

Liberal USD 480

RISE Academy

"Re-Engaging Individual Students in Their Education"

1613 W. 2nd Street

Liberal, KS 67901

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RISE School Purpose

- To provide an alternative placement opportunity for students identified with a disability that have demonstrated chronic/severe behavior
- Offers students identified with a disability an opportunity to stay on track academically in a highly structured environment that leads to successful completion of graduation requirements.
- Provide emotional/social support and services to students identified with a disability in a structured environment which supports growth, fosters self-esteem, and rewards desirable behavior.
 - Support students with disabilities in developing real world employability skills.

Placement for Discipline

Who Qualifies Into RISE for Discipline

The following categories of students may be assigned to the RISE Program for disciplinary purposes:

- Students who have documented history of repeated discipline problems;
- Students who commit acts which endanger the life, health or welfare of students and/or staff;
- Students who commit acts which substantially disrupt the educational process.

Length of a Placement

RISE duration is determined by the IEP team. Placement must occur until the end of a semester. However, a student must meet reinstatement criteria before returning to regular classes at their home school. Length of stay can be extended if progress is not satisfactory, behaviorally and/or academically. The IEP team does have discretion to keep the student at RISE and move to academic placement.

Reinstatement Procedures

Students must meet the following qualifications in order to be released from their RISE placement:

- Completion of all academic assignments to the satisfaction of RISE instructor
- Attend the required number of days (90% or 0 Unexcused Absences)
- No significant behavior concerns, especially behavior that caused RISE placement
- Participation in character education lessons and / or individual counseling sessions
- Meeting with IEP Team
- A recurrence of misbehavior after reinstatement may result in placement back into RISE permanently

Process for Placement – (Behavior Concern)

Step 1 - Building administrators notify the following individuals that a student has been put on a discipline plan: Director(s) of Special Education, IEP Coordinator, School Psychologist, Counselor, SPED Case Manager, and Parent.
Step 2 - If a student moves down the discipline plan, the parent, counselor, and SPED case manager are notified after each step.
Step 3 - At Step 4 of the discipline plan, all Step 1 staff are notified of continued behaviors by the building administrator. Special attention is given to the Director of Special Education to discuss the placement of the student if behaviors continue. Building Administrators will notify RISE staff of a potential future placement, sharing any measures used for the student that have or have not worked.
Step 4 - At Step 5 of the discipline plan, all staff from step 1 are again notified of continued behaviors. An IEP team meeting is set up for possible change of placement. Manifestation Determination may be held. The program owner of Edgenuity and RISE Coordinator will be notified of possible placement into RISE to allow for enough time to set the student up in the program.
Step 5 - IEP Meeting and Change of Placement Meeting is held. The student will begin at RISE the school day immediately following the date of the meeting.
Step 6 - Parent or Guardian must attend with the student on the first day of attendance to sign agreement

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Placement for Academics

Who May Be Placed Into RISE for Credit Recovery

The following categories of students may be assigned to the RISE Program for credit recovery purposes:

- Students who are entering their Junior year of High School with only 9 credits or lower
- Students in their Junior year of High School with only 12 credits or lower at semester.
- Students who are entering their Senior year of High School with only 15 credits or lower.
- Students who are needing more than 5 core credits entering their Junior year of High School.

Length of a Placement

RISE duration is determined by the IEP team. Placement must occur until the end of a semester.. A student must meet reinstatement criteria before returning to their home school. The IEP team will determine the transition back to full/half day placement for each student. Length of stay can be extended if progress is not satisfactory as measured behaviorally and/or academically.

