



## **Ridgeview Charter Middle School**

5340 S. Trimble Road NE  
Sandy Springs, Georgia 30342

Main #: 470-254-7710

Fax: 470-254-3292

[www.ridgeviewcharterschool.org](http://www.ridgeviewcharterschool.org)

### **SCHOOL HOURS**

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

### **Administrative Staff:**

Opie Blackwell	Principal
Vicki Bulluck	Assistant Principal
Dr. Kathleen McCaffrey	Assistant Principal
Kenneth Young	Assistant Principal
Dr. Andrea Von Biberstein	MYP Coordinator
Amanda Stafford	Administrative Assistant
Dr. LaShonda Mills	Graduation Coach

### **Counselors:**

Glenn Johnson  
Michelle Yancey  
Carla Wyatt

### **This Passport Belongs To:**

Name: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Bus #: \_\_\_\_\_ Locker # \_\_\_\_\_ (No combination numbers please)



# 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. 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.



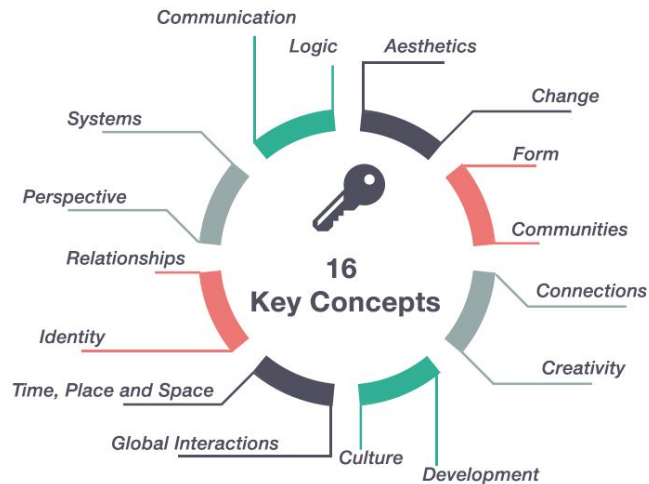
*\*For descriptions, see back cover of student agenda.*

## 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 particular 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)

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 different 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 different way and consider new perspectives
	Transfer understanding and 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 that they reflect on their learning.

## Seven Learning Outcomes of Service Learning in the MYP

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

## 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"><li>• Laughter therapy campaign in a children's hospital or elderly care home.</li><li>• Tutoring classes that provide special instruction to elementary students</li><li>• Researching the effects of cola drinks and developing a campaign to promote healthy choices available at school.</li></ul>	<p>What is the meaning of "where" and "when" museum"?</p> <ul style="list-style-type: none"><li>• Joining a society to contribute to maintaining local history.</li><li>• Making a plan for wheelchair accessibility</li><li>• Write an article for a local publication that summarizes a local problem and provides possible solutions.</li></ul>
Personal & Cultural Expression	Scientific & Technical Innovation
<p>What is the nature and purpose of creative expression?</p> <ul style="list-style-type: none"><li>• Improving the environment at a hospital by designing a series of pictures to hang in the hospital hallways.</li><li>• Performing a theater play to raise awareness of bullying</li><li>• Promoting intercultural understanding through a graffiti contest</li></ul>	<p>How do we understand the worlds in which we live?</p> <ul style="list-style-type: none"><li>• Helping a local community make an efficient, low cost use of energy powered devices</li><li>• Developing a program to promote the use of wind energy for domestic devices</li><li>• Campaigning to reduce paper use and promote recycling</li></ul>
Fairness & Development	Globalization and Sustainability
<p>What are the consequences of our common humanity?</p> <ul style="list-style-type: none"><li>• Campaigning for fair-trade awareness</li><li>• Supporting a local organization that works on improving literacy in Sandy Springs.</li><li>• Addressing the concerns of immigrant and migrant populations</li></ul>	<p>How is everything connected?</p> <ul style="list-style-type: none"><li>• Campaigning to raise awareness and reduce plastic waste.</li><li>• Passing a plan to local authorities for tree planting in an area in need of re-greening.</li><li>• Creating a school or community garden.</li></ul>

## More Ideas for Service Learning Activities

**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

## **Who can help me identify opportunities for Community Service?**

- Your homeroom advisor can help you identify opportunities school-related community service.
- Your teachers can help you identify opportunities for community service.
- Your parents/guardians can help you identify opportunities for community service.
- The Jr. Beta Club can advise you on opportunities for community service.

