Family Handbook

2025-2026

Revised September 2025

Welcome to Riverview Charter School!

Thank you for choosing to be part of Riverview Charter School! Congratulations and welcome aboard! As a school and a staff we can achieve the highest standards of performance in a safe, enriched environment.

This Family Handbook provides the connection between the responsibilities of our students and families and the mission of the school and provides structure for RCS. It is the student and families' responsibility to read and be familiar with the contents of this handbook.

This school, the staff, the students, and the community the school represents have an opportunity to make education work. We see the success of this school not just in the context of Beaufort or South Carolina, but also in terms of a global society.

Thank you for accepting that challenge.

Sincerely,

Davontae Singleton

Executive Director

Overview

Our Mission: Riverview's mission is "to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing "learning by doing", family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global society.

Our Values: Riverview believes the best way to construct knowledge is through experiences. Students are encouraged to observe and explore their environment in a community that nurtures and respects each individual child. Through innovative instruction, RCS seeks to connect experiential education with the art of teaching to create learning opportunities that nurture the whole child and prepare each student for a global society.

- The Whole Child Approach
  - Social/Emotional Child
    - We implement the Responsive Classroom model, which includes a daily morning meeting (advisory for middle school). Students feel a sense of belonging and build empathy, while practicing their speaking and listening skills. A K-8 buddy program allows our students to act as both mentors and mentees to one another as they progress through our Cycles. Our robust counseling team provides tiered support at every Cycle. Students partner with the community through fall and spring Service Learning Projects.
  - Physical Child
    - Riverview is a grand prize winner of the Boeing Center for Children's Wellness Initiative. The Beaufort Twilight Run, Stingray Scramble, Wellness Week, Athletic Booster Club and Field Day are just some of the ways we celebrate the physical child and involve the community in our work. Students enjoy daily recess at all grade levels, and our physical education team builds physical fitness through creative movement, dance, sportsmanship and athletic skills development. Our middle school students engage in more than 10 different sports teams.
  - Academic Child
    - Teachers at Riverview write curriculum using an approach called Understanding by Design, in which we begin with the end in mind. We believe that learning by doing, hands on experiences, and rigorous, challenging content create safe spaces where mistakes are opportunities to grow. Capstone trips at each Cycle extend the learning into the real world, providing authentic experiences for application of learning. Fall and spring Portfolio Nights, standard-based report cards, formative and summative assessments and parent conferences provide a clear picture of each student's progress for families. Our team of learning specialists support students in addressing individual needs.
  - Aesthetic Child
    - The wonder of the natural world and a desire to use art to inspire and uplift our community sets the stage for our approach to the aesthetic child. Students at all grade levels create bowls in art class to support our Empty Bowls service learning project. Chorus and band students perform at community events, and students receive instruction in music, creative movement and visual art beginning in Kindergarten. Our student-led video production team creates Riverview's Morning Show, and every student performs in annual stage productions in grades K-5.
  - Ethical Child
    - The Connecting Concepts of Community (Cycle 1), Culture (Cycle 2) and World (Cycle 3) guide us as we develop the ethical child. Beginning in Kindergarten, our students are in the community, engaging with those who lead and model citizenship. Community engagement is foundational to our work at Riverview. Students develop an appreciation of diverse cultures through field experiences, storytelling, and cultural history that is woven into our curriculum. Our middle school students take a global perspective on citizenship, with their international Capstone experience in Costa Rica. 8 Core Values are at the core of our work. Students' ethical growth is celebrated at Core Value assemblies and through our Core Value postcard program.

Learning Environment

Riverview sees the community as a campus, the campus as a classroom, and the classroom as an active learning studio; students are encouraged to find opportunities for learning in their surroundings. In preparation for their use, Riverview is committed to providing environments that are healthy, authentic, true to their materials, and adaptable in keeping with current research and best practices of innovative learning environments.

Riverview's campus fosters the school's mission of actively engaging students through learning-by-doing, nurturing the whole child while preparing each student for the 21st century workforce. To meet this objective, the campus offers a wide variety of learning opportunities through a wide variety of experiences. Providing for the physical as well as social and emotional wellbeing of the student, spaces within Riverview's facilities reflect a more comfortable home-like atmosphere, mindful of the positive impact that comfort has on learning, productivity, and creativity. As such, reflection and small-group collaboration is encouraged through soft seating and surfaces; activity and experiential learning is encouraged through uncluttered surfaces and spaces. Further, spaces designed to promote individual school investment are integrated into the larger framework of Riverview's collaborative campus environment, to the benefit of both students and staff.

In 2009, Riverview Charter School opened its doors on Burroughs Avenue, to 254 Kindergarten through fifth grade students and celebrated the distinction of becoming Beaufort County's first public charter school. Founded by a small group of parents, Riverview began with the belief that a small group of citizens can change the world, and with this theme at the core of its curriculum, Riverview strives to grow engaged, global citizens through an experiential approach.

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Governance Structure

Governing Structure

Riverview Charter School is a tax-exempt non-profit corporation through the South Carolina Secretary of State's office, and as such, is governed by a Board of Directors.

The Riverview Board of Directors is elected annually each December by the parent body and employees of Riverview Charter School, in compliance with Section 59-40-50 of the South Carolina Charter Schools Act (1996).

Riverview's Board of Directors is responsible for governing, not managing, the school. Board members ensure that Riverview's academic programs are consistent with the school's mission and are successful in educating all students, and that school funds are properly managed and accounted for. Board members also develop and evaluate school policies to ensure that they are lawful, fair, and provide appropriate protection and opportunity for everyone involved with the school.

Riverview Charter School's Executive Director and Leadership Team are responsible for inspiring, leading, guiding and directing every member of the instructional and support services team, and for achieving the highest standards of excellence, so that each individual student enrolled in the school may have a complete, valuable, meaningful and personally rewarding education.

The Executive Director is responsible directly to the Board of Directors for operating the school. The Board hires an Executive Director to execute approved policies as well as manage the day-to-day activities of the school.

Board of Directors

Each member is responsible for actively participating in the work of the Riverview's Board of Directors and the life of the school. Each member is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to accepting a nomination or applying to a position on the Board of Directors. In addition to the responsibilities below, individual members of the Board are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Directors, as well as fulfill the responsibilities outlined for each Committee.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Riverview Charter School.

2. Work with fellow board members to fulfill the obligations of board membership.

3. Behave in ways that clearly contribute to the effective operations of the Board of Directors:

   - Focus on the good of the organization and not on a personal agenda;
   - Support board decisions once they are made;
   - Participate in an honest appraisal of one's own performance and that of the Board;
   - Build awareness of and vigilance towards governance matters rather than management;
   - Adhere to all School policies;
   - Maintain in the strictest of confidence, all personnel and legal matters.

4. Regularly attend Board and Committee meetings. Prepare for these meetings by reviewing and bringing necessary materials to meetings. If unable to attend, notify the Board or Committee Chairperson.

5. Be prepared to contribute approximately 8-10 hours per month toward Board service including:

- Attending a monthly Board of Directors meeting (2-3 hours)
- Reading materials and preparing for meetings (1 hour)
- Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)

6. Keep informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.

7. Actively participate in one or more fundraising event(s) annually.

8. Use personal and professional contacts and expertise for the benefit of Riverview.

Committees

If you are interested in volunteering on a Committee please contact the Chair of the Board of Directors or the Executive Director.

