture
● Constant talking
● Out of seat and interfering with others learning
● Inappropriate chair manners
● Consistently not following directions
● Unauthorized electronic device usage including but not limited to cell phones and Ipods
● Running away and leaving the classroom
- Throwing items in classroom
- Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!)
- Yelling at teacher
- Moving or kicking furniture in an angry way/tantrum
- Bus misbehavior
- Gambling

**Strategies for Managing Behaviors:** Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices and Use of safe place for scholars to retreat to help self-regulate.

Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Restoration; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the scholar, parent, teacher, or other internal supports. Exceptional education scholar procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.

**LEVEL 3** violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the classroom, school, or bus. These violations include repeated, unrelated acts of misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the RTI process at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the scholar or others. If scholars have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the scholar accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property.

**Examples of behaviors that affect an orderly environment:**
- Any level 1 or 2 that takes excessive teacher time and takes away from scholar learning. Talking back to adult
- Throwing items in classroom at others
- Lying
- Cheating
- Forgery
- Fighting (Simple Battery)
- Inappropriate language
Pushing
School disturbance
Bullying, Harassment, Hazing
Disrespect to peers/adults
Leaving room without permission
Banging on window
Vandalizing school property
Unauthorized electronic device usage including but not limited to cell phones and iPods
Conduct outside of school hours or away from school
Unsafe action

**Strategies for Managing Behaviors:** Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.

Disciplinary Options may include: In-School Restoration for 1-3 days with Instructional Module. Exceptional education scholar procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.

**LEVEL 4** violations include infractions, which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruption of the school environment, present threats to health, safety, or property. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the RTI process. Certain Level 4 offenses may be elevated to Tier 2 or Tier 3 of the RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 4 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the scholar or others. If scholars have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the scholar accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct.

Examples of behaviors that affect an orderly environment:
- Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from scholar learning.
- Talking back to adult
- Throwing items in classroom at others
- Lying
- Cheating
- Forgery
- Fighting (Simple Battery)
- Inappropriate language
- School disturbance
- Bullying, Harassment, Hazing
- Disrespect to peers/adults
● Leaving room without permission
● Banging on window
● Vandalizing school property
● Unauthorized electronic device usage including but not limited to cell phones and iPods
● Conduct outside of school hours or away from school
● Unsafe action

**Disciplinary Options may include: Targeted Behavioral Contract. Consequence: Out-of-School Suspension for 1-5 days. Exceptional education scholar procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.**

**LEVEL 5** violations include infractions which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruption of the school environment, present threats to health, safety, or property. Scholar will be placed on a mandatory Probationary Contract which if the scholar is found in violation of the contract, may result in expulsion. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the RTI process. Certain Level 5 offenses may be elevated to Tier 2 or Tier 3 of the RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 5 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the scholar or others. If scholars have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the scholar accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct.

**Examples of Harmful and Illegal Behaviors:**

● Actions that cause harm
● Intentional/Unintentional Violence against school employees; Stealing
● Fighting (Simple Battery)
● Battery
● Drugs
● Weapons
● School disturbance
● Biting
● Bullying, Harassment, Hazing
● Throwing furniture or other objects
● Stealing
● Threatening to do injury to person or property
● Sexual harassment
● Sexual behaviors
● Alcohol

**Disciplinary Options must include: School-based review of previous strategies and interventions implemented. Consequence: Suspension for 6-10 days with a Probationary Contract. Exceptional education scholar procedures must apply.**
procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.

**LEVEL 6** violations include infractions which are of a serious and aggravated nature such that the scholar shall be removed from class and will be subject to a required 10-day suspension served by the scholar and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school restoration, social restriction, community service and assignment to an identified program or alternative school. Investigation of Level 6 violations, which may result in state criminal proceedings can be initiated against the scholar accused of a Level 6 violation. Certain Level 6 violations may be elevated to Level 7 violations or higher based on the severity or context of the misconduct. Level 6 infractions should be met with Tier 3 intervention supports through RTI framework upon the scholar’s return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity.

**Examples of Harmful and Illegal Behaviors**

- Actions that cause harm
- Intentional/Unintentional Violence against school employees
- Stealing
- Fighting (Simple Battery); Battery
- Aggravated Assault
- Aggravated Battery
- Bystander Battery; Drugs
- Weapons; School disturbance; Biting
- Bullying, Harassment, Hazing
- Throwing furniture or other objects
- Threatening to do injury to person or property; Sexual harassment/behaviors
- Alcohol

**Consequence: Long-Term Suspension.** Exceptional education scholar procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.

