



Ridgeview Charter Middle School

5340 S. Trimble Road NE
Sandy Springs, Georgia 30342

Main #: 470-254-7710

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<https://ridgeview.fultonschools.org/>

SCHOOL HOURS

8:55 A.M. to 4:05 P.M.

Administrative Staff:

Thomas Garrett	Principal
Vicki Bulluck	7 th Grade Administrator
Kenneth Young	8 th Grade Administrator
Dr. LaShonda Mills	6 th Grade Administrator
Yamileth Aubain	Assistant Administrator
Erin Entrup	Instructional Coach
Dr. Kathleen McCaffrey	IB Coordinator

Counselors:

Dr. Marika Long	A - K
Iveth Cenicerros	L - Z

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INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM (MYP)

OUR MISSION

Ridgeview Charter School prepares students to be confident, creative, compassionate global citizens through high expectations for learning, excellence in teaching, seamless curriculum, community service participation and engagement of parents and community.

OUR VISION

The vision of the schools in the Riverwood International Cluster is to deliver a challenging curriculum that gives all students the tools needed to be successful contributing members of our nation and the world.

AIMS OF THE MYP PROGRAM

A student in the MYP program will develop:

- the capacity to be a lifelong learner,
- the capacity to adapt to rapid change in reality,
- problem solving and practical skills and intellectual rigor,
- the capacity and self-confidence to act individually and collaboratively,
- an awareness of global issues and the willingness to act responsibly,
- the ability to engage in effective communication across frontiers, and
- respect for others and an appreciation of similarities and differences.

IB Learner Profile

The learner profile attributes define the type of learner Ridgeview hopes to develop in every student. IB promotes education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. The learner profile describes the whole student as a lifelong learner.



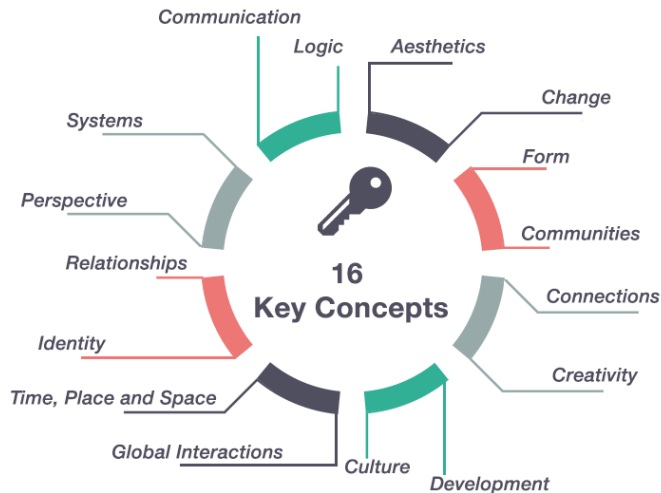
The MYP Curricular Framework

The MYP works in collaboration with district, state and national standards to challenge and motivate students. Schools use the Georgia Standards of Excellence (GSE) and the MYP

conceptual framework to organize and teach units of inquiry. Students study subjects from each of the eight subject areas: language & literature, language acquisition, individuals & societies, sciences, mathematics, physical & health education, arts and design.

MYP Units of study are organized by key concepts, related concepts, and global contexts. A concept is a big idea which generates enduring understanding. They serve as an integrating lens and encourage the transfer of ideas within and across the disciplines “as students search for patterns and connections in the creation of new knowledge.” Concepts are abstract, promote interdisciplinary approach and are not restricted to one subject area.

MYP has 16 key concepts:



Related Concepts of MYP - A related concept organizes subject specific knowledge, understanding and skill. They provide focus and depth to subject specific content and are more discipline specific.

MYP Global Contexts - A MYP Global Context provides a lens to encourage students to make worthwhile connections between the real world and classroom learning.

- Identities & Relationships
- Orientation in Space & Time
- Personal & Cultural Expression
- Scientific & Technical Innovation
- Globalization & Sustainability
- Fairness & Development

When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?

- Why do people care about this topic?

MYP Approaches to Learning Skills (AtL Skills)

Through approaches to learning in IB programs, students develop skills that have relevance across the curriculum that help them “learn how to learn”.

MYP Skill Clusters		Aim: Students can.....
Communication	Working with people	Exchange thoughts, messages and information effectively through interacting with others.
	Working with information	Use written information to gather and understand information and ideas.
Social	Collaboration	Work effectively with other people in all situations.
Self-management	Organization	Manage their time and tasks effectively
	Emotions and feelings	Manage their own state of mind.
	Reflection	Think honestly about how they learn; choose, use and develop their skills.
Research	Information literacy	Find, interpret, judge and use information from many diverse sources.
	Media literacy	Find, interpret, judge, and use information from different media.
Thinking	Critical thinking	Consider different perspectives on issues and ideas; make judgements based on different perspectives, and strengths and weaknesses.
	Creative thinking	Generate novel ideas, think about things in a unique way and consider new perspectives.

Transfer understanding & skills

Use their skills and knowledge in new and different situations.

Service as Action

IB Learners are expected to develop a sense of service and action throughout their academic careers. It is expected that students maintain consistent participation in service and reflect on their learning.

Seven Learning Outcomes of Service Learning in the MYP

- Become more aware of our own strengths and areas for growth.
- Undertake challenges and develop new skills.
- Discuss, evaluate, and plan student-initiated activities.
- Persevere in action.
- Work collaboratively with others.
- Develop international mindedness through global engagement, multi-lingualism and intercultural understanding.
- Consider the ethical implications of our actions.

Who can help me identify opportunities for Community Service? Your homeroom advisor, your teachers, your parents/guardians, and/or your club sponsors can help you identify school-related community service opportunities.