What does it mean to be a family at RCS?

Responsibilities of the Family

Communication with Parents:

Riverview exists, in part, because of the efforts of parents who are seeking ways to be involved in their child's education. Our school's charter emphasizes the important role that parents play in our school, and our mission further reflects the role that parents play. "Emphasizing family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each child for a global society." Communication with parents—listening, informing, empathizing, and sharing—is an important aspect of a Riverview teacher's responsibilities.

Regular and meaningful contact with parents is the goal at Riverview Charter School. Teachers should reach out to every child's parents within the first few weeks of school, if only to say "Hello" and provide some positive feedback about their child(ren). Throughout the year, teachers should keep parents informed about the curriculum, student learning and progress, accommodations or differentiation used to address the needs of individual children, and details about field trips and special projects. Communication should be done via ParentSquare, email, or teacher created blog/website that is updated regularly.

Communication should be maintained through regular emails and frequent updates via ParentSquare, a platform encouraged for consistent interaction with families and parents/guardians. Additionally, a designated "communication folder" may accompany children home weekly with any additional information from the classroom teacher, office, administration, and board. All efforts to be digital and eco-friendly should be made whenever possible, and duplicate packets of information should be sent home to two-household families to ensure that both parents stay informed. **Teachers are advised not to communicate with parents using their personal cell phones.**

At the beginning of the year, teachers should inform parents of the kinds of tasks students are expected to perform by the end of the year and give parents a sense of what their child will be experiencing on a day-to-day basis at Riverview. Before beginning major units, teachers should send home descriptions of the unit, guiding questions, and a calendar of major events and field trips. In addition, teachers should give parents and students something in writing that describes major projects, deadlines, and the criteria upon which they will be assessed.

If a student is struggling in any way, the teacher should make early contact with the parents. While writing in a child's planner or emailing parents is a good way to communicate briefly, nothing can replace a personal phone call or a face-to-face conversation scheduled at a convenient time for both teachers and parents. Efforts should be made to acknowledge parent contact within two business days of receiving the initial communication. Teachers are not obligated to respond to parents after work hours and are encouraged to reply the next day during business hours.

It is also important to touch base with parents when children are doing particularly well or demonstrating improvement. Riverview teachers are expected to take the time to note the positive progress of their students—academically, socially, emotionally, physically, aesthetically, and ethically.

Teachers should make every effort to conference with each family in the fall. Spring conferences shall be open to all families; however, teachers must meet with the parents of struggling students at this time. Parents and teachers can request additional conferences as needed throughout the year.

Finally, although parent-teacher communication is important, teachers need to feel comfortable setting limits for parents who seem to need more of the teacher's time than is appropriate. Teachers need to communicate the best way for parents to contact them about concerns, and how/when conferences should be scheduled on short notice. Parent concerns should be shared with the administration and/or guidance counselor, who can help to develop some strategies for handling a difficult situation. Teachers should maintain a Parent Contact Log, documenting contacts with

parents about particular issues. It is recommended that all substantive communications be made and/or confirmed in writing so that there are no issues as to what is actually being communicated. Teachers should escalate growing concerns to their Director.

Model attitudes and behaviors that support the Riverview mission by:

- Showing respect to the teachers and Riverview staff by work and deed, both at school and in the community.
- Modeling effective conflict resolution by handling concerns appropriately, directly, and honestly, only with those involved.

Show respect for the importance of school by having students:

- Arrive on time and remain the full length of the school day.
- Comply with the school calendar in regard to vacations.
- Attend to their everyday health and nutritional needs.
- Balance activities outside of school with school responsibilities.

Enhance learning by:

- Staying informed by reading, discussing and signing communications from the school, thereby demonstrating to your child that you are interested in his/her progress and learning.
- Monitoring the completion of class work, homework, and projects.
- Assisting with remedial assignments.
- Making a plan to obtain make-up assignments and monitoring their completion when necessary.
- Working with the Director and teachers to plan for absences other than those due to illness.
- Establishing a time, place, and routine for study at home.
- Giving positive reinforcement for appropriate attitudes and behaviors.
- Encouraging your child and praising him/her for doing his/her best.
- Attending Teacher/Parent/Student conferences to obtain detailed information about your child's strengths, weaknesses and progress and fulfilling agreements made at those conferences.
- Ensuring that your child has proper rest, nutrition and recreation to promote well-being and readiness to learn.
- Providing home consequences for inappropriate behaviors that interfere with learning or the well-being of all students.
- Spending time with your child so that his/her emotional needs are met and he/she can focus on learning.
- Cooperating with specific requests of the school to ensure appropriate student behavior and/or an appropriate academic program for your child.
- Supporting the overall school program by:
- Attending Riverview parent meetings and school functions regularly.
- Contributing volunteer services as time allows for your family and/or participating in school activities.

TRANSPORTATION

General Arrival (8:15 a.m.)

***Please refer to the map in the Appendix for and Arrival and Dismissal Map**

School begins at 8:30 a.m. for all students. Dismissal begins at 3:00 p.m. Walkers & Bikers are dismissed from the Main Entrance of the school, as are car-riders in grades K, 1, 2 and their younger siblings. Students in grades 3 - 8 are dismissed from the Gym Entrance, and bus riders along with TIDEWATCH students report to the Cafeteria. (Please refer to the building map in the Appendix for exit locations.)

Regular student drop-off begins at 8:15 a.m. For the health, safety and wellbeing of your children, **all students must remain in the car until Riverview Faculty and Staff greet students in their car in the Student Loading Zone at 8:15 a.m. The Front Doors of the school are locked until this time.** All families are encouraged to "Kiss & Ride". Students may not be dropped off to walk in from either parking lot into the school, they must be unloaded in one of the car rider lines.

Students must report to school upon arrival on the property and may not loiter. Once on school campus, no child may wait in the Front Office or outside the building without a parent present. **All children arriving before 8:15 a.m. will be directed to Morning Care at a rate of $4/day.**

Children who walk or bike to school should enter and exit the school at the Main Entrance. All bike riders are required to wear a helmet. It is important that students walk their bikes on school sidewalks since cars may be driving on all side streets to drop off students. Bikes should be locked in the designated bicycle racks located by the Main Entrance each day.

Visitor parking is limited to the Front Office side of the building (Gym side parking is reserved for faculty and staff) and is reserved for parents who are parking to volunteer, chaperone a field trip, attend a school meeting, etc.

Please refrain from using your cellphone or speeding while driving on school grounds. Again, the school parking lot is a busy place – **your family's safety is our top priority.**

Early Arrival (7:15 - 8:15 a.m.)

Students who need to be dropped off at the School prior to 8:15 a.m. may enroll in Morning Care through the TIDEWATCH program. Morning Care is available from 7:15 a.m. to 8:15 a.m., Monday through Friday. **The fee for this program is $4 per day and requires registration.** Please refer to the TIDEWATCH section of this Handbook for Morning Care procedures. If you have any questions, please contact the TIDEWATCH Director at 843-379-0123.

General Dismissal (3:00 p.m.)

At the end of class each day, students will be directed to their designated pick-up place for dismissal over the dismissal system in classrooms.