Reinstatement Procedures

Students must meet the following qualifications in order to be released from their RISE placement:

- Completion of all academic assignments to the satisfaction of RISE instructor and Special Education Casemanager
 - Juniors - Must End the School Year With At Least 20 Credits
- Attend the required number of days (90% or 0 Unexcused Absences)
- No significant behavior concerns
- Participation in character education lessons and / or individual counseling sessions
- Meeting with the IEP Team
- A recurrence of academic concern after reinstatement may result in placement back into RISE permanently

Process for Placement - (Academic Concern)

Step 1 - The SPED case manager will check student credits earned at the end of each semester
Step 2 - If an academic concern exists, the SPED case manager will consult with the student's counselor and teacher.
Step 3 - The SPED case manager will contact the student and the parent notifying them of the concern.
Step 4 - The SPED case manager will notify District Level Administration, including Director and Assistant Director of Special Education, IEP Coordinator, Building Administrator, School Psychologist, Student Engagement Coordinators, and RISE Coordinator
Step 5 - A Change of Placement Meeting is scheduled if the individuals above agree to meet. The program owner of Edgenuity will be notified of possible placement into RISE to allow for enough time to set the student up in the program.
Step 6 - IEP Meeting and Change of Placement Meeting is held. The student will begin at RISE the school day immediately following the date of the meeting.
Step 7 - Parent or Guardian must attend with the student on the first day of attendance to sign agreement

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General Information, Guidelines, Procedures

Attendance

Building Open: 7:55 am to 3:20 pm

Students Attend: 9:00 am to 3:20 pm

Wednesday (High School): 9:00 am to 2:20 pm (High School) and 9:00 am to 3:20 pm (Middle School)

- School attendance is the responsibility of the student and their parent/guardian. Students will scan their student ID badge upon entering at the beginning of the day and exiting at dismissal.
- Students are expected to be in attendance every day. If a student has a valid reason (personal illness, unavoidable medical or legal appointments, special, unusual, or hardship situations) for being absent, RISE and Liberal High School, Eisenhower Middle School, or Seymour Rogers Middle School must be notified by 8:30 a.m. on the day he/she will be absent depending on where the student attends. Doctor's notes are required for appointments.
- No call/ No show absences will be unexcused. Tardies are turned in at 9:15 am.
- Chronic absences, as defined by the middle school or LHS handbook, will require a parent conference and a special attendance contract. Failure to abide by the attendance policy of RISE may result in truancy being called per district policy and student behavior guidelines.
- Home contact will be made when a student is absent 3 days in a row.

Behavior

At all times, students are expected to follow district guidelines regarding appropriate behavior. Staff at RISE will handle each case on an individual basis. If necessary, the building principal and/or Special Education case manager for the student will be notified of escalating and continued misbehavior.

To learn more about district behavior policies, please refer to the student handbooks or the BOE Policy Manual, both available at District Office or on the district website (www.usd480.net).

Metal Detector

A metal detector (AKA the wand) will be used on a daily basis for students placed at RISE for discipline. The wand will be used for students placed at RISE for academics at the discretion of the RISE teacher.

Telephone Usage

School phones may be used by students after obtaining permission from a staff member.

Cell phones are not permitted for students that are attending RISE due to behavior. They will be asked to turn them in each morning if they bring them to class.

Students attending RISE due to credit recovery may use their phones for music, with headphones. They will not be allowed to use them with the intent to call. Abuse of this opportunity will result in the requirement of the student to turn in their cell phone each morning.

Transportation

RISE students must provide their own transportation to and from the school site unless transportation is written in their IEP. Students may drive to school if they have a valid driver's license; however, they are not allowed to park in maintenance parking spots. In extenuating circumstances, parents of middle school students may request transportation for their child. The building administrator and the transportation director must approve this request.

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Cafeteria

Meals will be provided from the district cafeteria as long as the student is present by the scheduled time requested by the cafeteria. A sack lunch in lieu of a school lunch is allowed.