Ideas for MYP Service as Action Community Projects

Identities & Relationships	Orientation in Space & Time
<p>Who am I? Who are we?</p> <ul style="list-style-type: none"> ● Laughter therapy campaign in a children’s hospital or elderly care home. ● Tutoring classes that provide special instruction to elementary students ● Researching the effects of cola drinks and developing a campaign to promote healthy choices available at school. 	<p>What is the meaning of “where” and “when museum”?</p> <ul style="list-style-type: none"> ● Joining a society to contribute to maintaining local history. ● Planning for wheelchair accessibility ● Authoring an article for a local publication that summarizes a local problem and provides viable solutions.
Personal & Cultural Expression	Scientific & Technical Innovation
<p>What is the nature and purpose of creative expression?</p> <ol style="list-style-type: none"> 1. Improving the environment at a hospital by designing a series of pictures to hang in the hospital hallways. 2. Performing a theater play to raise awareness of bullying 3. Promoting intercultural understanding through a graffiti contest 	<p>How do we understand the worlds in which we live?</p> <ul style="list-style-type: none"> ● Helping a local community make an efficient, low-cost use of energy powered devices ● Developing a program to promote the use of wind energy for domestic devices ● Campaigning to reduce paper use and promote recycling
Fairness & Development	Globalization and Sustainability

<p>What are the consequences of our common humanity?</p> <ol style="list-style-type: none"> 1. Campaigning for fair-trade awareness 2. Supporting a local organization that works on improving literacy in Sandy Springs. 3. Addressing the concerns of immigrant and migrant populations 	<p>How is everything connected?</p> <ol style="list-style-type: none"> 1. Campaigning to raise awareness and reduce plastic waste. 2. Passing a plan to local authorities for tree planting in an area needing re-greening. 3. Creating a school or community garden.
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Additional Ideas for Service-Learning

General Ideas: Donate or raise money for your local Red Cross - Send cards to soldiers serving overseas - For your next birthday, ask for charitable donations instead of gifts - Read books or letters to a person who is visually impaired - Participate in a charity race - Organize an event or parade for a cause - Participate in National Youth Service Day in April - Organize a car wash and donate the profits to a cause - Write articles / give speeches advocating for an under-represented group and present information to community groups.

Helping Children and Schools: Tutor children during or after school - Donate stuffed animals to children in hospitals - Organize games and activities for children in hospitals or who are visiting hospitalized relatives - Knit or make blankets to be donated to homeless shelters - Collect baby clothes and supplies to donate to new parents - Collect used sports equipment to donate to families and after-school programs - Put on performances for children in hospitals - Give free music lessons to schoolchildren - Create a new game for children to play - Organize events to help new students make friends - Babysit children during a PTA meeting - Organize a reading hour for children at a local school or library - Donate used children's books to a school library.

Helping Senior Citizens: Read to residents at a nursing home - Deliver groceries and meals to elderly neighbors - Teach computer skills to the elderly - Mow an elderly neighbor's lawn - Host a bingo night for nursing home residents - Make birthday cards for the elderly - Donate and decorate a Christmas tree at a nursing home - Ask residents of a retirement home to tell you about their lives - Pick up medicine for an elderly neighbor - Perform a concert or play at a senior center - Help elderly neighbors clean their homes and organize their belongings - Rake leaves, shovel snow, or wash windows for a senior citizen - Deliver cookies to a homebound senior citizen

Helping Animals and the Environment: Take care of cats and dogs at an animal shelter - Clean up a local park - Plant a tree for Arbor Day - Start a butterfly garden in your community - Sponsor a recycling contest - Grow flowers in your backyard then give bouquets to hospital patients or people who are housebound - Help create a new walking trail at a park - Participate in the cleanup of a local river, pond, or lake - Foster animals that shelters don't have space for - Care for a neighbor's pet while they are away - Build and set up a bird house - Organize a carpool to reduce car emissions - Campaign for more bike lanes in your town - Plant native flowers or plants along highways

Helping the Hungry and/or Homeless: Donate your old clothes - Volunteer at a soup kitchen - Donate old eyeglasses to an organization that collects that and distributes them to people in need, non-perishable food to a food bank, blankets to a homeless shelter - Offer to babysit or nanny for a family in need - Prepare a home-cooked meal for the residents of a nearby homeless shelter - Collect grocery coupons to give to a local food bank - Help repair or paint a local homeless shelter - Help organize and sort donations at a homeless shelter - Babysit children while their parents look for jobs - Become a Big Buddy for children at a homeless shelter - Bake a batch of cookies or loaf of bread and deliver it to a soup kitchen - Organize a winter clothes drive to collect coats, hats, scarves, and gloves to be donated

Reducing Crime and Promoting Safety: Volunteer at a police station or firehouse - Paint over graffiti in your neighborhood - Organize a drug-free campaign - Start or join a neighborhood watch program - Create and distribute a list of hotlines for people who might need help - Teach a home-alone safety class for children - Create a TV or radio public service announcement against drug and alcohol use

Promoting Community Enhancement: Donate used books to your local library - Repaint community fences - Plant flowers in bare public areas - Participate in or help organize a community parade - Clean up vacant lot - Produce a neighborhood newspaper - Campaign for more lighting along poorly lit streets - Create a newcomers group in your neighborhood to help welcome new families - Volunteer to clean up trash at a community event - Adopt a local highway or road and clean up trash along it - Clean up after a natural disaster

Assessment & the MYP

MYP Assessment is:

- **Varied in approach: Students are assessed in various ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.**
- **Formative and summative assessment means students will be given assessed feedback on their work to help them improve it.** They will also be involved in this assessment, perhaps through assessing their peers or even themselves. Summative assessment is a culminating activity usually assessed by the teacher, and often graded tasks for the report cards.
- **Criterion-based, not deficit-based:** Assessment will not be based on “how many questions can a student answer?” or “what percentage have they achieved?” but rather “what skills have they learned?” or “what level of understanding can they demonstrate?”

MYP Objectives - Students take formative assessments (practice & homework) and summative assessments (tests, papers, quizzes, labs, performances, etc.) to evaluate students' growth in terms of achievement toward the subject's objectives.

Each subject has four criteria with multiple objectives. Students are assessed on these criteria at least two times per year to monitor their growth.

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring & analyzing	Developing Ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analyzing	Organizing	Producing text	Using language

Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Education & Health	Knowing & understanding	Planning for performance	Applying & performing	Reflecting & improving performance
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

MYP subjects are aligned so each of the criterion (ABCD) assesses a similar skill, the language is specified for the content area. In this way, we can think of the criterion categories as:

- Criterion A = Thinking and Knowledge Skills
- Criterion B = Organizing skills
- Criterion C = Application and Communication skills
- Criterion D = Evaluating skills

Each criterion (ABCD) evaluates students' achievement level on a 1-8 scale. This scale is not meant to be a percentage grade, but rather demonstrate the student's development of that skill or content knowledge.