Car Riders

- Cars should stay in a line and children will be loaded into cars in the Student Loading Zone. Parents are responsible for ensuring that their child(ren) are safely restrained once in their car.
- RFID Tags
  - RFID tags are required for all car riders.
  - It is the parent/family's responsibility to have their RFID tag at dismissal
    - If delegating pick-up to another family, please ensure they have an RFID tag or that you have delegated pick-up in School Pass.
  - The RFID tag provided by the school should be clearly displayed for our dismissal team to scan.
    - After the initial start of the school year, the school's Leadership Team will determine when parents/families or those delegated to pick-up, will be required to park in the Visitor Parking Lot and come to the Front Office to verify their identity
      - The purpose of this policy is to ensure the safety of ALL children.
      - Riverview Charter School has the legal right to request ID verification.
- **Please do not pull out of the line if cars are loading in front of you.** If you need to enter the building for any reason, please use the visitor parking spaces by the Main Entrance.

Bike Riders/Walkers

If you are planning to have your child walk or ride his/her bike to school, please note this on the Student Information Form during enrollment. For their safety, Walkers and Riders are dismissed first so they have time to safely leave campus before cars are in motion.

Authorized Adults for Pick-up

- It is very important that your emergency contact and carpool information is complete and up-to-date. Students can only be released to adults listed on the Student Information form completed during enrollment.
- If you wish to have another adult listed, please send the request, in writing, to the Front Office. If your request for a particular adult is just for one day, please send that information by email to the classroom. Children must have a permission note from a parent to go with a person not designated on the enrollment form. **All changes to dismissal plans are to be sent to the Front Office by 1:00 p.m.**
- If your child needs to dismiss early for any reason, they must dismiss before 2:45 pm. For student safety, students cannot be dismissed from school between 2:45 pm and 3:00pm.
- Riverview Charter School has the legal right to request ID verification.
- The purpose of this policy is to ensure the safety of ALL children.

Late Pickup Policy (3:25 p.m.)

- **Regular Dismissal**: Dismissal for all students is from 3:00 - 3:25 PM. Parents and guardians are expected to arrive at this time to collect their children. Families who arrive at 3:25 or after will be asked to pull to the front door and walk in to collect their child/children.
- **Grace Period**: We understand that emergencies can occur. Therefore, a grace period of 10 minutes will be provided from 3:25 PM to 3:35 PM.
- **After the Grace Period:** RCS reserves the right to request a meeting with parents/families that have excessive late pick-ups after the Grace Period ends. We ask that parents/families be mindful that our

staff is required to continue their workday after 3:25 p.m. and students that are habitually picked up late has a negative impact on our staff.

Bus Transportation

Riverview contracts with Beaufort County School District for daily bus transportation. The bus schedule and Bus Waiver form can be found on Riverview's website at www.RiverviewCharterSchool.org. **Bus Waiver forms must be completed and returned at least 24 hours prior to a student riding the bus.** All students must be picked up from the bus by an adult. Children who do not have an adult meet them at the bus stop will be returned to Riverview.

If your child's bus does not arrive at the designated time or if you have any questions regarding bus drivers, routes or other concerns, you may call the Beaufort County School District Transportation Office at 843-322-0770 or the Riverview Front Office at 843-379-0123.

Policy: Attendance

STUDENT ATTENDANCE

Riverview Charter School's students attendance accounting system is in compliance with all laws, regulations, and South Carolina Department of Education rules governing attendance.

RCS shall ensure that attendance policies are distributed to staff, students, and parents/guardians. By law, **all students** in Grades K-12 **must** attend class a **minimum** of 170 days of the 180 day school year, excluding excused absences as defined by Riverview Charter School policy.

Absenteeism unavoidably affects the quality of a student's work, interferes with normal instructional procedures in the classroom, and places additional demands on the teacher to provide remedial assistance. It negatively impacts the child who is absent as well as other students in the class.

For students to be counted present for the full instructional day they **must** be present for a minimum of half the day: **Full instructional days:** 51% = 200 mins (3 hours and 20 min) and the students **must be signed in before 11:40 am or can't be signed out before 11:50 am.**

Tardiness

Attendance is taken in the homeroom each morning at 8:30 a.m., and students who arrive after this time are tardy. **Any student who arrives after 8:30am must be accompanied by a Parent to the Front Office to sign-in and receive an Office to Homeroom Pass before proceeding to class.**

Nearly all tardiness is avoidable and is excusable only in cases of illness or emergency. If a student arrives late to school, a parent must report to the school to complete a tardy slip and sign the student in. **Warning letters will be given for excessive tardies and absences.** Repeated tardiness will result in disciplinary consequences as allowed by the Family & Student Handbook.

- 5 unexcused tardies result in a **Tardy Intervention Plan** (TIP) meeting,
  - Subsequent violations of the TIP could result in an Attendance Improvement Plan (AIP) procedures being followed that may include reporting to DSS & a board attendance hearing.
- For a tardy to be considered "excused" it must be accompanied by a doctor's note.

South Carolina State Board Regulation: 43-274 - students Attendance

School districts must adopt policies to define and list lawful and unlawful absences.

(A) **Lawful** absences include but are not limited to:

- Absences caused by a student's own illness and whose attendance in school would endanger his or her health or the health of others,
- Absences due to an illness or death in the student's immediate family,
- Absences due to a recognized religious holiday of the student's faith, and
- Absences due to activities that are approved in advance by the Executive Director or his/her designee.

(B) **Unlawful** absences include but are not limited to:

- Absences of a student without the knowledge of his or her parents, or
- Absences of a student without **acceptable cause** with the knowledge of his or her parents.

(C) Suspension is **not** to be counted as an unlawful absence for truancy purposes however will be counted as unexcused absences.

Recognizing the importance of daily attendance, you should know that:

i. Children from ages 5-17 are **required** to attend school on all days that school is in session. Absences are to be used **only** for sickness and emergency situations with proper school notification.
ii. A note from the parent/guardian or doctor should be sent to the school immediately following each absence (only five parent notes are accepted as excused per school year and five medical notes). Any notes or excuses that are submitted **after** three (3) days of absence **will not be valid**.
iii. Parents will be contacted after **three** (3) consecutive or **five** (5) total unexcused absences.

Required Documentation of Absences

A student absent from school, upon his or her return, **must** provide a written note to the school that explains the absence within **two** (2) days of school. The note **must** either be signed by a parent or guardian.

Excused Absences

RCS allows exemptions to the compulsory attendance requirements for several types of absences provided the student makes up all work. Aside from medical documentation to excuse no more than **five** (5) days for the year (with the exception of chronic illness or other documented medical needs) for excused absences, RCS will only accept **five** (5) parent notes.

A child who has been ill should return to school only when well enough to participate fully in all activities. See the Illness section of this Handbook for return to school guidelines.

Please notify the school by 10:00 a.m. when your child is sick. Please leave the following information with your voicemail: Student's name, Teacher's name, and date. **Parents may excuse up to 5 days of illness without a doctor's excuse. After 5 illness related absences, a doctor's note will be required for an absence to be excused. If a doctor's note is not provided within three (3) days after an absence, the absence is unexcused.**

Upon written request from the Parent/Guardian, the Executive Director may approve pre-arranged absences. Approval can only be granted when the absence is **of significant educational benefit to the student**. All schoolwork that happens during the absence must be completed satisfactorily. Written requests **must be submitted to the Executive Director at least 10 days in advance of the absence.** Any student who is identified as Chronically Absent or having missed more than 5 unexcused absences will not be considered for pre-arranged absences. All subsequent absences that have not been pre-approved will count against the student as unexcused.