Breakfast: Student needs to arrive by 8:15 am

Lunch: Student needs to arrive by 9:15 am,

Dress Code

- Immodest Dress: The straps of blouses, shirts, tops and dresses must be at least two inches across on both shoulders. Sleeves must be hemmed. Shirts, pants, and dresses that are excessively ght and/or short are prohibited. Sheer and see through garments are prohibited. Any garment exposing midriffs will also be in violation of school dress code.
- Garments must be of a modest length: Dresses, skirts, shorts, tunic tops or any such primary garment must have a minimum of fingertip length. The garment length must be at or beyond the fingertips.
- Trousers: (Pants, jeans, etc.) are to be belted or adjusted and worn at waist level. Wearing trousers in a low riding/bagging position is NOT acceptable. Overall straps and suspenders are to be worn over the shoulder and buckled. Sleepwear (pajamas) will not be permitted.
- Hair: Hair must be neat, clean, and not interfere with the educational and/or school activities. All hairbrushes, rakes and rat-tailed combs are not to be worn by students in their hair. Wearing hats, headgear, or sunglasses inside the building without a medical reason is not permitted. Headbands must not exceed 1 ½ inches in width and must serve a functional purpose.
- Outdoor Jackets: Teachers may ask students to remove outer coats/jackets when it is the teacher's opinion the outer garments are distracting from the educational process.
- Shoes: Students are required to wear shoes. Appropriateness of footwear will be determined by administration.
- Other dress wear: Students will not wear medallions, patches, monograms or other articles that may be considered dangerous, cult, vulgar, obscene, suggestive, racist, symbolic of gangs, have double meanings, adverse alcohol, tobacco, drugs, or any item that could project an offensive or negative attitude.
- Masks are optional unless required to by district guidelines

Any method of dress, other than those listed, that attracts undue attention, and presents security concerns, disrupts, or interferes with the normal education process is not permitted. If, in the professional opinion of a teacher or administrator, a student's attire is disruptive to class, detracts from a positive learning environment, or is clearly inappropriate and in poor taste, that student will be referred to the office.

Individual Support

Social/Emotional and Employability support is an important and mandatory part of the RISE program. The function of social / emotional and employability support is to guide students to make better decisions and life choices. The program is led by the RISE lead instructors and will cover topics such as drugs/alcohol use, bullying, sexual harassment, anger management, goal setting, careers/college, communication, employability skills, and other topics to be determined by the RISE lead instructors as

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needed. Though credit is not given for the program, non-participation is not an option. All students will participate in the program and activities: there are no exceptions to this policy under any circumstance.

Academic Information

Edgenuity Online Curriculum

Edgenuity provides a full suite of initial credit courses for middle and high school students in English Language Arts, Math, Science, and Social Studies, as well as Business, Fine Arts, Health, and other electives. Self-paced learning allows students to spend more time on what they need and less time on content they've already mastered so students can catch up and graduate on time. These courses are all Essential Outcomes courses to allow students to meet the most important concepts of the course.

- In collaboration with the RISE teacher and building administrator, a series of individual goals will be established to identify a plan for completing coursework. Progress throughout the year shall be tracked by the teacher in collaboration with the student and parent.
- When completing coursework, students are expected to exhibit active course participation through the form of notetaking.

Other Curriculum

A student with a disability that is not able to meet the academic demands of Edgenuity will have a curriculum that will meet their needs. This may or may not include technology.

Liberal High School Students ONLY: Graduation Information

- Students must meet the minimum number of credits as required by the board of education (26 credits) unless a reduction of credit hours is documented in the student's IEP.
- Twenty (20) hours of community service are required before a student can graduate from Liberal High School or any of its programs.
- Students must complete their Individual Plan of Study (IPS)
- Students will successfully complete an internship or work study program
- Students must obtain a certificate or an acceptance letter from a post secondary school.
- Any student completing any part of their senior year at RISE may participate in commencement exercises at the discretion of the building principal

Course Information

Courses completed for credit through Edgenuity are added to a student's transcript at the end of each semester. Grades are only given for courses completed for credit. Student grades at RISE are not immediately accessible on PowerSchool. Student progress is monitored and parent/guardian shall be provided weekly progress reports brought home by the students on the last day of the school week.