Achievement Level		Description
Learning	1-2	Students are learning about the content or skill and are limited in their ability to use the skill independently.
Practicing	3-4	Students are practicing the content or skill and can demonstrate the skill when they receive support
Using	5-6	Students are using the content or skill and can demonstrate the skill independently.
Teaching	7-8	Students can teach others the content or skill and evaluate how effectively themselves and others use it.

IB MYP Progress Reports

IB MYP Progress Reports are issued at the end of Fall and Spring semesters. Progress toward MYP Objectives (ABCD) is independent from the traditional school report card provided through Infinite Campus.

IB Policies: [IB Information](#)

Academic Integrity Policy

Purpose - Ridgeview Charter Middle School is dedicated to the development of the whole student, and we believe in fostering academic integrity as a foundation for life-long learning. Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.

As a community of IB learners, it is our desire that each student value and uphold the principles of honesty, trust, responsibility, respect, fairness, and personal honor. Students, faculty, staff and parents strive to make these principles evident in all aspects of their lives.

Definitions of Academic Misconduct - Adhering to high standards of integrity, Ridgeview considers academic misconduct to be any act that can give unfair academic advantage to a student, a student's grades, or a student's academic record. Such acts include academic fraud, plagiarism, offering or using unauthorized assistance or resources in the completion of class-related work, refusal to comply with the school's testing environment expectations, and cheating. Cheating is any dishonesty, written or verbal, tacit or implied and includes collusion, sabotage, falsification, or involvement in giving or receiving unauthorized help.

To make students and parents aware of the school's expectations regarding academic integrity, the following specific acts are considered infractions of academic honesty. Please keep in mind that acts of academic misconduct are not limited to the list below:

Plagiarism - An act or instance of using or closely imitating the language and thoughts of another author without authorization and/or the representation of that author's work as one's own, by not crediting the original author.

Plagiarism equally applies to work other than text (i.e., art, music, etc.). It is important for students to understand how to appropriately use another author's work in their assignments to avoid both intentional and unintentional instances of plagiarism.

Examples:

- Any representation of others' work as your own
- Nonoriginal work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Misuse of quotation marks, paraphrasing, and in text citations makes authorship unclear.
- Failure to identify source of elements of nonverbal work (i.e., painting, dance, photo, proof, musical composition, etc.)
- Using online language translators unless explicitly allowed.

Collusion - Supporting misconduct by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student.

Examples:

- Helping someone cheat both deliberately and through support
- Allowing your work to be copied and/or submitted by another student
- Dividing and conquering approaches where you are not the author of the entire assignment given by the instructor (if not part of assignment)
- Representing significantly unequal work as an equal collaboration

- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future
- Sharing information about assessment content with other students. This includes any form of communication during testing times including (passing materials, whispering, talking, signaling, or mouthing words to other students).
- Taking a test or assessment for another student

Collusion is to be contrasted with collaboration. We define collaboration as multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

Duplication of Work - Submission of work from a previous class in a current class (old essays, old lab reports, old projects, old notebooks, past tests, etc.). All assignments should be created newly for the course or assessment unless discussed with the instructor in advance.

Unfair Practice - This is defined as any action that gains a student an unfair academic advantage.

Examples:

- Falsifying records
- Manufacturing or falsifying data
- Sharing passwords, using unauthorized material
- Altering grades
- Phony citation
- Impersonation
- Misconduct during testing times such as using notes or information from any unauthorized source, including but not limited to information written on desks, person, pieces of paper, water bottles, backpacks, graphing calculators or other devices.
- Refusing to comply with the conditions of the testing environment

It is the understanding of all school personnel that when a student puts his or her name on any assignment, they submit it as their own and acknowledge original ownership.

Roles and Responsibility in Supporting Academic Integrity - Teachers, school staff, students, administrators, parents, guardians, and outside support are responsible for supporting academic integrity.

Teachers & School Staff

- Communicate appropriate collaboration versus collusion with each assignment.
- Teach a recognized citation convention for written and nonwritten works.
- Demonstrate and model academic honesty in presentations, etc.
- Report and record academic dishonesty through a referral.

- Assure students in your class understand that when they submit a task as their own, they are representing that have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed.
- Minimize temptation for misconduct in assignments/assessment situations.
- Communicate with students, parents, counselors, administrators, with concerns & offenses.
- Teachers, administrators, and counselors involve students in reflection/discussion in the instance of misconduct.

Students

- Confirm understanding of academic honesty by signing the Code of Conduct form (RICS) or Academic Honesty Pledge (RCMS) each year.
- Report violations to a trusted school employee.
- Work to produce authentic work.
- Understand that putting your name on assignment certifies it as your own work.
- Minimize temptation by balancing time appropriately.
- If an incident of misconduct occurs, complete the reflection process with the teacher.
- Understand proper citation expectations for assignments (MLA or APA).
- Ask for guidance when you are unsure.

Administration

- Support academic honesty policy and investigate all reports of misconduct.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions.
- Ensure the academic honesty policy is applied consistently throughout the school.
- Investigation of misconduct.
- Make parent and student contact to reflect on incidents.

Parents, guardians, and/or outside support

- Read the policy and sign a pledge to uphold the principles of the policy.
- Encourage your child to cultivate a culture of academic honesty in school.
- Address concerns of academic misconduct with your student and school personnel if necessary.

Teacher Reporting

Within 24 working hours of identifying an instance of academic misconduct, the teacher shall conference with the student to ascertain the validity of the potential violation and to ensure that facts align. If the instance is a likely issue of alleged academic misconduct, the teacher will notify the parent/guardian and the administrator. All violations will be investigated by the administration.

Consequences:

- A. On major, minor, or practice assignments, the student will receive a zero in Infinite

Campus. A student can re-submit the assignment to receive feedback on content mastery; however, resubmitted work will not count toward the student's academic average.

- B. The assistant principal will document the Honor Code Violation in Infinite Campus as an academic offense on the discipline record and will implement student discipline in accordance with the code of conduct.
- C. Upon a second honor code infraction, one or more of the following consequences *may* result:
 - Ineligibility for school awards/scholarships/leadership positions for the academic year.
 - Demotion from positions held in clubs, organizations, including athletics.
 - Suspension and/or removal from clubs and activities as outlined in either national or local school constitutional by-laws or guidelines, including athletics.
 - Consequences may be adjusted based on the discretion of the principal.