**Who can sign my community service log?** The responsible adult who supervised or sponsored the community service event.\

## **Assessment & the MYP**

### **MYP Assessment is:**

- 1. Varied in approach** - Students are assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.
- 2. Formative as well as summative** - Formative assessment means that 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.
- 3. 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?”

Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. The subject criteria are based on the learning objectives mandated by the IB. Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.



### Summary of MYP subject-specific assessment criteria

Subject	Criterion A Max 8 pts	Criterion B Max 8 pts	Criterion C Max 8 pts	Criterion D Max 8 pts
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken & visual text	Comprehending written & visual text	Communicating	Using language
Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing & Understanding	Inquiring & designing	Processign & Evaluating	Reflecting on the impacts of science
Mathematics	Knowing & Understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Knowing & Understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing & Understanding	Planning for performance	Applying & performing	Reflecting & improving performance
Design	Inquiring & analyzing	Developing ideas	Creating the solution	Evaluating
Projects	Investigating	Planning	Taking action	Reflecting

All subject area MYP objectives (Criteria A, B, C, D) will be assessed a minimum of 2 times per semester. Students receive achievement points on MYP performance tasks and projects.

## IB MYP Final Grades

IB MYP final grades are issued in January and in May of each academic year. At the end of each semester, students' total grades for each of the four criteria in subject areas are converted into an IB MYP Final Grade, from level 1 to level 7.

## IB MYP general levels of achievement


<b>MYP Final Grade</b>	<b>Descriptors</b>
<b>Level 7</b>	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
<b>Level 6</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
<b>Level 5</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>Level 4</b>	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>Level 3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>Level 2</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>Level 1</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Note: MYP Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

# How are MYP final grades calculated?

The MYP final grade is calculated by adding together the achievement levels of a subject and then applying the MYP grade boundaries to the level total. At the end of each semester, summative student performance will be assessed against MYP criteria. A student’s performance on the individual subject area assessment criteria will translate to the 1-7 holistic scale on the MYP progress report for that subject area. The MYP grade given will not necessarily correlate to the grade given on the Fulton County semester report card. Additionally, each teacher will write commentary to assist your student in improving his or her performance in relationship to the MYP course objectives.

## A. MYP Formative Assessment

MYP Achievement Points							
	1	2	3	4	5	6	7
MYP Criteria for Mathematics							
A. Knowledge and Understanding				4			8
B. Investigating Patterns					5		
C. Communicating				4			
D. Applying Mathematics					5		

$$4 + 4 + 5 + 5 = 18 \text{ Achievement Points}$$

## B. MYP Summative Assessment

MYP Final Grade	Boundaries for Achievement Points
1	1 to 5
2	6 to 9
3	10 to 14
4	15 to 18
5	19 to 23
6	24 to 27
7	28 to 32

MYP Final Grade in Subject Area

## **Academic Integrity**

### **Purpose**

Ridgeview Charter Middle School is dedicated to the development of the whole student and believes in fostering academic integrity as a foundation for life-long learning. IB learners value and uphold the principles of honesty, trust, responsibility, respect, fairness, and personal honor. IB students, faculty, staff, and parents strive to make these principles evident in all aspects of their lives.

### **Definitions of Academic Dishonesty**

Academic misconduct is any act that can give unfair academic advantage to a student, his grades, or his records. Such acts include academic fraud, plagiarism, offering or using unauthorized assistance or resources in the completion of class-related work, refusal to comply with Ridgeview'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.