**LEVEL 7** violations include infractions which are of a serious and aggravated nature such that the scholar shall be removed from class and will be subject to a required 10-day suspension served by the scholar and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school restoration, social restriction, community service and assignment to an identified program or alternative school, but to continue beyond the current semester. The scholar may be excluded from ALL units of the District for a specified period of time through permanent expulsion if applicable. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 7 violations, which may result in state criminal proceedings being initiated against the scholar accused of a Level 7 violation. Level 7 infractions should be met with Tier 3 intervention supports through RTI framework upon the scholar’s return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity.
Examples of Harmful and Illegal Behaviors:

- Actions that cause harm
- Intentional/Unintentional Violence against school employees
- Stealing
- Fighting (Simple Battery)
- Battery
- Aggravated Assault
- Aggravated Battery
- Bystander Battery
- Drugs
- Weapons
- School disturbance
- Biting
- Bullying, Harassment, Hazing
- Throwing furniture or other objects
- Threatening to do injury to person or property
- Sexual harassment
- Sexual behaviors; Alcohol

Consequence: Expulsion. Exceptional education scholar procedures must apply. For scholars with an Individual Education Plan (IEP) or a 504 Plan, there will be required protocols.

Parental notification and parental involvement are essential to any effort to modify a scholar's inappropriate behavior. **ALL DISCIPLINARY NOTIFICATIONS WILL BE IN WRITING.** The Code of Scholar Conduct – Scholar Rights and Responsibilities and Character Development Handbook will only be effective if parents and guardians, teachers, and school administrators work together to improve scholar behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about scholar behavior or the scholar discipline process to the Principal or Dean of Students.

**DISCIPLINARY JURISDICTION OVER SCHOLAR CONDUCT**

The RISE Grammar School has discipline authority over its scholars whenever the interests of the school are involved. Therefore, the Code of Scholar Conduct – Scholar Rights and Responsibilities and Character Development Handbook applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the scholar is on a school bus or School-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route to or from school, or to or from a school activity, function, or event;
- Off school grounds while the scholar is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of
Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;

Off school grounds when the behavior of the scholar could result in the scholar being criminally charged with a felony and which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));

Off school grounds when the misconduct is directed at a scholar, employee, or volunteer and is related to the victim's affiliation with the school;

Off school grounds when a scholar leaves school without permission of a school official (Absent Without Leave);

Off school grounds when the misconduct adversely affects the safety and welfare of the school community or the orderly mission and function of the school;

Off school grounds when sending abusive or threatening text messages or instant messages;

On and off school grounds when cyberbullying by the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g. Facebook), chat rooms, texts, and instant messaging; and on or off school grounds when cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.

### Exceptional Education Scholars

The discipline procedures for exceptional education scholars and scholars covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the scholar was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to Appendix A & B. If no, proceed to #2.
2. The Instructional Support Teacher/Section 504 Chair is notified immediately of the above triggers.
   a. IST/Section 504 Personnel investigate the situation and work with the local school.
   b. A plan of action is developed.
3. IST/504 Personnel will contact the local school if an emergency change in education location is needed.
4. The IST, IEP case manager/Section 504 chairperson is notified of the occurrence.
5. If an exceptional education scholar is referred to a due process hearing, a school administrator contacts the school's IST/Section 504 Chair to schedule a Manifestation/Determination meeting.
6. If it is determined that the behavior is not a manifestation for the exceptionality, a recommendation is made by the school principal for a due process hearing, subject to the education rights of the scholar under IDEA 2004. If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.
Additional Behavior Beyond the School Building

Field Lessons
As part of our rigorous academic program, we encourage experiential learning, 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, low Starbucks balance, etc. Scholars who are considered ineligible for attending a trip will be required to attend school that day.

Bus Behavior
Busing for RISE Grammar school is provided by First Student 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 Grammar 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.

<table>
<thead>
<tr>
<th>Number of Infractions</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Infraction</td>
<td>Loss of bus privileges for a week</td>
</tr>
<tr>
<td>2 Infractions</td>
<td>Loss of bus privileges for two weeks</td>
</tr>
<tr>
<td>3 Infractions</td>
<td>Loss of bus privileges for a month</td>
</tr>
<tr>
<td>More than 3 infractions</td>
<td>Loss of bus privilege for an additional month, up to a full year</td>
</tr>
</tbody>
</table>

Infractions, if serious enough, can warrant immediate loss of bus privileges for the year. Other consequences (e.g., demerits, extensions, 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 Academic Dishonesty**

Cheating on homework 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 for cheating, but students will be given an alternative assignment as a chance to display mastery.

**Scholar Searches**

In order to maintain the security of all its scholars, the staff at RISE Grammar 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 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.

In cases where scholar's actions constitute criminal offenses, RISE Grammar reserves the right to report violations to the local authorities to assist in investigation and/or prosecution. The RISE Schools cooperates fully with law enforcement in any investigation.

**Transportation, Arrival, and Dismissal**

**School Bus Transportation**

As noted above, bus transportation for RISE Grammar School is provided by First Student 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 students. Grammar students 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 coming weeks, parents who require transportation services must enroll in our online transportation system 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 system becomes open.