Failure to comply with the school's attendance policy could result in referrals to the Department of Social Services and Family Court for educational neglect and may require that a report be made to law enforcement.

In general, **no more than 10 excused absences are allowed in one school year**. These include the following activities and events:

- Religious holy day observance
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the students or a child of the students, including absences for recognized services for students diagnosed with health disorders/diseases.
- A note from the health-care provider must be submitted upon the student's arrival or return to campus;
- Extended leave related to documented physical or emotional illness, a hospital stay, recuperation from an accident, or a contagious disease in the family;
- A death in the family (not to exceed one week) or mental health/therapy sessions;
- Prior school-approved travel for education or natural catastrophe and/or disaster;

- For students in the conservatorship (custody) of the state;
- Temporary absence resulting from any cause acceptable to the Executive Director and/or his/her designee; or
- Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the activity outside of school hours.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. For religious holy days, required court appearances, activities related to obtaining citizenship, and serving as an election clerk, one day of travel to the site and one day of travel from the site shall also be excused.

Unexcused Absences

Any absence not listed above or approved in advance by the Executive Director due to extenuating circumstances will be considered an **unexcused absence**. **Vacations are not an acceptable cause for an excused absence from school.**

Procedures for Excessive Absences

- 3 unexcused absences - Phone call made to family (teacher/leadership)
- 4 unexcused absences - Excessive absence letter sent home by Social Worker
- 5 unexcused absences or 3 consecutive - Truancy letter sent home with intervention meeting date (required)
- As absences continue, additional interventions are as follows:
- **1st Violation**
  - Follow-up phone call from Executive Director or School Counselor/Social Worker
  - Home visit by RCS leadership team and Schedule a Mandatory Attendance Reentry Conference
- **2nd Violation**
  - AIP Revised, Office Referral, DSS Notified, Board Appearance
- **3rd Violation** = Referral to Family Court/Attendance Order

Any student who accumulates 10 or more unexcused absences will be required to attend a mandatory meeting with the Executive Director to determine retention. The final decision regarding retention will be made by the Executive Director who will also make the determination of a second referral to Family Court for an Attendance Order.

Leaving Campus During School Hours

A student younger than 18 years old must have prior parent/guardian approval, either written or by a phone call, before that student may leave campus during school. This includes students who are traveling with other parents/students for Athletic events. No students will be permitted to leave campus without written consent from the parent/guardian.

Tuition

RCS may not charge tuition to eligible students.

NURSING SERVICES

Illness

It is very important that your child stay home if he/she is ill.

If your child has had a temperature above 100 degrees F, diarrhea, vomiting, a rash, discharge from the eyes, ears, or nose within the last 24 hours, please keep your child at home.

Remember, your child must be fever free (without fever reducing medication) for 24 hours before returning to school.

Please notify the Front Office before school starts on the day that your child is ill. Parents must notify the school nurse immediately if the child contracts or comes in contact with a contagious disease so that parents of children who may have been exposed can be alerted. These include but are not limited to: strep throat, scarlet fever, head lice, chickenpox and flu. Remember to notify the office for each subsequent day the child will be absent. A message may always be left on voicemail.

If your child becomes ill during the school day, you will be contacted. It is expected that a parent/guardian will pick up the child as soon as possible. If this is not possible, one of the adults listed on your child's emergency form will be contacted to pick up your child.

Health Guidelines

The school has a registered nurse on staff. Parents need to inform the school nurse whenever a child has a chronic medical condition and/or will need prescribed medicines or treatments during the school day. Except for children who need access to asthma inhalers and EpiPens, children at Riverview may not keep medicines in their cubbies/lockers or carry them in school or on school trips. Only the school nurse administers medication or prescribed treatments during the school day. **If a child is prescribed medication or a prescribed medication is changed, parents MUST notify the school nurse in order to ensure the best possible care of your child.** If a child takes a daily medication prior to school but the parent fails to administer the medication from time to time, this may have an adverse effect on the child's learning. In these cases, the parent will be called to either administer the medication at school, or to remove the child from school for the remainder of the day.

The school nurses urge all parents to reinforce simple hygienic practices. Encourage children to use tissue to wipe noses following a sneeze or cough and then wash hands with soap and water after disposing tissues in a wastebasket. Remind them to wash hands thoroughly before lunch and after going to the bathroom and not to share food or drinks.

Medical records and emergency contact forms for returning students must be on file in the school office by the first week in August each year.

It is imperative for the school to have up to date contact information for parents and guardians at all times, in case of a medical emergency.

Medication Administration

In an effort to establish a safe and effective system for providing medications to students during the school day and at school-sponsored functions, the South Carolina Department of Health and Environmental Control has outlined General Standards of Medication Administration in a school setting. Below are just a few of the important items regarding the regulation of medications at Riverview.

Medications should be brought to the school by a responsible adult and delivered to the school nurse or, in the absence of the nurse, the Front Office personnel.

Parents/guardians must provide medications to the school in original containers with all labeling from the pharmacy and/or manufacturer intact and readable. Each medication must be labeled with the student's name.

Over-the-counter medications that a parent/guardian may provide for short-term (1 to 2 weeks) or episodic use require only the written permission of the parent/guardian if the medication will be given per the manufacturer's guidelines.

The following require a written order from a healthcare practitioner who is recognized by South Carolina's Department of Labor, Licensing, and Regulation as authorized to prescribe medications and written permission from the parent/guardian:

- prescribed medications,
- herbal/alternative medicinal products,
- experimental medications,
- medications being used off-label (including over-the-counter medications to be given in doses or for reasons that are not consistent with the medication label or package insert), and
- Over-the-counter medications sent by a parent/guardian for frequent, long-term use

At the time of purchase, if requested, pharmacists may assist parents/guardians by preparing separate containers for doses of medications to be given during school hours and field trips.

Medications that have expired or are not currently being used by a student will not be stored at the school. Parents will be notified and given an opportunity to pick up their child's medications. Medications that are not picked up will be disposed of in a manner that respects security as well as environmental concerns.

If you have questions or concerns regarding the administration of medications at Riverview, please contact the Nurse's office at 843-379-0123.

Wellness Policy (Due to the length and scope of the Wellness Policy, it is included in its entirety in the Appendix of this Handbook.)

The Riverview Board of Directors, Executive Director, and Executive Chef's acknowledge the great progress made as the result of passing of the Healthy Hunger Kids Act of 2010, designed to improve school foods, community health and wellness policies in all schools. In many ways the Healthy Hunger Kids Act mirrors the intent of our original policy. Therefore the Riverview Wellness Policy is adopted directly from the USDA Model Wellness Policy, which serves to outline USDA requirements for our school's continued participation in the National School Lunch, Breakfast and Snack Programs.

Peanut Policy

Riverview takes life threatening allergies very seriously as well as its commitment to fostering an environment of inclusivity for all students. Consequently, **Riverview is a peanut "sensitive" school and as such we do not allow items containing peanuts at school.** Although we attempt, to the best of our ability, to keep the school "peanut free", it is at times beyond our control and therefore the school does not claim the legal responsibility of being completely free of peanuts. Parents of students with nut allergies should instruct their children carefully as to what to avoid.