The following specific acts are considered infractions of academic honesty, but acts of academic dishonesty are not limited to the list below:

#### **Academic Fraud**

1. Submitting work from a previous class in a current class (old essays, old lab reports, old projects, old notebooks, past tests, etc.).
2. Using any graded material (notebooks, tests, essays, lab reports, homework, or other graded assignments from another student, previous or current) without teacher's permission and direction.
3. Manufacturing or creating data or sources.
4. Discussion of the content of tests or evaluations to other students outside of class or between classes until every student has been tested.

### **Teacher Reporting**

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

### **Consequences:**

- A. On major assignments, defined by the teacher, the student will receive a zero.
- B. On minor assignments, defined by the teacher, a student may receive a zero on the assignment, may have a chance to resubmit the assignment without penalty, or may have a chance to resubmit the assignment with a penalty, which will also be determined by the teacher.
- C. The assistant principal will document the Honor Code Violation in eSchoolPlus as an academic offense on the discipline record.
- D. One or more of the following consequences *may* result:
  1. Ineligibility for school awards/scholarships/leadership positions for the academic year.
  2. Demotion from positions held in clubs, organizations, including athletics.
  3. Suspension and/or removal from clubs and activities as outlined in either national or local school constitutional by-laws or guidelines, including athletics.
  4. Consequences may be adjusted based on the discretion of the Principal.

### **Appeals**

A student who feels wrongly accused of an Honor Code violation 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 carefully evaluate the appeal and determine whether to uphold or overturn the Honor Code violation.

### **Student Reporting**

Students may report violations of the honor code to teachers, a counselor, or an assistant principal and may anonymously report violations. Anonymity and confidentiality cannot be guaranteed but will be protected to the maximum extent possible. All violations of the honor code will be investigated by an assistant principal. Appeals can be submitted to the RCMS's Honor Council.

Go to <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 that is representative of the community and the school, but operates under the control and management of the Board of Education. The Council is responsible for making decisions regarding 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 of our parents to join our PTA and our volunteer program.

Please refer to the RCMS website for a full listing of the 2019-2020 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 the 2019-2020 Chairs and their emails.

### **PARENT INVOLVEMENT**

In order 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 an accurate 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 provided 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 failing to do so may be denied the privilege of riding the bus. The length of time of suspension from the bus is left to the discretion of the administrative staff.

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 <http://edulogweb.fultonschools.org/edulog/webquery/>

## PROMOTION POLICY

1. Promotion in middle schools will be based on student performance for the entire school year.
2. Students in grade 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. 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 8<sup>th</sup> grade.
3. In special cases, promotion can be determined by the Placement Committee made up of the administrators.

4. The principal and counselors will be involved in all special cases.
5. Parents will be notified both by conferencing and in writing when there is a concern regarding a student's promotion/retention.
6. 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.
7. 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 the 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. Homework will count as 0% of the grade in each course. Additionally, students are expected to write down their homework daily in their Ipad.

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, Mid-Terms and Grading

Students receive an **INTERIM REPORT** in the 4.5, 13.5, 21.5, and 31.5 week of **the year** and a **PROGRESS REPORT** every 9 weeks. A semester **REPORT CARD** is distributed at the end of each 18 weeks semester. 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.

### Late Work Policy

10 % points off 1<sup>st</sup> day past due

10 % points off 2<sup>nd</sup> day past due

10 % points off 3<sup>rd</sup> day past due

10 % points off 4<sup>th</sup> day past due

5 plus days past due – Student earns up to a 50% when the assignment is completed and turned in (50% would be given if the assignment would have earned a 100% originally).

NHI/0% is earned until assignment is turned in

### Recovery Work

During the 10th to 18th weeks of each semester(after the 9-week grading period), students will not be permitted to turn in missing work or to reassess an assignment from the 1st to 9th week provided that the Teaching Team has clearly communicated deadlines and recovery opportunities.

A course outline/syllabus for each subject will be sent home with each student. The grading scale is determined by a Fulton County committee and approved by the Fulton County Board of Education. Conduct grades (Excellent, Satisfactory, Needs Improvement, Unsatisfactory) and/or comments in each subject will be recorded by the teacher.