RISE Grammar 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 teacher** – 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. On Wednesdays, transportation changes must be in by 11:00 a.m.

- **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. Carter. Also CC your scholar’s teacher. 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: Grammar 3:00 pm**
- **Early Dismissal (Wednesdays only): Grammar 1:00 pm**
- **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 in 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 Students/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.

Scholars Who Walk
Grammar scholars are not to walk home unless there is a signed consent form on file.
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.

Staff Rides
Under exceptional (and rare) circumstances, with parental permission, a scholar may be driven home by a member of the RISE Grammar staff. If scholars are riding with RISE Grammar Staff a signed family-staff agreement must be on file.

School Uniforms
All scholars must come to school in the RISE Grammar 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 Grammar uniform, it is a powerful visual statement of our community. Scholars make a commitment that when they put on the RISE Grammar 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 Grammared for school and “dressed for work.”

General Uniform Requirements
**Shirts:** Uniform shirts must be purchased through our uniform vendor, French Toast. On top, scholars must wear a RISE Grammar polo. Shirts must be in the school colors and have the RISE Grammar logo stitched into the fabric. The following rubric details our uniform policy in depth:
Student Dress Code

Please see below for the uniform policy for the upcoming year. Please note that while the logo on the shirt will be different, the color of Royal Blue for tops and Khaki for bottom will remain the same. We are also eliminating the stitched numbers on the sleeve as well as having different color shirts for different grade levels; both of which results in additional and unnecessary costs to our families. Please see below for the full uniform policy.

<table>
<thead>
<tr>
<th>Shirts</th>
<th>Bottoms</th>
<th>Shoes</th>
<th>Accessories</th>
</tr>
</thead>
</table>

33
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RISE logoed Royal</td>
<td>Khaki slacks/ dress</td>
<td>100% black or white</td>
<td>Students may wear</td>
</tr>
<tr>
<td>Blue/White polos,</td>
<td>pants or khaki</td>
<td>shoes. Shoes must</td>
<td>earrings smaller</td>
</tr>
<tr>
<td>Navy/White long</td>
<td>skirts/skorts</td>
<td>have rubber soles,</td>
<td>than the size of</td>
</tr>
<tr>
<td>sleeve shirt,</td>
<td></td>
<td>and can be</td>
<td>a quarter coin.</td>
</tr>
<tr>
<td>White button down</td>
<td></td>
<td>loafers, or have</td>
<td>Student may wear</td>
</tr>
<tr>
<td>shirts,</td>
<td></td>
<td>laces or Velcro</td>
<td>watches.</td>
</tr>
<tr>
<td>Friday Spirit Dress</td>
<td>Friday Spirit Dress</td>
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<td>RISE T-Shirts</td>
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<td>remains tucked</td>
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<tr>
<td>College T-shirts</td>
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<td>into their shirts</td>
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<td>Winter Wear:</td>
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<td>at all times.</td>
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<td>Only RISE Schools</td>
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<td>Students may wear</td>
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<td>silicone wristbands.</td>
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<td>Rings, anklets,</td>
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<td>bracelets, and</td>
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<td>lots of bracelets.</td>
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| 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 students or principal considers excessive, then the scholar will be asked to remove it.
| Hats: Scholars are   | Hats: Scholars are   | Hats: Scholars are   | Hats: Scholars are   |
| not allowed to wear  | not allowed to wear  | not allowed to wear  | not allowed to wear  |
| baseball hats or    | baseball hats or    | baseball hats or    | baseball hats or    |
| bandanas in the     | bandanas in the     | bandanas in the     | bandanas in the     |
| clips or hair ties  | clips or hair ties  | clips or hair ties  | clips or hair ties  |
hair are permitted. Head-coverings for religious reasons are permitted. Plastic and/or fabric headbands that are black, royal 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.

- **Make-up:** Make-up (lipstick, glitter, blush, eyeshadow, etc.) is strictly not allowed.

- **Hair, Nails, and Tattoos:** Hair colors or shades other than natural colors are not permitted. Dyed hair or a hairstyle that serves as a distraction – at the determination of the school – will not be permitted. Any tattoos – small or large – must be covered at all times. Fingernails should not be or potentially be a distraction to others. Simple polish only is acceptable.

- **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 not change for events or activities later on in the day.

- **Uniforms on Field Lessons:** Because field lessons are an opportunity for RISE scholars to represent their school outside of the building, all uniform standards apply for field lessons. Field lesson/trip 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.

**Promotion to the Next Grade**

**About Promotion at RISE Grammar**

RISE Grammar provides a rigorous educational program, and the faculty, staff, and administration are committed to helping all students 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 promotion and retention is a major decision that has important ramifications for a scholar and their 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 promote or retain a scholar. When a student’s performance indicates that he/she is not ready to move to the next grade, we would much rather have that scholar repeat a grade while with RISE Grammar 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 Grammar’s academic and behavioral standards are more rigorous than many traditional schools, we often have different and more rigorous promotional criteria.