Teachers should partner with parents to ensure that students do not bring peanuts or peanut products in their snacks or brown bag lunches. Violating this policy is strongly disapproved of by the school as it may endanger the safety of a student.

Food Sharing and Serving (aka Party Policy)

Riverview does not permit the sharing or serving of ANY foods to Riverview students (in the classrooms or cafeteria) by students, parents or teachers without prior written approval from the Executive Director.

USDA Free and Reduced Price School Meals Program

Riverview Charter School participates in the USDA's Free and Reduced Meals Programs. The cost for student lunch is $4.00 for the 25-26 school year. Your child(red) may qualify for free meals or for reduced price meals. Applications for free and reduced price meals are available online and will be backpacked home with students during the first two weeks of school. A completed and approved application is required for participation in this program under federal guidelines.

Standard Response Protocol (SRP)

Riverview Charter School has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP) to guide our emergency response procedures. The SRP provides clear, common language and simple, effective actions for a wide range of situations.

Students and staff are trained and drilled regularly to ensure preparedness.

The SRP includes **five actions**: **Hold, Secure, Lockdown, Evacuate, and Shelter.**

Parents/Guardians will be notified of emergencies **as appropriate via Parent Square, email, phone, or other communication methods.**

HOLD – "In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE – "Get Inside. Lock Outside Doors"

Students are trained to:

- Return inside the building
- Do business as usual

Staff are trained to:

- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Continue with normal instruction

Parent Guidance:

- Secure is called when there is something **dangerous outside the building** (e.g., law enforcement activity nearby, wild animal on campus).
- Students and staff are safe inside, and classes continue as normal.
- **Should parents come to the school during a Secure event?**
  - Probably not. Every effort is made to conduct classes as usual.
  - Parents may be asked to remain outside during a Secure event.

- **What if parents need to pick up their student?**
  - Depending on the situation, it may not be safe to release students immediately.
  - As conditions change, the school may move to **Monitored Entry** (controlled access) or **Controlled Release**(safe dismissal).
- **Will parents be notified during a Secure?**
  - Brief, non-violent situations (like a wild animal on the playground) may not require immediate notification.
  - Longer or more dangerous events will include timely communication to families.

LOCKDOWN – "Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Staff are trained to:

- Recover students from hallways if possible
- Lock classroom doors and turn off lights
- Move students out of sight
- Maintain silence
- Do not open doors
- Prepare to evade or defend if necessary

Parent Guidance:

- Lockdown is called when there is an **active threat inside or very near the school.**
- **Should parents come to the school during a Lockdown?**
  - Understandably, parents want to be near their child during emergencies. However, **parents should not come to school during a Lockdown.**
  - Law enforcement will respond immediately, and access to the campus will likely be restricted.
- **If parents are already inside the school:**
  - They will be instructed to Lockdown along with students and staff.
- **Should parents text or call their students?**
  - Communication is important, but during the **initial period** of a Lockdown, it may not be safe for students to respond.
  - As the situation stabilizes, students may be instructed to send updates to parents.
- **What about student evacuation and reunification?**
  - In some cases, students may be evacuated to an off-site location.
  - Parents will receive instructions about where and when reunification will occur.
- **What about unannounced drills?**
  - Drills will always be announced as drills to students during the initial announcement.
  - Unannounced lockdown drills (without telling students it is a drill) are discouraged, as they may cause unnecessary fear and stress.
- **Can parents observe or participate in drills?**
  - Parents are welcome to observe or participate in drills.

EVACUATE – "To a Location"

Students are trained to:

- Leave belongings behind if required
- If possible, bring their phone
- Follow instructions

Staff are trained to:

- Bring roll sheet and Go Bag (unless otherwise directed)
- Lead students to the evacuation location
- Account for students and adults
- Report injuries or issues using the Red Card/Green Card method

SHELTER – "State Hazard and Safety Strategy"

Hazards may include:

- Tornado
- Earthquake
- Hazardous materials
- Severe weather
- Tsunami

Students and staff are trained to:

- Follow the specific safety strategy for the hazard (e.g., Drop-Cover-Hold, move to designated shelter areas, seal the room, get to higher ground)
- Account for all students and adults
- Report injuries or issues

Parent Communication

- Riverview Charter School will communicate with families **as appropriate** during emergency situations using Parent Square, email, phone, or other communication systems.
- Brief incidents may not require immediate notification, but **longer or more dangerous events will always include updates.**
- Families will be provided with clear instructions during events that require reunification.

Classroom Visitations

Riverview Charter School encourages family participation in its child's education. Visitations to the classroom shall be scheduled by mutual agreement between the classroom Teacher and the Parent(s)/Guardian(s). The cafeteria and play/recess fields are considered an extension of the classroom. If the Executive Director or a member of the Leadership Team determines that the classroom learning environment is adversely affected by the visit, he/she may cancel or terminate a classroom visit at any time.

School Closure Due to Weather

Riverview is closed whenever other Beaufort County School District schools are closed due to severe weather or citywide emergencies. If, for any other reason, there is a change in the school schedule, a notice will be posted immediately on ParentSquare and an e-mail communication will be sent to all parents for whom an email address is on file. Please listen to local radio and television stations for updates.

Student Withdrawal

If you are withdrawing your child from Riverview for any reason, please contact the Front Office for a withdrawal form so your child's records may be sent to the receiving school in a timely manner.

In order for us to continually improve Riverview and our support for students and families, we ask upon withdrawal that you complete an Exit Survey. This information is very important to our ability to change and improve.

Re-Enrollment

During January of each school year, Riverview accepts new applications for the next school year. For current students, "re-enrollment" forms must be completed each January in order for the student to return to Riverview during the upcoming school year. **If a parent decides to not complete the re-enrollment form by January, 31st of each year, they relinquish their child's seat for the upcoming year.** If, after completing enrollment paperwork, the family decides to withdraw, a written withdrawal form from the Parent/Guardian is required in order to relinquish their seat to another student.

Students who are withdrawn for any reason, forfeit their seat(s) to another student and must re-apply during the Enrollment Period (January 1 – 31), to be considered for future admissions. There is no preference in admissions for previously enrolled students who have withdrawn, and these applicants are subject to any ensuing lotteries, etc.

Student & Family Accounts

Check Return Policy

All returned checks are subject to a $35.00 fee. Families/Staff will be sent a written notice of the returned check by the Operations Manager, along with a copy of the returned item and a note explaining the returned check fee ($35). The note will serve as an invoice for the total amount due including the returned check fee. Riverview will accept another check to cover the invoice balance.

Families/Staff who have two (2) returned checks must make all future payments by cash or credit card. Additional checks cannot be accepted.

Student Accounts (non-TIDEWATCH)

Fees for all goods and services provided by Riverview are payable at the time of receipt. Families who wish to charge goods and services to their Wordware Account (online account) should have a current Bank Account or Credit Card number included with their account information.