Appeals - A student who feels wrongly accused of academic misconduct may appeal and must complete and submit a written appeal within five school days. Written appeals must explain, in writing, and provide evidence that the student has been wrongly accused. The school administration will collaboratively evaluate the appeal and determine whether misconduct occurred.

Student Reporting - Students may report academic misconduct to teachers, a counselor, or an administrator and may anonymously report through FCS quick-tip reports. Anonymity and confidentiality cannot be guaranteed but will be protected to the maximum extent possible. All incidents of academic misconduct will be investigated by an administrator. Appeals can be submitted to the principal.

Communication Plan - This academic honesty policy will be published on the school website, discussed with each student at the beginning of the school year, and published in the student handbook when appropriate. FCS Board Policy:

<http://www.boarddocs.com/ga/fcss/Board.nsf/goto?open&id=8RSRU76F9FB4>

SCHOOL GOVERNANCE COUNCIL

The purpose of the School Governance Council is to provide parents, school staff, and community members with a leadership role in the management of the school. The School Governance Council is a governing body representing the community and school but operates under the control and management of the Board of Education. The Council is responsible for making decisions on the strategic direction of the school including:

- A) Approve the school strategic plan and updates
- B) Approve the annual budget and annual resource allocations
- C) Manage the Request for Flexibility process

- D) Participate in hiring the principal (in the case of a vacancy)
- E) Provide annual feedback on principal performance.
- F) Interface with the school's Title I Committee

This committee offers parents, community members and staff members the opportunity to have input into the education process. Refer to the RCMS website or the front office for meeting dates.

PARENT TEACHER ASSOCIATION (PTA)

The PTA serves as a valuable resource for our school. Many parents volunteer their

time, financial resources, and expertise through this organization. We encourage all our parents to join our PTA and our volunteer program.

Please refer to the RCMS website for a full listing of the Chairs and their emails. Volunteer registration is also available from the RCMS website.

RCMS FOUNDATION

The Ridgeview Foundation, a non-profit 501(c)(3) corporation, was formed in 2006 to support all aspects of Athletics and Fine Arts that are not supported by the Fulton County School System. By enhancing the school's successful fine arts program and by providing students competitive sports programs, the RCMS Foundation is able to give students that needed balance of academic development and creative and physical growth.

Please refer to the RCMS website for a full listing of Foundation Chairs and their emails.

PARENT INVOLVEMENT

For middle school students to be successful, students, parents, school personnel, and the community must work together as a team. As part of our Charter, all parents/ guardians are required to volunteer each year for a minimum of 10 hours. Information about volunteer opportunities can be found through the PTA, Foundation, Parent Liaisons, or the newsletter/website. Information about submitting volunteer hours can be found on the website. Additionally, as a Title I school we have parent resources to support all parents. We have a Title I Parent Resource Room (rm. 236) and two Parent Liaisons. The Parent Resource Room is open daily from 8-4 and contains various resources for middle school parents. Both of our Parent Liaisons hold various workshops throughout the school year

as well. Parents should ensure that a correct email address is on file with the school. Parents should also check the Infinite Campus Parent Portal and Google Classroom for updates of their student's academic progress.

TRANSPORTATION

Transportation is supplied for all students living more than a mile from the school and/or for students living in areas designated by the county transportation department as hazardous.

Students should recognize that riding the bus is a privilege contingent upon proper and courteous conduct. Students are expected to follow the instructions of the driver and the local school. Any student not doing so may be denied the privilege of riding the bus. The suspension length from the bus is left to the administrative staff's discretion. Students may not ride buses other than the one to which they are assigned, and they must get on and off the bus at their regularly scheduled stop. Notes requesting bus changes **must be** brought to the office by lunch to be approved by an administrator.

Access bus stop information at [Edulog WebQuery \(fultonschools.org\)](http://EdulogWebQuery(fultonschools.org))

PROMOTION POLICY

- Promotion in middle schools will be based on student performance for the entire school year.
- Students in grades 6, 7 and 8 must have a passing grade in language arts, mathematics, social studies, science, reading/ world language, and one of the following: a combination of grades in connections segment or physical education/health/connections segment. All students are expected to participate in physical education classes. A passing semester grade in the connections or physical education/health segment is

accomplished by earning an average of 70 or above when averaging the combination of two nine-week grades during the semester. Any student who receives an average for both semesters of 69 and below shall fail the subject for the year. GA Milestones scores are considered in 8th grade.

- In special cases, promotion can be determined by the Placement Committee made up of the administrators.
- The principal and counselors will be involved in all special cases.
- Parents will be notified both by conferencing and in writing when there is a concern regarding a student's promotion/retention.
- In most cases, students will be retained no more than twice in grades K-8 except with the approval of the school's Area Superintendent.
- In most cases, students who will be 16 years old on or before September 1 shall not be retained in the middle grades.

ACADEMIC INFORMATION

Homework

Homework is an important part of academic growth in middle school. Students will be given homework in most classes on a regular basis, and timely, successful completion of this work is a part of each student's evaluation. Assignments may be overnight or long term. It is important that students complete the work independently so teachers can obtain an accurate assessment of their understanding.

Parents with questions regarding homework should contact teachers. Teachers are not required to give or grade homework. If a teacher chooses to grade homework, feedback must be provided to the student and entered in the **Practice** category (10%). Additionally,

students are expected to write down their homework daily on their school issued device.

Because of our academic focus, students will be assigned a reasonable amount of homework daily. Students are expected to approach homework seriously, and parents should emphasize its importance.

Report Cards and Grading

Progress reports are shared with students and parents/guardians every 4.5 weeks electronically or in paper copy. A semester **REPORT CARD** is distributed at the end of each semester. A paper copy of the report will be sent home on the 18th and 36th week of school. Parents will be notified whenever a student's performance shows a noticeable decline. Parents should promptly sign and return all reports and teacher communications. Unless there are extenuating circumstances, these should be returned within two school days. Careful evaluation by the teacher and principal will ensure that all grades issued, and recommendations made will be in the best interest of the student.

Additionally, students will receive an MYP Progress Report in each MYP Subject at the end of each semester. The MYP Progress report reports achievement toward IB learning objectives. This feedback is independent of the Fulton County Report Card.