**Key points about RISE Grammar's Promotion and Retention Policy:**

- The school sees it as its job to help all scholars meet the promotion criteria and ultimately successful 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
- RISE Grammar School Curriculum
- State mandated and other standardized test data, as appropriate

More specifically, a RISE Grammar scholar is in danger of retention if the scholar meets 2 or more of the criteria below:

- Earned <70 during any term in reading and/or math
- <25th percentile as measured on FastBridge

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 Grades Three and Five**

In addition to the promotion policy mentioned above, RISE Grammar adheres to the Georgia State Board of Education policy which states that no third-grade scholar shall be promoted to the fourth grade if the scholar does not achieve grade level on the state-adopted assessment (GMAS) in reading.

In addition to the promotion policy mentioned above, RISE Grammar adheres to the Georgia State Board of
Education policy which states that no fifth-grade scholar shall be promoted to the sixth grade if the scholar does not achieve grade level on the state-adopted assessment (GMAS) in reading and mathematics.

Scholars in the third grade and fifth grade who do not achieve a determination of On or Above Grade Level on the state-adopted assessment (GMAS) as described above will be automatically retained. 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.

Placement
A student entering or returning to RISE Grammar School from a non-accredited public/private school or home school will be evaluated by designated school personnel. RISE Grammar placement assessments will be used in the areas of mathematics, reading, and/or language arts to inform the placement decision. A student's instructional level will be determined by the results obtained from the aforementioned assessments. A student will not be placed more than one grade below age appropriate placement.

Transfer Students
Scholars entering RISE Grammar School from another school, who are more than two years older than on-track students, may be placed, at the discretion of the principal, at a grade level more commensurate with the student's age.

Attendance
Scholars with 15 or more absences in a year are subject to being retained. Please note that 5 tardies and/or early dismissals count as one absence. In addition, RISE Grammar does not differentiation between excused and unexcused absences.

Promotion for English Language Learners (ELLs):
State law requires that we evaluate the promotion of English Language Learners differently. 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 ACCESS. For mathematics, they must score a Level 2 in English or their native language. Promotion for an English Language Learner or a student with Limited English Proficiency (LEP) is guided by his or her English Learner Proficiency Plan.

* Limited English proficiency may not be the sole basis for retention
Promotion for Students with IEPs:
A Special Education student’s promotion is determined by his or her Individualized Education Program (IEP). 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 it has provided the services the scholar needed, and the scholar was still not able to reach the academic bar. We must accomplish the following for students 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 scholar is on track to meeting her/his IEP goals and should align to the student’s general performance.

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

● These students must meet the standard criteria set out for all students. In cases where a scholar received a 1 on a state test, the school may consider a scholar portfolio of work to determine if the scholar does meet grade level standards (including writing assignments, classwork, projects, unit tests, etc.). The school may promote this scholar if the portfolio indicates greater than Level 2 proficiency and demonstrates that the scholar is ready for the rigors of the next grade.
● In the rare case where a scholar 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 students with IEPs who have modified promotional criteria and take state assessments:

● In the rare case where a scholar 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 scholar will demonstrate and the way that growth will be measured (i.e., “Grow 1.5 grade levels as measured by STEP”).

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

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

Supporting Non-Promoted Students
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 Grammar’s policy to inform other schools of the scholar’s promotion status. For example, if a third grader is not promoted to fourth grade at RISE Grammar school and the parent decides to enroll the child in another school, RISE Grammar will inform the other school that the scholar did not meet the requirements for promotion to fourth grade and should be a third grader when enrolling in the new school.

Academic Policies

Focus on Scholarship
While RISE Grammar is dedicated to educating the whole school, we are focused on Scholarship. Because of this, grades will not be given for effort or behavior. The purpose of grades is to give an overall measure of how a scholar is performing.

1. Teachers should use a variety of ongoing, developmentally appropriate methods to measure student progress such as tests, exams, rubrics, quizzes, projects, reports, homework, class participation and other assignments. RISE Grammar has a predetermined grade set of weights for graded activities in teachers’ gradebooks.

2. Grades should be based on the individual student's mastery of standards, in the Georgia Standards of Excellence for the grade level in which the student is currently placed, subject to any Individual Education Plan (IEP). Grades should not be determined by a bell curve. Academic grades should not be lowered as a result of unsatisfactory conduct except in cases of cheating.

3. Grades reflect all evaluations, and each piece of work or each assignment may be valued according to the individual teacher's grading rationale. To emphasize the professional judgment of the teacher in determining progress reports and final semester grades, the following caveat is offered: There may be circumstances in which collective semester grades show a definite trend (ascending or descending) in a student's achievement. When these circumstances occur, a modification of a strictly numerical average may be a more accurate evaluation of the overall work of the student.