In the event that Riverview provides a good or service to a student without receiving payment in advance, Riverview shall provide a weekly written invoice to the student's family via email. All invoices are sent on Fridays and payments are due the following Monday. **All payments are applied to the oldest unpaid fees in**

each account and cannot be designated as payment for a specific or more recent charge. If a student's account becomes past due, the student will not be able to attend field trips, or TIDEWATCH, until the account is made current or a Payment Plan is put in place. If a Payment Plan is established, students may resume these school related activities in so long as the Payment Plan remains current and up to date.

The Executive Director has the authority to mitigate late fees, arrange for alternative payments, and establish parent payment plans. In reviewing requests for the waiving of late fees, the Executive Director may consider extenuating circumstances such as, but not limited to: exceptional financial burdens, reduction in family income, family crisis, extraordinary medical expenses and past account history.

Gift Policy

RCS requests that individual expressions of appreciation be done with small gifts or through a note. **Solicitation of financial donations for group gifts is prohibited.** We make this request because the donation can be a financial burden to some families, the receipt of an expensive gift may be uncomfortable for a teacher, but most importantly, we look to preserve the professional, conflict free, balance that exists among Teachers, Students, and Parents.

Public Forum

Riverview Charter School premises may not be used as a public forum by any individual, group or organization other than the Riverview Board of Directors or designee. Any use of school facilities by any other entity for purposes such as the signing of petitions, is expressly prohibited.

Home & School Relations

Prompt, respectful, and candid communication between School and Home is critical to student success. Since, over time, issues will often emerge that need clarification, your assistance with a few ground rules will help the process and reduce the likelihood of misunderstanding. Routine questions about attendance, forms, trip information, and the like should be addressed to the Office Manager.

Parents who have a question or concern about a particular class should first contact the teacher of that class. Faculty may be contacted by email or telephone.

If a question or concern persists or a parent somehow feels uncomfortable discussing something with a teacher, then he/she should contact the Executive Director or another Leadership Team member. Any question or concern will be responded to in the most appropriate manner.

It is our practice to make every effort to acknowledge all messages within 24 business hours of receipt

Communication with Parents

Riverview exists, in part, because of the efforts of parents who are seeking ways to be involved in their child's education. Our school's charter emphasizes the important role that parents play in our school, and our mission further reflects the role that parents play. "Emphasizing family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each child for a global society." Communication with parents—listening, informing, empathizing, and sharing—is an important aspect of a Riverview teacher's responsibilities.

Regular and meaningful contact with parents is the goal at Riverview Charter School. Teachers should reach out to every child's parents within the first few weeks of school, if only to say "Hello" and provide some positive feedback about their child(ren). Throughout the year, teachers should keep parents informed about the curriculum, student learning and progress, accommodations or differentiation used to address the needs of individual children, and details about field trips and special projects. Communication should be done via ParentSquare, email, or teacher created blog/website that is updated regularly.

Communication should be maintained through regular emails and frequent updates via ParentSquare, a platform encouraged for consistent interaction with families and parents/guardians. Additionally, a designated "communication folder" may accompany children home weekly with any additional information from the classroom teacher, office, administration, and board. All efforts to be digital and eco-friendly should be made whenever possible, and duplicate packets of information should be sent home to two-household families to ensure that both parents stay informed. **Teachers are advised not to communicate with parents using their personal cell phones.**

At the beginning of the year, teachers should inform parents of the kinds of tasks students are expected to perform by the end of the year and give parents a sense of what their child will be experiencing on a day-to-day basis at Riverview. Before beginning major units, teachers should send home descriptions of the unit, guiding questions, and a calendar of major events and field trips. In addition, teachers should give parents and students something in writing that describes major projects, deadlines, and the criteria upon which they will be assessed.

If a student is struggling in any way, the teacher should make early contact with the parents. While writing in a child's planner or emailing parents is a good way to communicate briefly, nothing can replace a personal phone call or a face-to-face conversation scheduled at a convenient time for both teachers and parents. Efforts should be made to acknowledge parent contact within two business days of receiving the initial communication. Teachers are not obligated to respond to parents after work hours and are encouraged to reply the next day during business hours.

It is also important to touch base with parents when children are doing particularly well or demonstrating improvement. Riverview teachers are expected to take the time to note the positive progress of their students—academically, socially, emotionally, physically, aesthetically, and ethically.

Teachers should make every effort to conference with each family in the fall. Spring conferences shall be open to all families; however, teachers must meet with the parents of struggling students at this time. Parents and teachers can request additional conferences as needed throughout the year.

Finally, although parent-teacher communication is important, teachers need to feel comfortable setting limits for parents who seem to need more of the teacher's time than is appropriate. Teachers need to communicate the best way for parents to contact them about concerns, and how/when conferences should be scheduled on short notice. Parent concerns should be shared with the administration and/or guidance counselor, who can help to develop some strategies for handling a difficult situation. Teachers should maintain a Parent Contact Log, documenting contacts with parents about particular issues. It is recommended that all substantive communications be made and/or confirmed in writing so that there are no issues as to what is actually being communicated. Teachers should escalate growing concerns to their Cycle Leader.

Messages

Parents who need to leave a message for their child or who wish to speak with their child's teacher may call the Front Office and the message will be delivered. **If there is an emergency change in your child's dismissal, Parents/Guardians must notify the Front Office by phone, Option #1000 (<u>not email</u>).**

Parents may communicate with teachers by email for routine messages and questions. **Changes in dismissal plans on the day of dismissal should not be sent by email to teachers**. Parents may email or call the Front Office with any day-of dismissal change. We encourage Parents/Guardians to call for substantive matters pertaining to a child's academic or social progress.

Distribution of Materials

"Take-Home Folders" will be sent home with most students each week and will include all paper communications from the school for that week. No materials from outside organizations will be distributed by Riverview unless the outside organization and Riverview have formed a Strategic Partnership. Organizations that wish to form a Strategic Partnership with Riverview must obtain, through the Front Office, a Strategic Partnership Proposal to be approved by the Executive Director. This Proposal outlines the desired action(s) by the school on behalf of the organization as well as the organization's specific action(s) that will benefit the school.

Volunteering in the School

Parent Volunteers: Part of Riverview's teachers' responsibilities is planning how to use parents in the classroom and in other supportive ways. Many Riverview parents want to be involved, but not all of them are able to work in the classroom on a regular basis. If they come into the classroom and do not feel welcomed or useful, they will become discouraged. Teachers should maintain lists of classroom projects that parents can do at school or at home. Additionally, it is important to talk to parents about what you need and how they can be most helpful.

For effective communication, teachers are encouraged to send home regular updates through the Friday Communication Folders or use ParentSquare for any last-minute communications. By keeping parents informed and engaged in these ways, we can ensure that they feel valued and integral to the school community.

Each year, teachers are encouraged to identify parents who are willing to serve as Classroom Volunteers. These parents will support the teacher and classroom by initiating phone trees and coordinating parents to help out with field trips, special events, or classroom needs.

All Volunteers, including but not limited to parents, must complete a Background Check, attend a Volunteer Orientation and sign a Volunteer Agreement in order to obtain "approval" prior to volunteering at Riverview.

Encourage parents to be involved at Riverview by having Volunteer Agreements and upcoming Volunteer Orientation dates available in your classroom during Meet the Teacher day. Continue to promote both the need for volunteers and the volunteer orientation process in your weekly newsletters. To generate more involvement, teachers should target specific dates or areas of need for volunteers whenever possible.