Grading Weights - In middle school courses, graded assignments, assessments, and/or tasks will be categorized and weighted as follows:

1. **Majors (weighted 50%)**
2. **Minors (weighted 40%)**
3. **Practice (weighted 10%)**

In semester courses, students receive a minimum of **16 grades** (4 majors, 6 minors, 6 practice).

In 9-week courses, students receive a minimum of **6 grades** (2 majors, 2 minors, 2 practice).

In courses where students take a state-mandated high school End of Course (EOC) assessment, during the spring semester, the EOC will be weighted 20%, Majors weighted 40%, Minors weighted 30%, and Practice weighted 10%.

Grading Scale	90 - 100 = A
	80 - 89 = B
	70 - 79 = C
	Below 70 = F

A course outline/syllabus for each subject will be posted in course Teams, and available in the teacher's OneDrive lesson folder. The grading scale is determined by a Fulton County committee and approved by the Fulton County Board of Education.

Non-Academic Skills - Feedback on non-academic skills will be reported in a separate section of progress reports/report cards every nine weeks in every course. Students will be provided with feedback on how well they demonstrate the following skills:

Self-Direction	The student follows directions and procedures, sustains attention during class, and/or resists distractions.
Collaboration	The student works well with others, asks for help when needed, and/or shares ideas.
Problem Solving	The student can describe a problem, find more than one way to solve a problem,

	and/or is aware that all actions have outcomes.
Work Habits	The student comes prepared for class, manages time and materials, and/or stays on task.

Infinite Campus Parent Portal - Infinite Campus Parent Portal is the Fulton County tool that parents can use to keep abreast of their student's academic information. Parents or guardians should complete the registration entirely online at

<https://www.fultonschools.org/infinitecampus>.

As needed parents or guardians may come to the school to receive assistance in establishing their account. Parents should check the Parent Portal weekly for updates on their student's academic progress.

Missing/Late Work Policy

The student misses work due to absence (excused/unexcused).

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit.
- Teachers deduct points from late/missing assignments, assessment, or task (20% deduction or a maximum grade of 80 after it is late), but only after the deadline has not been met.
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task.

The student is present but fails to turn in assignment, assessment, and/or task.

- Teachers may begin deducting points from a late/missing assignment, assessment, and/or task (maximum 20% deduction).

- A zero may be entered in the grade book, if a student fails to turn in a late/missing, assessment, and/or task.

Academic Recovery

Students are afforded the opportunity to recover all major assignments if they score below 75% on the assignment. Students are limited to **one recovery attempt per major assignment** that meets the threshold for recovery. Recovery of major assignments will cover the standards that the individual student has not mastered. If the recovery is lower than the original score, the original score will be used.

Uniform Policy

All students are required to wear school uniforms. If a particular item or style is not described, consider it as not allowed under these guidelines.

To Be Worn Any Day of the Week:

School Colors: Red, Black, White, and Gray

1. Pants, shorts, skirts, skorts

- Khakis or black; twill, full length, straight leg only;
- Must be worn at the natural waistline
- No stretch knit material, no baggy pants, no sagging, no tight-fitting
- Skirts, skorts, and shorts are finger-tip length
- Leggings are not permitted.
- Pants with tears or holes are not permitted.

2. Polo shirts

- Solid school colors, with or without the RCMS school logo.
- No other logos on shirts (Ex: Polo, names of stores, athletic signature, etc.)

- Shirts worn outside pants must not be longer than the waist.

3. T-shirts

- **ONLY** RCMS t-shirts with official school logo sold at school
- **Spirit Wear only.**

4. Sweaters

- Plain or with the RCMS logo only in school colors. (Ex: No name brands or logos should be visible). Sweaters should not be worn inside out.

5. Hoodies and Sweatshirts

- Plain or with the **RCMS logo only** in school colors. (Ex: No name brands should be visible.)
- Any shirt worn under a sweatshirt must be in school colors.
- Hoodies and sweatshirts cannot be worn inside out.

6. Winter Coats

- Can be any color
- May only be worn before and after school and during outdoor break

7. Shoes

- Closed toe shoes only
- No sandals, flip-flops, bedroom slippers
- No high heels

8. Accessories

- No accessories are allowed: scarves, hats, bandanas
- Camisoles or undershirts, if worn, must be a school color
- No glitter, tip stitched designs, decorations of any kind (other than school logo) on any article of clothing
- No apparel which designates gangs or similar organizations, no drugs or alcohol

9. Dress Code on Fridays

- **Solid Blue or Black Jeans**
 - No ripped or shredded jeans. (No exposed skin through jeans)
 - No jeans with any oversized logo, design, embroidery, or added decorations
 - No Jean shorts

- **RCMS T-shirts, Event/Athletic T-shirts, Hoodies and Sweatshirts**
 - On Fridays these can be Ridgeview affiliated shirts in a variety of colors (otherwise, regular school uniform applies).
 - Riverwood shirts are allowed.

When in doubt, do not wear it!

ALL clothing must be the right size for the student.

Students are expected to follow the dress code so that valuable instructional time is not spent examining student attire to determine appropriateness. Uniforms are available at the RCMS Concession Store throughout the year.

Parents and students will be notified of exceptions to the dress code (Olympics and special activities). Halloween is not an exception.

Clothing, of approved colors and type, can be bought at Target, Wal-Mart, Goodwill, etc. T-shirts and sweatshirts with the Ridgeview logo will be available at school throughout the year.

Uniform Infraction Consequences

- 1st Time – Change clothes; parent notified
- 2nd Time- Change clothes; parent notified
- 3rd Time – Consequences for Insubordination

CARE OF THE BUILDING

Everyone takes pride in our school building and school grounds, and we work hard to keep them clean and attractive. Students are expected to pick up all paper and litter from the classrooms and hallways at the end of each class period and locker break. The physical condition of a school often reflects the respect level in a school. Please be a thoughtful citizen and pick up paper and rubbish when you see it. Thank you.

SUPERVISION OF STUDENTS

BEFORE AND AFTER SCHOOL

The school cannot assume responsibility for students who arrive before or remain after school unless they are involved in scheduled before or after school activities or are detained because of misconduct. **Students should not arrive earlier than 8:30 am and must be picked up after school no later than 4:25 pm. After 4:25 pm students will go to the front of the school to be picked up.** For safety reasons, students are to be dropped off and picked up before and after school at the carpool lane only; the S. Trimble Roadside of the school building. Walkers must have a completed and verified permission form issued from the front office.