4. Careful consideration should be given to all work. Failure on one test or one assigned task except for instances of cheating or failing the final exam (e.g., a book report or notebook) is not sufficient basis to prevent passing. One passing grade is not sufficient basis for passing a course when all other grades are failing grades.

Standards
The Georgia Standards of Excellence (GSE) provide schools and families clear guidelines for teaching and learning. The standards explain what students 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 Grammar School to Grammarare students to be college and career ready.

Grade Reporting

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We are constantly taking data and informally assessing to see where our scholars are. However, everything may or may not be calculated into formal grades and communicated to parents. This year, there will be two ways in which we are required to report grades:

1. Progress Reports
   1. Goes home every three weeks
   2. Created in Fulton County Portal
2. Report Card
   Goes home every 9 weeks (each quarter)
   a. Must provide at least 2 comments. 1 praise, 1 constructive
   b. Loaded from E-School

**Infinite Campus**
We will be using Infinite Campus to post our grades. This is also accessed through the Fulton County Portal.

1. Scholars should have at least 2 grades per week for each subject. This includes Social Sciences. Enrichment teachers should enter a weekly grade.
2. At the bare minimum, this should be a classwork grade and a homework grade.
3. No zero's will be issued in the gradebook. If something is not handed in, it must be marked as “Incomplete” or “Not Enough Information. More details about Grade Recovery will be listed below.

### Grading Weights

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<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Classwork</td>
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<tr>
<td>Tests and Quizzes</td>
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<tr>
<td>Projects</td>
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<td>Homework</td>
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### Grade Recovery
At RISE Grammar, we do not give our scholars the option to opt-out. We believe in instilling a strong work ethic to ensure that our scholars are college and career ready, while also making sure that scholars know they can achieve academic excellence. Because of this, scholars will be allowed to retake any failing grade for a maximum score of 70. Guidelines are as follows:
1. Parents must receive communication to be notified of the failing grade and make-up. A general retake note will be provided.

2. Scholars must redo the assignments within 3 days, or the grade sticks.

3. Teachers may use discretion as to when the assignments are made up. However, so that instructional time is not being missed, makeups should occur during AM planning, PM planning, or Extended Learning Time.

Projects
Mandatory school-wide projects include Science Fair and Black History. More guidance around those will be given. Teachers are expected to teach by building inquiry and critical thinking, so the expectation is that scholars will have multiple ways to demonstrate mastery, including projects. There is no minimum or maximum number of projects required. If you need assistance planning projects, please see one of our Instructional Coaches, Diamond Jefferies or Teandra McFadden. General guidelines are:

1. Scholars and families will be given ample time to complete projects.
2. There will be scaffolded deadlines. Pieces of the projects will be assigned and graded as separate assignments that build to a collective project grade.
3. Projects should begin in class. Frame the expectations and give a little work time and allow scholars to build upon that at home.
4. Projects are tied to the curriculum and standards. As such, they should be rigorous and relevant. We will not administer a performance task on a standard that has not been taught.
5. Scholars will not be allowed to make up projects, but late projects will be accepted. However, 10 points will be subtracted per day late. No projects will be accepted more than 3 days late.
6. All projects must be scored according to a rubric. Scholars will receive a copy of the rubric so that expectations are clear.
7. Written communication will be sent home with the grade a scholar has earned.

Student-Support Services
RISE Grammar 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 Fulton County Schools) to identify, locate, and evaluate students in need of special education and related services.

Our primary mechanism to identify students 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 students 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 students 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 student’s progress, you may refer your child to the Student Support Services by submitting a written request to the front office. If you have questions about the Student Support Services, please contact Mr. Jarvis Williams at 404-669-8060/jwilliams@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 the reason not to refer a scholars to determine his/her eligibility for special education and related services.

Once the school refers 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 students 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 has 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:**
Students 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 accommodations, homework 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 at your previous school, please contact Ms. Tiffany Cook (tcook@theriseschools.org). If your child had an IEP at their previous school, please contact Ms. Shannon Spann-Revels (sspannrevels@theriseschools.org).

**Closed Campus**
RISE Grammar 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 Grammar 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.

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 school.

School Visitor Policy
Parents/guardians/families are a vital part of the RISE Grammar 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 Dean of Academics twenty-four hours prior to your intended 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.

• 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 the parent liaison 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.

**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 sidewalks 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.

In the case of inclement weather, the staff at RISE Grammar will follow procedure to keep our scholars safe. When advised of a tornado warning, scholars will be escorted to predetermined assembly areas and given direction by staff to keep them safe. In cases where inclement weather causes the school to close, parents and scholars may be notified by local news media and/or school phone/email blast. *see School Closure Policy*

**Addressing Family Concerns**

RISE Grammar 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:** If a parent has an issue or concern, the first step towards gaining clarity or resolving the issue will be to contact the 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.