### Reassessment Policy

Students will have the opportunity to re-assess on any common performance task within two weeks of receiving feedback on the original assessment.

Teachers will define, in their syllabus, specific re-assessment requirements that must be met prior to re-assessment that may include these general habits:

- Attend a help session(s) for tutorial and/or practice during a time period specified by the teacher
- Or Completing the Reflection/Assessment Analysis form that indicates they know what standards they mastered and on which standards they need more help
- Or another kind of learning activity as specified by the teacher such as the student completing a virtual module, teaching the concept to a classmate, completing

test/quiz corrections, completing an alternate project or assignment related to the standard

The student completes the required re-learning activity which leads to a re-assessed grade. The highest score counts. The student may re-take the assessment one time.

### Grading Scale

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

Additionally, students will receive an MYP Achievement Level mark (1-7) for each MYP content course at the end of each semester.

### Comprehensive Examinations

In an effort to prepare 8<sup>th</sup> grade students for the rigors of high school, final exams may be given during the school year.

### 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 may come to the school to receive the login and password information. An ID is required to receive this information. Parents should check the Parent Portal weekly for updates on their student's academic progress.

### Uniform Policy

*All students are required to wear the school uniform.*

*Note: 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; twill, full length, straight leg only;
- Must be worn at the natural waist line

- No stretch knit material, no baggy pants, no sagging, no tight-fitting
- Skirts, skorts, and shorts are knee length (top of the knee)

- Belts (school colors) are worn only on pants with belt loops
- No denim material

## 2. Polo shirts—

- Solid school colors, with or without the RCMS school logo;
- Must have a collar and be able to button at the throat
- No other logos on shirt (Ex: Polo, names of stores, athletic signature, etc..)
- Shirts worn outside pants must not be longer than the wrist.

## 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 sweatshirt must be school colors
- Must not be longer than the wrist.
- 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. Socks –

- Only in school colors: Red, Black, Gray, White

## 8. Shoes-

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

## 9. Accessories

- No accessories are allowed: scarves, necklaces, belts, hats, bandanas
- No camisoles or undershirts that show any 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

## **ONLY To be worn on Friday**

## 10. 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.

## 11. 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...Don't Wear It!**

## **ALL clothing must be the appropriate 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, special activities). Halloween is not an exception. Uniforms are available from Land's End and Buckhead Uniforms. Clothing, of approved colors



and type, can be purchased at Target, Sears, Wal-Mart, Goodwill, etc. T-shirts and sweatshirts with the Ridgeview logo will be available at school throughout the year.

### **Uniform Infraction Consequences**

- 1<sup>st</sup> Time – Change clothes; parent notified
- 2<sup>nd</sup> Time – Office Referral; Public Detention; parent notified
- 3<sup>rd</sup> Time – Office Referral; Public Detention; conference
- 4<sup>th</sup> Time – Consequences for Insubordination

### **CARE OF THE BUILDING**

Everyone should take great pride in our school building and school grounds and do everything 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 instead of walking by. 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 8:15 am and must be picked up after school no later than 4:20 pm. After 4:20 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 Road side of the school building.**

#### **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 late being picked up from school, students will not be allowed to stay after school. No student can remain unattended. A list of

these clubs and sponsors is provided on the school website.

Various athletic programs are offered to students throughout the school year. It is the responsibility of the parent/guardian to see that the student is picked up on time following 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.

### **Car Pool**

**Morning Hours: 8:15 AM – 8:45 AM**

**Afternoon Hours: 4:05 PM – 4:20 PM**

The child cannot leave car pool unless they are accompanied by an adult. Parents who park on or off school property must escort their student to their vehicle. After 8:45 AM/4:20 PM students must be picked or dropped off in the front of the school building. **If 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 picks up students from Ridgeview at 5:15 and drops them off at predetermined stops. These stops are not the same locations where their regular bus stops.