Occasionally, a parent will be disruptive in the classroom or inappropriate with students. Teachers should tactfully and quietly speak with the parent, note the incident in the Parent Contact Log and alert a Leadership Team member. Parents who do not adhere to the Volunteer Policy as well as the terms of the Volunteer Agreement will not be allowed to continue to volunteer at the school.

Visitors are required to sign in at the Front Office and wear identification while on campus.

Although participation/volunteerism is an expectation for Riverview parents, teachers and students should regularly find ways to demonstrate their gratitude for their support. Handmade cards or gifts, and recognition in

newsletters or during class meetings are just some ways to show thanks. Teachers are encouraged to refrain from buying personal items to give to students/parents.

Included on the school's website is the complete Board policy regarding Volunteers.

Volunteers in the classroom are cherished and appreciated at Riverview Charter School. Classroom volunteers are required to complete a Volunteer Interest Form to allow a security and background check, and to attend an orientation meeting. Volunteers must sign the Volunteer Log in the Front Office and receive proper identification to wear in the school while volunteering.

Please refer to the school's website for the complete Volunteer Policy.

Academic Policies

Academic Integrity

Integrity is one of Riverview's core values and it has a significant role in academic pursuits. An academic community must be able to rely on the honesty and integrity of all its members. Using or copying of another's words, ideas, thoughts or arguments without giving credit is intellectually dishonest.

Homework

Homework assignments are intended to solidify concepts and skills, and to extend the learning that takes place in school. The amount of time needed to complete homework varies from student to student. The following is a schedule of the frequency of assignments and flexible guidelines for the time a student is expected to spend on homework. Parents are asked to inform the teacher if their child is spending substantially more or less time than is suggested.

- Kindergarten 1 - 2x week 10 minutes + 30 minutes nightly reading with Parent or Guardian
- 1st grade 4 x week 10 minutes + 30 minutes nightly reading with Parent or Guardian
- 2nd grade 4 x week 20 minutes + 30 minutes nightly reading with Parent or Guardian;
- 3rd grade 4 x week 30 minutes + 30 minutes independent reading or reading with Parent or Guardian;
- 4th grade 4 x week 40 minutes + 30 minutes independent reading or reading with Parent or Guardian;
- 5th grade 4 x week 50 minutes + 30 minutes reading;
- 6th grade 4 x week 60 minutes + 30 minutes reading;
- 7th Grade 4 x week 75 minutes + 30 minutes reading;
- 8th Grade 4 x week 75 minutes + 30 minutes reading;

Long-term projects have specific written guidelines with the due date indicated for each portion of the assignment. Teachers will coordinate so that no more than two tests or projects are due on the same day.

Assessment

Riverview teachers use multiple forms of assessment to promote cognitive, physical, social and emotional growth. The following domains are used to communicate student progress in conferences and written reports.

- 4 = Area of Excellence Consistently exceeds expectations
- 3 = Area of Proficiency Consistently meets expectations
- 2 = Area of Development Meets some grade level expectations with support
- 1 = Area of Concern Working below grade level & requires a high level of intervention and support

If a student receives 1 in multiple areas, an Intervention Team meeting may be convened to review whether retention in the current grade is in a student's best interest. Beginning in 6th grade, conversions of assessments to letter grades will be recorded on each Trimester's Report Card and in the student's permanent file.

A complete description of standards-based reporting, as well as copies of each grade's report card, can be found on the school website.

Retention

Retention: **Retention Definition:** Retention is the practice of requiring a student who has been in a given grade level for a full year to remain at that level for a subsequent school year. Riverview Charter School is committed to differentiation in instruction and provides support for meeting the instructional needs of each child through strategies including Unit Planning, counselor services, and Multi-Tiered System of Supports (MTSS).

Referral for Retention: Faculty members or a Parent/Guardian may refer a student for consideration of retention. Each student will receive individual consideration, and a decision will be made only after a careful study of facts relating to phases of the child's growth and development. The child's academic achievement level, cognitive ability, physical and social characteristics are all important factors. All decisions are to be based upon sufficient data, collected over a period of time, and motivated by the desire to place the child in the school program where he or she will be the most successful.

Notification and Planning: Teachers will notify the parent during a fall conference of any concerns that may result in retention and establish a plan with the parent and student to support success. By the end of the second trimester, it will be noted on the report card that retention is being considered and a spring conference will be held with the parent. Each recommendation for retention must be approved by the Director and clearly noted in the comment section of the third trimester report card that the student is being retained. The Director has final authority regarding the retention of students.

Additional Steps for Teachers:

i. **Initial Identification:**
   - **Observation:** Monitor the student's performance and identify signs of academic, cognitive, physical, or social struggles.
   - **Documentation:** Keep detailed records of the student's progress, challenges, and any interventions attempted.

ii. **Early Communication:**
   - **Fall Conference:** Notify the parent/guardian of concerns and discuss potential retention. Collaborate to establish a support plan aimed at addressing the student's needs.
   - **Intervention Plan:** Implement and document specific interventions and support strategies as part of the Multi-Tiered System of Supports (MTSS).

iii. **Ongoing Monitoring:**
   - **Progress Tracking:** Continuously monitor and document the student's progress and response to interventions.
   - **Parental Updates:** Regularly update the parent/guardian on the student's progress and any concerns.

iv. **Formal Consideration:**
   - **Second Trimester Report Card:** Indicate that retention is being considered and schedule a spring conference with the parent/guardian.
   - **Comprehensive Review:** Conduct a thorough review of the student's academic achievement, cognitive ability, and physical and social characteristics. Gather input from other relevant staff members (e.g., counselors, special education teachers).

v. **Final Decision:**

- **Recommendation:** If retention is recommended, submit the recommendation to the Director for approval.
- **Notification:** Clearly note the retention decision in the comment section of the third trimester report card.
- Final decision will be put in writing to the parent/guardian with the final report card.

Steps for Parents to Appeal Retention Recommendation:

a. **Request a Meeting:**
   - **Formal Appeal:** Submit a written request to the Director for a meeting to discuss the retention recommendation within 10 calendar days of receiving the final report card.
   - **Meeting Scheduling:** The Director will schedule a meeting with the parent/guardian, the referring teacher, and/or other relevant staff members.

b. **Present Evidence:**
   - **Supporting Documentation:** Bring any relevant documentation or evidence that supports the case against retention (e.g., independent assessments, progress reports from tutors or specialists).
   - **Discussion:** Present concerns and alternative solutions during the meeting. Ensure all perspectives are considered.

c. **Review by the Director:**
   - **Executive Director's Review:** The Executive Director will review all presented evidence, input from staff, and the student's overall performance.
   - **Decision Communication:** The Executive Director will communicate the final decision to the parent/guardian in writing, providing the rationale behind the decision.

d. **Further Action:**
   - **Additional Steps:** If the parent/guardian is still not satisfied with the decision, they may request a review by the school's governing board or pursue other avenues as outlined in the school's policies.

By following these steps, Riverview Charter School ensures a comprehensive and transparent process for considering and appealing student retention, prioritizing the best interests and success of each student.