**Step 2: Contact the Grade Level Chairperson:** If the issue is not resolved satisfactorily, the parent’s next step is to reach out to the principal via phone or email or use the “parent concern process form” to explain the issue in writing. Even if the issue is a problem with the principal directly, the parent should go through this step. It is important to work to resolve the issue directly first.
Step 3: Contact the Dean of Students (DOS) or Dean of Academics (DOA): The parent should contact the school’s front desk to obtain contact information for the DOS and/or DOA. The DOS and/or DOA will reply within three business days, at least acknowledging the complaint has been received, and may take up to five additional business days to investigate and reach a decision.

Step 4: Contact the Principal: 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 may take up to five additional business days to investigate and reach a decision.

Step 4: Written Complaint sent to Principal’s Supervisor: If the parent is unsatisfied with the principal’s decision or response, the parent may write a letter to the Executive Director 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 Executive Director. If the parent would like to reach out to the Executive Director directly, the parent should contact the front desk of the school to get his/her contact information. The Executive Director will reply within 3 business days and may take up to 10 business days to investigate and reach a decision. The Executive Director 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 Executive Director 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 Executive Director’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 Trustees 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 Trustees or to individual trustees, trustees 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 response 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 it 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 Grammar 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 Grammar 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.

**Family University Night**

Family University Night usually takes place the next-to-last Wednesday of each month. All staff will be required to stay on campus from time of arrival, until Family University Night has concluded. All teachers are required to support Family University Night in some capacity. Some FUN's will have a designated committee to lead, while others support. Typically, each FUN will include a classroom or grade-level component to be led by classroom teachers. However, classroom teachers will be given guidance in advance on what to prepare. Family University Nights must be:

1. Tied to the curriculum
2. Interactive for students and parents
3. Have evidence of teaching and learning
4. Families have something tangible to take home from the experience

If you have any ideas for Family University Night or would like to assist with any planning, please see the Instructional Coaches.

Sample ideas for FUN are listed below:

1. Scholars are Writers, Too w/ Studentreasures
2. STEAM Challenge
3. Christmas Program
4. Black History Program
5. Are You Smarter than a ___ Grader?
6. Mathematician Magicians
7. Hispanic Heritage
8. Earth Day
9. Health Night
10. Science Fair/We're All Scientists
11. Milestones Mania
School Calendar and Closings

School Closure Policy
Because we believe maximizing instructional time is critical to closing the achievement gap, RISE Grammar schools will only close under extreme circumstances. In such circumstances, RISE Grammar 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 Grammar 24 hours in advance that we are making a different decision, if the host district announces a closure, delayed start, or early dismissal, RISE Grammar will do the same. To avoid parent confusion, RISE Grammar will not make separate closure announcements through local media outlets (i.e., TV or radio). As the situation allows, RISE Grammar will however reiterate the delay, closure or cancellation of after-school events via email and/or text message.

Special Circumstances
While RISE Grammar believes that following our host district’s lead applies for 95% of all school closure scenarios, there are some highly unusual situations where RISE Grammar 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 Grammar schools are in session and our host district’s are not (e.g., The RISE Schools typically start the school year earlier and/or finish later than our surrounding districts.) In such instances, RISE Grammar 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
1. Our regular school year is generally between 185 and 190 days — five to 10 more days than required by the state — because we believe that scholars need more time to master our advanced curriculum. In the case of lost days, our network-wide minimum number of days is 180 days, and schools will need to make up days if they fall below this minimum.
2. In terms of timing, we make up snow days as soon as the school falls below 180 days. If we need to make up one day below 180, we plan to extend the school year by one day and hold school on Monday following the last day of school. Any other make-up days will be determined by administration and communicated to families ahead of time.
3. Therefore families, staff and scholars are strongly encouraged to refrain from making any definite plans for these potential make-up times just in case additional school days are required.

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.

Scholars Computer and Internet Use Policy
RISE Grammar School uses computers (includes mobile and other electronic devices for purposes of this section), networks and Internet services, as one way of enhancing its mission to provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the
The following rules are intended to provide general guidelines and examples of prohibited computer and Internet uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with RISE Grammars scholars Computer and Internet Use Policy and these rules may result in loss of computer and Internet privileges, and/or legal and disciplinary action.

A. Use is a Privilege
Scholars use of RISE Grammar's computers, networks and Internet services is a privilege. No one will deliberately or willfully cause damage to computer equipment, network resources, or assist another in doing the same.

B. Acceptable Use
Scholars access RISE computers, networks and Internet services are provided for educational purposes and research consistent with the curriculum and instructional goals. The same rules and expectations govern scholars conduct and communication on computers and online services. Scholars are expected to comply with these rules and all specific instructions from staff members when accessing computers and network resources.