### **Sweep Bus Sign Up QR Code**



## TELEPHONES

Students may not be called 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 cell phones in the “off” position and out of sight.** Students are subject to disciplinary action should they use a cell phone (including text messaging) or if their cell phone sounds during school hours. Students may use cell phones before and after school hours outside the building while on school property. At carpool, students must adhere to a no cell phone zone for safety. Cell phones will be confiscated if in violation of this rule and result in the following consequences:

1<sup>st</sup> offense: parent may pick up item in **24 hours**

2<sup>nd</sup> offense: parent may pick up item in **5 school days**

3<sup>rd</sup> offense: parent may pick up item on the **last day of the semester**

**Students are responsible for the safe keeping of any device they bring to school.**

## HEADPHONES

In order to ensure student safety, the use of headphones on campus is prohibited without the permission of an RCMS staff member. With permission students may use traditional wired headphones.

AirPods or wireless headphones are not permitted for student use at any point during the instructional day from 8:15 a.m. until a student's departure from campus.

Airpods or wireless headphones will be confiscated if in violation of this rule and result in the following consequences:

1st offense: parent may pick up item in **24 hours**

2nd offense: parent may pick up item in **5 school days**

3rd offense: parent may pick up item on the **last day of the semester**

**Students are responsible for the safe keeping of any device they bring to school.**

## BOOK BAGS

Students will be permitted to carry backpacks to/from school. During the school day all backpacks will remain in the student's individual locker. Backpacks and/or bags will not be permitted to be carried throughout the hallways or to/from classes. Only the school provided string bag will be permitted to carry the iPad throughout the hallways or to/from classes.

## DISCIPLINE POLICY

All students are expected to be familiar with and to follow the conduct guidelines in the [Fulton County Code of Conduct and Discipline 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](http://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, Respectful, 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 in an attempt 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 who have been suspended in-school or out-of-school will not be eligible for extended field trips or after-school activities (i.e. dances, clubs, etc.) during the period of suspension. Students who have been assigned 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.

**Public Detention:** Wednesday and Thursday. Students stay after school from 4:15pm-5:15pm with a supervising teacher. Public detentions are assigned by the administrative team. Failure to attend a Public Detention on an assigned date, without proper administrative approval, will result in a re-assignment of detention and an additional detention.

**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 will be permitted to leave prior to 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.

### **CAFETERIA**

**ALL STUDENTS PURCHASING MEALS  
MUST MEMORIZE THEIR MEAL ACCOUNT  
NUMBERS.**

The school cafeteria offers several choices of nutritional lunches each day. Students may choose the regular hot lunch, order from the a la carte line, or choose a salad.

Hot lunches are \$2.70, which includes milk. Students are encouraged to add money to their meal account in the cafeteria. Money can be added with cash or check, made payable to Ridgeview Charter School. Visit [www.mealpayplus.com](http://www.mealpayplus.com) to add money electronically to your child's account.

Free/Reduced lunches are provided for students who qualify for these federal programs. Application forms are distributed to students at the beginning of the school year. The cost for a reduced lunch is \$.40.

A breakfast program is offered every morning from 8:15am-8:45am in the cafeteria. A student breakfast is \$1.25 with a reduced breakfast of \$.30. 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.

### **HARASSMENT/BULLYING**

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

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 in order to protect students. It is especially important for students to help stop harassment and other types of misbehavior. Everyone's cooperation and help is 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.

## ORIENTATION IN SPACE & TIME (GC)

### 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 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 the direct supervision of school employees. 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 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 on a monthly basis 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 accident student insurance that may be purchased directly with 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 the importance of attendance as a significant contributor to the academic success of our students. **We request that parents call the school before 9:30 a.m. every day a child is absent from school.**

### Excused Absence

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

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

6. conditions rendering attendance impossible or hazardous to the student's health or safety
7. service as a page in the Georgia General Assembly
8. 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 who is absent from school shall present a satisfactory excuse, signed by one of his/her parents or guardians within three days of returning to school.

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 that are 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. Parents need to know their child's locker number and combination number to pick up books or other class materials.