AFTER SCHOOL ACTIVITIES/ATHLETICS

Ridgeview offers a wide range of clubs and activities for students after school. Students will be dismissed at 5:15pm and should be picked up by 5:15pm. If consistently being picked up late from school, students will not be allowed to stay after school. No student can remain unattended. A list of afterschool clubs, sponsors, and meeting times are listed on the last page of this handbook and on the [RCMS website](#).

Various athletic programs are offered to students throughout the school year. It is the

parent/guardian's responsibility to see that the student is picked up on time after a game or practice. If the student is not picked up on time, they could lose the privilege of participation. Students must be supervised if planning to attend an afterschool activity or game.

Carpool

Morning Hours: 8:30 AM – 8:45 AM

Afternoon Hours: 4:05 PM – 4:25 PM

Students may only leave by carpool in the supervised carpool area. For safety reasons, they may not walk to the parking lot or other off campus areas. After 8:45 AM/4:25 PM students must be picked or dropped off in front of the school building. **If a student is consistently late being picked up in carpool, parents will be asked to utilize alternative transportation or use the school bus.**

Sweep Bus

Sweep bus is offered to students who wish to stay after school Mondays through Thursdays.

At the beginning of the school year, Sweep Bus information about the Sweep Bus is presented to all students. The students are responsible for signing up daily for the bus in the morning. Instructions on how to do this will be provided to the student by their homeroom teacher. The sweep bus begins after Labor Day and will pick up students from Ridgeview at 5:15 and drop them off at predetermined stops. These stops are not at the same locations as their regular bus stops.

PERSONAL COMMUNICATION DEVICES (PCD)

Possession of a Personal Communication Device (PCD) (e.g., cell phones, tablets, recording devices) by a student at school during school hours is a privilege that will be forfeited if a student does not abide by the Student Code of Conduct. The use of PCDs is not allowed during instructional time which begins upon their arrival to campus and ends at their departure from campus and will only be allowed to exempt this usage expectation when explicitly instructed to do so by a teacher or other school staff member (18f.II).

Students may not be called/messaged from class to talk on the telephone during school hours. If a student needs to call home during the day, they should ask for teacher permission and not disrupt instructional time.

Students are to leave personal communication devices in the “off” position and out of sight upon arrival to campus through departure from campus.

Students are subject to disciplinary action should they use a PCD (including text messaging) or if their PCD sounds during school hours. Students may use PCDs before and after school hours outside the building while on school property. At carpool, students must adhere to a no PCD zone for safety. Cell phones/PCDs will be confiscated if in violation of this rule and result in the following consequences:

- 1st offense: Parent/guardian may pick up item on same day and take it home.
- 2nd offense: Parent/guardian may pick up item in **3 days**.
- 3rd offense: Parent/guardian may pick up item in **1 week**.

Using cell phones and other PCDs for non-educational purposes, including recording staff and/or students without permission or other inappropriate content is strictly prohibited. In addition, using a cell phone or other personal communication device to record a fight, battery, or any other inappropriate content and either sharing with others (e.g., airdrop, nearby share, Share IT, etc.) and/or uploading the video to any other type of social media/web-based media is also strictly prohibited (18.g.III).

Consequences may result in up to a 10-day suspension and referral for a discipline hearing with a recommendation for long-term suspension.

[FCS 2024-2025 Student Code of Conduct & Handbook](#)

HEADPHONES

To ensure student safety, the use of Air Pods/headphones/earbuds is not allowed during the instructional day unless a teacher explicitly instructs the student to use them for instructional purposes. The instructional day is from the student’s arrival on campus until a student’s departure from campus. Violation of this rule will result in the following consequences:

- 1st offense: Parent/guardian may pick up item on same day and take it home.
- 2nd offense: Parent/guardian may pick up item in **3 days**.
- 3rd offense: Parent/guardian may pick up item in **1 week**.

Students are responsible for the safekeeping of any device they bring to school.

BOOKBAGS

Students can carry bookbags/backpacks to/from school but will store them in their lockers at the appropriate time. Students must follow teacher directions/class rules on when to use and stow the backpack/bookbag safely in their lockers to avoid a safety hazard such as tripping. Other than a 3-inch binder and writing tools, students should be able to travel throughout their day with these items and their digital device. This should minimize the weight/items in the backpack/bookbag.

DISCIPLINE POLICY

All students are expected to be familiar with and to follow the conduct guidelines in the [FCS 2024-2025 Student Code of Conduct & Handbook](#)

. The parents are expected to review this handbook with the students online. The Fulton County Discipline Policy can also be found on the Fulton County web site at www.fultonschools.org. Additionally, students are to follow the rules of behavior that are expected by our faculty.

Ridgeview's Positive Behavior Support Philosophy of Discipline

In preparing students to be Responsible, be Organized, have a Positive Attitude, and be Respectful to others and themselves, RCMS staff will assume the responsibility for providing opportunities for students to learn how to make good decisions, resolve conflict, and work together. These learning opportunities enable students to become self-disciplined IB learners. We will actively provide instruction, modeling, practice, and positive reinforcement for our behavioral expectations at RCMS.

Students are expected to be Responsible, Organized, have a positive Attitude, be Respectful (R.O.A.R.), and follow best

practice to ensure safety procedures are followed- before/ after school, on the bus, and during drills and assemblies. Students will receive reminders and opportunities to correct their behavior. While PBIS is focused on positive behaviors to deter infractions from occurring, Ridgeview still needs a disciplinary procedure in place. Each student agenda has a chart on the back page, which serves to remind students and teachers of the discipline process we use when the need arises. If students choose not to correct their behavior, administrators and teachers may use a variety of disciplinary methods including time outs, student conferences, silent lunch, parent conferences, public or private detention of the student with a teacher or administrator, in-school suspension, or out-of-school suspension.

Students assigned in-school or out-of-school suspension will not be eligible for extended field trips or after-school activities (i.e., dances, clubs, etc.) during the suspension period. Students assigned to ISS or OSS will not be allowed to attend the PBIS activities. Additionally, academic and conduct requirements must be met to be eligible to attend school field trips.

Definition of Terms

Private Detention: Students remain before/after school with the teacher who assigned the detention or grade level teacher.

Administrative Detention: Students receive a during-the-school day consequence removing them from the classroom and/or typical lunchroom environment as a consequence. An administrative detention is an up to 2-hour or less consequence.