C. Prohibited Use
The scholar is responsible for his/her actions and activities involving school computers, networks and Internet services, and for his/her information, files, passwords and accounts. Examples of unacceptable uses that are prohibited include, but are not limited to, the following:

1. Accessing Inappropriate Materials - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal
2. Illegal Activities - Using computers, networks and Internet services for any illegal activity or that violates other RISE Grammar policies, procedures and/or school rules
3. Violating Copyrights - Copying or downloading copyrighted material without the owner's permission
4. Plagiarism - Representing as one’s own work any material obtained on the Internet
5. Copying Software/Media Files - Copying or downloading software without the authorization of the system administrator; illegally downloading music, photos, movies or other such files
6. Non-School Related Uses - Using the school unit's computers, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes
7. Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords without permission and/or accessing other user accounts
8. Malicious Use/Vandalism - Any malicious use, disruption or harm to the school unit's computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses
9. Unauthorized access to Social Networking/Chat Rooms/Newsgroups - Accessing social networking sites or software, chat rooms or newsgroups without specific authorization from the supervising teacher

D. No Expectation of Privacy
RISE Grammar retains control, custody, and supervision of all computers, networks and Internet services owned or leased by The RISE Schools. RISE Grammar reserves the right to monitor all computer and Internet activity by
students. Students have no expectation of privacy in their use of school computers, software accounts, Internet services, email, and stored files. Each person will respect the rights of others to the protection of the files they store on a computer and will not alter or damage such files or accounts.

**Bullying and Cyberbullying**

The law defines “bullying” and “harassment” as the persistent 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 student'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 scholar 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 student; 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 “cyberbullying” 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 scholar's picture without his/her permission.

The online activities and technologies often used by students 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.
Scholars’ Cell Phone Policy
Students 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 scholar 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. The school may pursue disciplinary consequences found in the Code of Conduct depending on how disruptive the incident is and/or if a scholar has had multiple violations. Cell phones brought to school must be turned off, stored away in a locker or backpack area and cannot be taken out until the scholar is off school grounds.

Nursing Services & Medication
Nursing services for RISE Grammar are 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. Please keep in mind that the clinician is not a medical doctor and services provided are limited. Scholars may be referred to medical services outside of the building.

School Lunch Program
Breakfast and lunch will be available at cost at RISE Grammar as part of its participation in the School Nutrition Program (a federal program that subsidizes scholar meals). Breakfast will begin at 7:45 A.M. and end at 8:20 A.M. Scholars are not allowed to bring outside food for breakfast. We ask that they consume those meals prior to entering the school building.

It is the policy of RISE Grammar 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.

Healthy Foods Policy
Scholar nutrition and health is a big concern at RISE Grammar School. Poor eating habits can adversely affect a scholar’s performance by causing - among other things - a lack of focus, low stamina, and/or behavioral outbursts – and, of course, long-term health consequences. In an effort to curb the consumption of low-nutrition foods, the following policy has been created.

Food and beverages brought to school must meet dietary guidelines and contribute to the health of scholars. The school will prohibit the consumption of foods of low nutritional value during breakfast, designated snack periods, lunch and other times scholars have access to food during the school day. Food of low nutritional value consists of:

- Chewing gum and candy
- Food and drinks containing high sugar or other sweeteners
- “Juice” or juice products containing little fruit or vegetable juice
- Foods with high fat/serving ratio (e.g., cookies, Cheetos, potato chips, foods fried in oil, etc.)
- Carbonated beverages
- Cakes/cupcakes (unless this is part of a celebration approved by the teacher)

Teachers planning parties or other school-related events are encouraged to consider healthier alternatives. If scholars bring foods low in nutritional value to school, AF teachers and staff will hold them at the front desk until parents pick them up.

Candy and Snacks
Scholars may not have any candy with them at school. Teachers will take any candy from scholars and treat it like “non-academic material.” (Parents may come to pick up the candy if they want.)

Food not During Designated Times
Scholars may not eat food except during breakfast, lunch, and snack times. Scholars may not have food in their pockets or with them in any way except during snack and lunch. All snack food must be completed during snack time – and in the classroom. Scholars may not take snacks out of the classroom (for example, to the bathroom). Teachers will take food that scholars have out during unauthorized times and treat it like “non-academic” material. (Parents may come to pick up the food if they want.)

Gum
Scholars (and teachers) should not chew gum. Scholars with gum may face a consequence, and repeated instances
Classroom Parties, Birthdays and Other Events
RISE Grammar supports scholar's social and emotional growth by celebrating their achievements. Most of these celebrations take the form of school-wide or grade-level events which celebrate scholar academic achievement and character growth. In addition, each class usually celebrates scholars' birthdays by singing happy birthday and other rituals in a uniform way that is fair and includes all scholars in the celebration. Teachers seek to make scholars feel truly special on their "special" day.