Extracurricular Activities / Athletics Information

- Students attending RISE for behavior reasons are only permitted to be on the RISE site facility.
- Students attending RISE for credit recovery are eligible to participate in any extracurricular activities at USD 480 schools, including athletics and school clubs.
- Administrative discretion is given in these situations based on the individual student case.

Assessment Participation

Students will be required to take all state assessments, MAP tests, and any other district mandated formal tests, at their grade level.

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RISE Agreement For Behavior

Student Name: _____ Date: _____

Grade: _____ Home School: _____

	Student	Parent
RISE Services offered are at the will of the USD 480 Board of Education; therefore, the daily actions of the students have an impact upon its operation.		
Online coursework completed while in RISE will be issued letter grades with standard weight. The decision to issue credit is made by the RISE teacher, counselor, and case manager based on completion/overall score.		
Visitors are not allowed in the RISE classroom.		
Attendance is vital; student parents/guardians must call in prior to 9:30 AM on the day absent to both RISE and the school the student attends.		
Parent and/or guardian attendance at all meetings regarding academic achievement or behavior is mandatory.		
Students will abide by the rules and policies in the RISE Program Handbook.		
Students will be separated from the rest of the students if participating in disruptive behavior. The Lead Special Education teacher and/or Building Principal will be contacted. A parent teacher conference will be set up to discuss the situation and future outcomes.		
Students are only permitted to be at RISE and not allowed on any other USD 480 properties.		

As a condition for admission into the RISE Academic program, the student and the student's parent or guardian shall be required to sign the RISE Agreement and to follow all the rules outlined.

Failure to follow the RISE Program Agreement, the RISE Handbook and the general Student Handbook may result in further disciplinary action.

Parent/Guardian Signature _____

Student Signature _____

Principal Signature _____

RECOMMENDED DURATION OF PLACEMENT: _____

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RISE Agreement for Credit Recovery

Student Name: _____ Date: _____

Grade: _____ Home School: _____

	Student	Parent
RISE Services offered are at the will of the USD 480 Board of Education; therefore, the daily actions of the students have an impact upon its operation.		
Online coursework completed while in RISE will be issued letter grades with standard weight. The decision to issue credit is made by the RISE teacher, counselor, and case manager based on completion/overall score.		
Visitors are not allowed in the RISE classroom		
Attendance is vital; student parents/guardians must call in prior to 9:30 AM on the day absent to both RISE and the school the student attends.		
Parent and/or guardian attendance at all meetings regarding academic achievement or behavior is mandatory.		
A student may be suspended for the day if not producing academically or participating in disruptive behavior. A referral will be turned in for documentation. A conference with the building principal is required before the student may return to class.		
Students will abide by the rules and policies in the RISE Program Handbook.		
Students are allowed to participate in extracurricular and club programs on any other USD 480 properties.		

As a condition for admission into the RISE Academic program, the student and the student's parent or guardian shall be required to sign the RISE Agreement and to follow all the rules outlined.

Failure to follow the RISE Program Agreement, the RISE Handbook and the general Student Handbook may result in further disciplinary action.

Parent/Guardian Signature _____

Student Signature _____

Principal Signature _____

RECOMMENDED DURATION OF PLACEMENT: _____

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USD 480 Board of Education Policies

[GAAF](#) Emergency Safety Interventions

[JCDBB](#) Weapons and Dangerous Instruments

[JCDA](#) Student Conduct

[JCDAD](#) Drug Free Schools and Communities; Tobacco / Alcohol / Drugs

[JCAB](#) Searches of Property

[JDD](#) Suspension and Expulsion Procedures

[JDDC](#) Bullying

[JHCAA](#) Gang Activity

[JGECA](#) Racial Harassment and Discrimination

[JGEC](#) Sexual Harassment and Discrimination