Timeout: Students receive a during-the-school day consequence removing them from the classroom and/or typical lunchroom environment as a consequence. Timeout is more than 2 hours and up to ½ of the instructional day consequence.

Public Detention: On assigned day(s), students stay after school from 4:25pm-5:15pm with a supervising teacher. Public detentions are assigned by the administrative team. Failure to attend a Public Detention on an assigned date(s), without proper administrative approval, will result in a re-assignment of detention and the possibility of an additional consequence.

Saturday School: Students report to the school on designated Saturdays from 8:00am to 11:00am and are supervised by a teacher or administrator. No student can leave before 11:00am. Saturday school may consist of labor work (cleaning up school grounds) and may also include time for academic work.

In-School Suspension (ISS): Students serve in-school suspension in a special room where they are supervised by the ISS teacher. They are expected to complete assignments sent to them by their teachers while they are in ISS. Assignments will be graded for full credit. Students eat lunch in the ISS room and do not go out of the room for any activities during the day.

Out of School Suspension (OSS): Students are not permitted to be on the school grounds for any reason during the period of OSS. They may request their work for parent pick-up, which is to be turned in to the appropriate teacher upon their return.

TEASING TAUNTING/ HARASSMENT/BULLYING

One type of misconduct that occurs more in the middle school years than at any other level

is teasing/taunting/harassment. Harassment/bullying can be anything from excessive teasing to physically pushing someone or trying to frighten or intimidate him/her. Sexual harassment is unwelcome conduct, either sexual or non-sexual, that is directed toward a person because of a person's gender. School personnel are dedicated to doing all we can to stop this type of behavior. Since harassment usually happens when adults are not present, **it is imperative for students to inform their teachers, school administrator, or other school personnel when this happens.**

School personnel will handle harassment/bullying complaints very sternly, quickly, and with the utmost confidentiality to protect students. It is especially important for students to help stop harassment and other types of misbehavior. Everyone's cooperation and help are needed to make this a safe, orderly, and friendly school for all students. If you witness harassment/bullying, let your teacher or other school personnel know about it. Students who commit the offense of harassment/bullying can be reassigned to an alternative school per state law OCGA 20-2-751.4.

CAFETERIA

ALL STUDENTS PURCHASING MEALS
MUST MEMORIZE THEIR MEAL
ACCOUNT NUMBERS.

A breakfast program is offered every morning from 8:30am-8:45am in the cafeteria. [Food prices](#) are subject to change by the Fulton County Board of Education.

Students are expected to be seated quietly, raise their hand to ask permission to get up, use soft voices, and clean up all their belongings while in the cafeteria.

Students will not be allowed to distribute items such as flowers, balloons, food, candy, or gifts. If those items are brought to school they will be kept in the front office, and consequences for insubordination could apply.

Breakfast & Lunch Meal Prices SY24-25

School meals offer all 5 food groups. Prices cover food and operational expenses to prepare the food.

Breakfast

Price	\$1.35	\$2.70
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<u>Lunch</u>		\$0.40
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Price	\$2.85	\$4.00
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can be added with cash or check, made payable to Ridgeview Charter School. Visit www.mealpayplus.com to add money electronically to your child's account.

Free & Reduced Meal Applications SY24-25

The Free & Reduced Meal Benefits Program is a part of the National Child Nutrition Program which makes Free or Reduced priced meals available to qualifying households. A **new** application must be completed every school year. If there is an interruption in benefits or the household does not reapply, the household is responsible for payment of meals until the Free and Reduced Application is approved.

Free & Reduced Meal Applications are available in the cafeteria and anytime online. To begin the online application process, go to www.fulton.schoollunchapp.com.

The meal price includes up to 1 entrée, 1 fruit side, up to 2 vegetable sides, and 1 milk choice.

All students can decline food groups, if there is at least a ½ cup of fruit or vegetable plus 2 other food groups on the tray. For the same price, students may select 3, 4, or all 5 food groups for a complete meal!

Students are encouraged to add money to their meal account in the cafeteria. Money

MEDICATION AND EMERGENCIES

Students will not be allowed to take medication without written parental permission. Prescription medication requires that the form be signed by the prescribing physician and over-the-counter medication requires that the form be signed by a parent. All parents should supply the school with current information regarding actions to be taken in case of an emergency (a form is provided for each student at his/her initial enrollment). Medication should be clearly labeled and sent to the clinic where it will be administered under school employees' direct supervision. All medication must be submitted to the school in its original packaging. Students may not have medication in their possession while at school unless an authorization form is completed.

In case of an emergency, the school will make every effort to notify the parent/guardian as quickly as possible.

ACCIDENTS

Any student who is injured on the school grounds or in the school building at any time should report the injury to the supervising staff member or go directly to the clinic and/or office. Student safety is a priority and every measure to ensure safety will be exercised at all times. After the student has received any necessary first aid, the parent will be called.

EMERGENCY DRILLS

Fire, tornado, bomb, and/or intruder drills are held monthly during the school year. It is important that students remain silent and follow all instructions from school personnel.

INSURANCE

Students will receive information at the beginning of the school year on student accident insurance that may be purchased directly from the insurance company.

Ridgeview does not carry insurance to cover

accidental injuries to students or volunteers. Parents/guardians are urged to consider purchasing student insurance.

ATTENDANCE AND ABSENCES

At Ridgeview, we emphasize attendance as a significant contributor to our students' academic success. **We request that parents call the school before 9:30 a.m. every day a child is absent from school.**

Remote Days Available to Avoid Absences

Students are eligible to receive **up to 5 remote learning days** per semester for a maximum of 10 per year (please note that days do not roll over to the next semester) where students are not required to physically attend school but are not recorded as absent. To use remote learning days, parents or guardians must request whole-day (no partial-day) remote days in advance by contacting the front office secretary by phone or email. Students agree to complete all assignments on days when they use remote learning attendance.