Families wishing to involve classmates in the celebration of their scholar’s birthday or other holidays can invite them to a party that occurs outside of school hours. The school can support such families by distributing a flyer to families in that scholar’s class. To avoid hurt feelings and distractions from learning, the school can only do this if every scholar in the class is invited. Families wishing to have such an invitation distributed should send it to school in the scholar’s homework folder. Invitations must be general (as in not addressed to specific scholars) and must be issued to all scholars in the class.

In order to minimize competition and distractions from learning, scholars must be in full uniform on their birthdays and other holidays.
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 Grammar. 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.

Failure to adhere to the guidelines may result in a volunteer being admonished or ultimately removed from service.
Statement of Understanding

By signing this, scholars indicate that they have received and read a copy of RISE Grammar 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 Grammar 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 Grammar community.

Appendices

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

**Reporting Bullying and Cyberbullying (together, “Bullying”)**

**Definition of Bullying:**
Bullying is *persistent*, unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

1) If a scholar feels that he/she is a victim of bullying, or witnesses a scholar being bullied, the scholars should report the incident to the dean of students, the safe school climate specialist. Students may report bullying situations anonymously via written note or email so long as the information is securely and privately delivered to the dean of students.
2) If a parent or guardian suspects bullying, they may report it via written note or email to the dean of students.
3) Any staff member who witnesses or receives any report of bullying must notify the dean of students 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 student'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 scholar 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 students 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 students 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 Grammar’s values orientation and ongoing character education, the school will send consistent messages to students 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 students.
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 students 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 Friday 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 students to discuss cyber safety and cyber bullying issues with students.
9. The school will host tech sessions to teach parents how to monitor their children’s behavior on the Internet and their phones.

**Appendix B: Disciplinary Procedures and Due Process Rights**
The discipline policy of RISE Grammar 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:** Students 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 these students 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 dean of students or the dean’s designee at once and send the scholar to a designated area.
- As soon as the child 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 dean, 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.

### In-School Suspension
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 the scholar must do to re-enter 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 Grammar 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 be given 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 Grammar 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 scholars 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 occurs, 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 parent 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 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 Officers 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 Director 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 Grammar 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 Trustees 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 the 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 Grammar, 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 scholars 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 scholars 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 Grammar 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 AES.

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

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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 facility.
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 Grammar 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.

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

RISE Grammar 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 1964 (ADEA). In addition, no person shall be discriminated against in admission to RISE Grammar 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 of 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 Grammar 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 Grammar 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 Grammar reserves the right to extend the 60-day limitation to file a grievance for just cause. A RISE Grammar 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 Parent Liaison 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 Parent Liaison 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 Parent Liaison shall meet separately with the complainant and the individual(s) against whom the complaint was lodged. The Parent Liaison and/or his or her designee shall conduct a prompt, adequate, reliable, and impartial investigation of the complaint. The Parent Liaison 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 Parent Liaison, 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 Parent Liaison, 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 parent liaison 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 Grammar 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 students 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 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
Open Meetings Laws

1. All meetings of the Board of Trustees 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, Trustees 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 Grammar 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 Grammar’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 Grammar 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 Grammar 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 homework 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.

2. **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 the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or guardian then has the right to a formal hearing. The issue will first be heard by the superintendent of RISE Grammar 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 Trustees or a designated subcommittee of the board may be requested. The decision of the Board of Trustees 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.
RISE Grammar Cell Phone Policy

In order to accommodate the growing use of cell phones or other signaling devices by both employees and students, 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 Students 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, 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 Student Use of Cell Phones or Other Electronic Signaling Devices:

3.1 All Students may use a cell phone before or after school while on school property.

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 check in during homeroom/advisory.

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 Student Code of Conduct.

3.6 A student 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 school administration and school policy on such issues will enforced.

3.7 Any device that is confiscated by the administration will not be released to the student but shall only be released to the parent/guardian of the student.

3.8 Any second offense for violation of policy regarding cell phones or other electronic signaling devices will result in the student being prohibited from possession of any such device on school property.
3.9 This policy does not prohibit any device that is used for medical purposes and is worn by the student because of a condition that requires the device. The parent/guardian shall provide the school with permission for this student to wear the device as well as a signed statement from a licensed physician (MD, DO) prescribing its use.

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

3.11 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.

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.

Parent Volunteer Policy

The RISE Grammar 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 Jeffries, 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 secretary.

- Contact Person: Mrs. Carter (School Secretary)

**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: Mrs. Carter (School Secretary)

**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 school secretary.

- Contact: PTO President

**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: Parent Liaison

**5K:**
- Contact: Parent Liaison

**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: PTO President

**PTO Member:** Attends and actively participates in PTO meetings, participates in events throughout the year that work within the family schedule, and represents school community leadership.

- Contact: PTO President

**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 Parent Liaison.