### **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. The 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 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 in to 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 8:15 AM.

### **Visitors- Check-in/out**

All visitors must enter to 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 at any time during the day, the student 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 plan to check your student out prior to the start of the assembly. **Identification and/or Photo ID are required 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**

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

### **Lockers**

Locker privileges can be suspended for a time period if misused.

## **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 alter technology hardware or software, nor 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 parent. Internet access will only be under the supervision of a staff member and will be limited to sites designated by a teacher. No “surfing” of the Internet will be permitted.

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

### **School issued iPads and accessories**

Fulton County and Ridgeview Charter School may issue an iPad 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 iPad system or making any changes to the configuration of the device. 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

1<sup>st</sup> Offense- Tech Infraction #1; Phone Call

2<sup>nd</sup> Offense – Tech Infraction #2; Phone Call

3<sup>rd</sup> Offense – Tech Infraction #3; Phone Call;

Contact Tech Administrator

- Abused app will be removed from iPad for 1 week or appropriate consequence

4<sup>th</sup> Offense – Tech Infraction #4; Phone Call;

Contact Tech Administrator

- Abused app will be removed from iPad for 1 month or appropriate consequence

Offense – Tech Infraction #5; Phone Call;

Ice Referral

- Abused app will be removed from iPad for 1 semester or appropriate consequence.





## Ridgeview Charter 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

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

<b>What obstacles can I expect?</b>

<b>What are the solutions to the obstacles?</b>

<b>Who do I need to help me achieve this goal?</b>

# 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 goal?**

**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?**



NAME: \_\_\_\_\_ PANTHER

MENTOR \_\_\_\_\_

**TRACKING MY SUCCESS ON COMMON ASSESSMENTS!**

Every time you take a common assessment make sure to enter the grade below so you can watch your progress toward excellence! You will use this tool to track your data and review your SMART Goals.

**1<sup>st</sup> Semester**

Class	Teacher / Room#	Pre-Test	Common Assessment 1	Common Assessment 2	Common assessment 3	Common Assessment 4	Common Assessment 5	Common Assessment 6
Reading/World Lang.								
Language Arts								
Mathematics								
Science								
Social Studies								
Connections								
Connections								

**2<sup>nd</sup> Semester**

Class	Teacher / Room#	Pre-Test	Common Assessment 1	Common Assessment 2	Common assessment 3	Common Assessment 4	Common Assessment 5	Common Assessment 6
Reading/World Lang.								
Language Arts								
Mathematics								
Science								
Social Studies								
Connections								
Connections								

NAME: \_\_\_\_\_ PANTHER

MENTOR \_\_\_\_\_

**PANTHER GOALS**

Set your goal for your end of semester. Then, update your progress toward that goal every time you get a report card. Write what you need to do to make your goal in the spaces below.

GOAL -----PROGRESS TOWARD GOAL----- GOAL

-----PROGRESS TOWARD GOAL-----

Class	Teacher/Rm#	1 <sup>st</sup> Goal	1 <sup>st</sup> 4.5 weeks	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 4.5 weeks	1 <sup>st</sup> Semester GRADE	2 <sup>nd</sup> Goal	3 <sup>rd</sup> 4.5 weeks
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Reading/World Lang.								
Language Arts								
Mathematics								
Science								
Social Studies								
Connections								
Connections								

**First Semester**  
**GOAL CHECK**

1<sup>st</sup> 4.5 weeks Goal \_\_\_\_\_  
\_\_\_\_\_

1<sup>st</sup> 9 weeks Goal \_\_\_\_\_  
\_\_\_\_\_

2<sup>nd</sup> 4.5 weeks Goal \_\_\_\_\_  
\_\_\_\_\_

**Second Semester**  
3<sup>rd</sup> 4.5 weeks Goal \_\_\_\_\_  
\_\_\_\_\_

3<sup>rd</sup> 9 weeks Goal \_\_\_\_\_  
\_\_\_\_\_

4<sup>th</sup> 4.5 weeks Goal \_\_\_\_\_  
\_\_\_\_\_