Excused Absence

A student's absence from school or class will be considered excused when due to any of the following circumstances:

- personal illness of the student
- attendance at school would be detrimental to the health of the student or others
- a serious illness or death in the student's immediate family necessitating absence from school
- compliance with a court order or an order issued by a governmental agency mandating absence from school
- observance of religious holidays, necessitating absence from school

- conditions rendering attendance impossible or hazardous to the student's health or safety
- service as a page in the Georgia General Assembly
- absences not exceeding a cumulative total of six days per year for the following reasons, but only if the absence has been pre-approved by the principal:
- scholarship interviews/college visitations
- travel opportunity with educational benefits
- graduation or wedding of an immediate family member
- specialized educational experience
- other circumstances that are mutually agreeable to the parent and principal

Unexcused Absence

A student's absence from school or class for any reason other than those listed above will be considered an unexcused absence.

Written Excuse for an Absence

Any student absent from school shall present a satisfactory excuse, signed or e-mailed by one of his/her parents or guardians within three days of returning.

If the student is absent three consecutive days and the school cannot get information about why the student is absent, a referral shall be made to the Social Worker office.

A physician's statement shall be presented for all absences that exceed three consecutive days in a school year and for all absences due to communicable diseases or under conditions deemed necessary by the principal.

Requests for Make-up Work

Before or During an Absence

Make-up work may be requested before, during or after the student's absence, subject to the following:

1. Students are encouraged to establish systems by which they can **contact other students** in their respective classes to get class assignments and homework in case of absence.
2. Parents may request assignments in person, by phone, or by email. Contact teachers first and grade level counselors second.

Assignments may be picked up **one school day** after the request is made and available through TEAMS.

Requests for Make-up Work after an Absence

Upon returning to school following an absence, it is a student's responsibility to contact the teacher or teachers to request make-up work. If the assignment is not available in TEAMS, contact should be made on the day the student returns to school unless the teacher allows a longer time.

The student must complete make-up work within the time specified by the teacher. Work missed during the last week of the semester must be made up by the tenth school day of the next semester. Make-up work may not be submitted or counted after the established due date.

Grades for Make-up Work

Middle school students will receive the actual grade earned on make-up work if (1) the absence is for one of the reasons listed as "excused" (2) a written excuse has been submitted within three days, and (3) the make-up work has been completed satisfactorily within the time specified by the teacher.

Tardiness/Check in Procedure

It is the responsibility of the parent/guardian to see that the student arrives on time.

Oversleeping or car trouble is not a legitimate excuse for tardiness. An excused tardy would be due to illness, medical appointments that cannot be scheduled at any other time, and other legal excuses as mentioned above. Please send a note or come into the front office with your child when he/she is tardy. Students who check in late will receive a tardy pass. Students are then expected to report to their classrooms. Students who are tardy five or more times to the same class in a nine-week period will receive an office referral. Students are considered tardy for school after 8:45 AM.

Visitors- Check-in/out

All visitors must enter the school through the front office. Visitors will be buzzed into the front office and are required to “check in” through the electronic Raptor platform. Yellow visitors' passes must be visible on the outside of clothing while on school grounds. All visitors must return to the front office to “check out” through the system when leaving campus.

Check-outs

If a student needs to leave during the day, they will be called to the office for checkout only when the parent/guardian arrives in the front office. Parents must come to the office in person to sign the student out. Please refrain from texting/calling your child during the school day. All communications should go through the front office. On the days of school-wide assemblies, please check your student out before the assembly starts. **Identification and/or Photo ID must be provided to check out a student.**

Deliveries/Outside Items at School

Students will not be allowed to receive outside deliveries such as flowers, balloons, food, or gifts. If those items are brought to school they

will be kept in the front office, and consequences for insubordination could apply.

Hall Pass

Students are expected to have a pass to be outside of their assigned area.

Students should carry their pass at all times of the day. Any student who wishes to attend morning tutorials should receive a signed pass from their teacher the day before.

Bathroom Breaks

During the first and last ten minutes of class, students are not permitted to leave except in the case of an emergency.

TECHNOLOGY ACCEPTABLE USE POLICY

Each student, parent, and staff member must read, sign and agree to abide by the Technology Code of Ethics Agreement before gaining access to the school network and computer workstations.

Students shall not alter or attempt to bypass the protection software in place. Students may not bring computer software or hardware (disc, CD-ROM's, external drives, etc.) to school without prior permission from the technology specialist. Students may not use the Internet without signed permission from their parents. Internet access will only be supervised by a staff member and will be limited to sites designated by a teacher. "Surfing" of the Internet will NOT be allowed.

Failure to follow this policy will result in suspension of technology-related access privileges.

School issued technology devices and accessories

Fulton County and Ridgeview Charter School may issue a school issued device and charger to your child to use for curriculum and instruction. Students are responsible for these items **at all times both on and off campus.**

Students are prohibited from upgrading the school-issued device system or changing its configuration. Students and parents will sign contracts for terms of use and be held responsible for any fees associated with damage or loss of the devices.

Positive Technology Interventions and Supports

1st Offense: Tech Infraction #1 - Phone Call

2nd Offense: Tech Infraction #2 - Phone Call

3rd Offense: Tech Infraction #3 - Phone Call;

Contact Tech Administrator

- Abused app/s will be removed from school issued device for 1 week or appropriate consequences.

4th Offense: Tech Infraction #4; Phone Call;

Contact Tech Administrator

- Abused app/s will be removed from school issued device for 1 month or appropriate consequences.

5th Offense: Tech #5; Phone Call and office referral

- Abused apps will be removed from school issued devices as determined by the administrator.



Ridgeview Charter Middle School International Baccalaureate Learner Profile Traits

The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The Learner Profile Traits are listed below. Take a moment each month and have a conversation with your students in which they share examples of how they have demonstrated the trait. Have students record their examples.

Month	Learner Profile Trait	My example:
August	Communicator	
September	Risk-Taker	
October	Thinker	
November	Open-Minded	
December	Inquirer	
January	Principled	
February	Caring	
March	Balanced	
April	Knowledgeable	
May	Reflective	

SMART Goals-Semester 1

What do I want to achieve?	
Why do I want to achieve this goal?	
How will I achieve this goal? What is required to achieve this	
When do I want to achieve this goal? (i.e., end of semester)	

What obstacles can I expect?

What are the solutions to the obstacles?

Who do I need to help me achieve this goal?

SMART Goals-Semester 2

What do I want to achieve?	
Why do I want to achieve this goal?	
How will I achieve this goal? What is required to achieve this	
When do I want to achieve this goal? (i.e., end of semester)	

What obstacles can I expect?

What are the solutions to the obstacles?

Who do I need to help me achieve this goal?