Parent-Teacher Conferences & Report Cards

Conferences: All conferences will be scheduled by the Teacher in the fall, and in the spring when deemed necessary, with each student's caregiver. During a conference academic and behavioral concerns and celebrations are addressed. The teacher, counselor, or administration as well as the parent may request additional conferences at any time during the school year.

Should a parent request an additional conference, the requests must be submitted in writing, clearly stating the purpose of the meeting. Teachers should include their school Director in the request to ensure leadership team support, as teachers are not expected or required to attend a conference alone. If a teacher initiates the conference, every effort should be made to accommodate the parent's preference for attending either in person or virtually.

Special Education and Section 504

Special Education means specially designed instruction (34 C.F.R. § 300.39(a)(1)), to address the unique needs of a child that result from the child's disability to ensure the child has access to the general education.

Special Education supports the student in the Least Restrictive Environment (LRE) through the implementation of specially designed instruction, accommodations/modifications, materials and curriculum, as appropriate.

Individualized Education Programs (IEPs) are required by federal law (IDEA) for all students who meet criteria as a student with a disability. Written by a collaborative team that includes the child's parents, general education teachers, special educators, related service providers, and community agencies as appropriate, an IEP documents the educational and related services a student requires to reach specified short-term and long-term goals.

In order for a student to qualify for Special Education services, a student must meet eligibility as a student with a disability **and** the child must have specific needs which are so unique that they require specially designed instruction to access the general education curriculum (34 C.F.R. § 300.8).

Section 504 is an act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. It assures that persons with disabilities have educational opportunities and benefits equal to those provided to non—disabled students. The act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

As a public school, Riverview has obligations under IDEA and Section 504 which include identifying, evaluating and, if the child is determined to be eligible under IDEA or Section 504, affording access to appropriate educational accommodations or specially designed instruction.

Tutoring Policy

Riverview Charter School faculty and staff may only tutor students outside of school with prior written approval by the Executive Director. This policy is in place to avoid conflicts of interest, which will be reviewed on a case-by-case basis.

Class and Grade Assignment

Classroom Assignment: Riverview Charter School strives to balance classrooms in regard to gender and race, ensuring a small pupil-to-teacher ratio and being mindful of differentiation in instruction. Preferential placements are only considered if a student has accommodations or specific needs that can be best supported by specific placements. All attempts to balance classrooms will be prioritized before requests are considered and in doing so may not allow for requests to be honored. Final classroom assignments are solely at the discretion of the Executive Director or their designee.

Change in Classroom Assignment Policy: Students will be allowed to change classroom assignments provided that specific steps are followed. Parents and teachers must first engage in documented communication about the concerns, followed by a conference with the parent(s)/legal guardian(s), teacher, and an administrator to discuss the issues and explore possible interventions. If concerns persist despite these efforts, a formal request for a classroom change must be submitted in writing to the Executive Director.

The request will be evaluated by a Transition Team composed of the Director, School Counselor or Social Worker, the student's current and proposed teachers, the student's parent(s)/legal guardian(s), and the student (if appropriate). The team will consider whether differentiation within the current classroom has been attempted and deemed inappropriate, and whether the change can be accommodated on a space-available basis. **The Executive Director will provide a final decision within 5 days of receiving the written request and has the final authority for any change in placement.**

Prior to placing middle school students in advanced courses, many factors are considered including (but not limited to): past performance in similar content areas; work ethic; academic maturity; attendance; classroom behavior and participation; MAP scores; and SCREADY/SCPASS scores. In order for students to be placed in advanced middle school courses, students must have the recommendation of their last year's teacher AND either the minimum cut-score in MAP or SCREADY/SCPASS (cut-scores vary by course). Students who wish to participate in advanced courses but do not have at least two of these three indicators may do so on a trial basis. Parents and Students seeking a trial placement should contact the Executive Director prior to the start of the academic school year.

The Executive Director has the final authority for classroom assignments.

e-Learning

In the event of inclement weather RCS will transition to e-Learning. An e-Learning day is considered a regular school day to eliminate the need for makeup days later in the school year therefore, students are expected to complete all assignments for days that e-Learning is used. Please understand that our staff applies the rules of flexibility and grace as weather systems continue to develop and everyone's circumstance is different. Our plan for instruction is below.

Daily Structure

- **Kindergarten-3rd Grade**
  - Morning Meeting:
    - Provided virtually and optional for families who have access to technology and internet
  - Students are provided with grade-appropriate work packets that are designed to cover all content areas taught in these grade levels
    - These work packets consist of what would be typical of an instructional day's worth of work
  - Integration Specialists also provide students with content specific activities that students have the option to complete, since these are not core classes in K-3
  - All teachers of grades K-3 designate time throughout the day, known as "Office Hours" that they are available for one-on-one or small group support
    - Families do have the option to schedule a specific appointment time
- **4th-8th Grade**
  - Morning Meeting:
    - Provided virtually and optional for students and families who have access to technology and internet
  - Students are provided with grade and content appropriate digital lessons through Google Classroom
    - Teachers of these grade levels are available via Google Meet to provide assistance in completing work

- Students and families have the option to schedule a specific appointment time for one-on-one support
- Integration specialists of these grades also provide optional content specific work
  - Teachers of high-school credit courses (i.e., world languages) will provide work that is required
    - These students will be given the same five (5) days to complete and return to these teachers

Adjustments

Should our area be impacted with network outages or power failures, students should do their best to attempt the work. If they are unable to complete the assignments due to conditions from the weather, they will have 5 days to submit work upon return from eLearning. Students with incomplete work upon their return to in-class instruction will be given the opportunity to work in small groups with teachers to receive instructional assistance in-person.

Accommodations

Currently, all RCS students with disabilities are able to access an online platform. Students will continue to receive their accommodations as outlined in either their 504 plan or IEP plan with the support of the appropriate support staff (Learning Specialist/Speech Therapist/Multi-Language Learner Teacher/General Education Teacher/Teacher Assistants). For limited English proficient students, teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan. The support staff will push into online classes/office hours to offer inclusion services and will hold small group virtual sessions to support resource services outside of the general education setting. Support Staff will also be required to offer virtual office hours in order to support students and families.

Contact Support

Please send your initial questions directly to your child's teacher. Our school counselors, social worker, support staff, and administrators will be available by e-mail as well.

Policy: Student Expectations

Dress Code (Uniform Policy)

Purpose

The Riverview Board of Directors believes that a safe and disciplined learning environment is essential for a high-performing school. The way students dress can directly impact their health, safety, attitude, and performance, as well as that of others. To maintain a safe, respectful, positive, and productive educational environment, Riverview has adopted and will enforce the following Dress Code.

Should a circumstance arise that is not specifically outlined within this policy, the Executive Director (or designee) will consider the purpose of this policy and decide the best course of enforcement. Decisions made by the Executive Director regarding Dress Code enforcement are final.

Appearance

In addition to wearing school uniforms, all students must be groomed and dressed appropriately for school and school activities. A student's dress and/or appearance shall:

- Support, not disrupt, the learning environment;
- Pose no threat to health or safety;
- Be tasteful and not construed as provocative or obscene;
- Reflect practices of good hygiene and cleanliness.

Good judgment considering age, developmental stages, and body type is expected of all students, parents, and guardians when selecting school attire. The school uniform must be neat, clean, properly fitted, age-appropriate, and suitable for the learning environment.

TOPS: Shirts, Sweaters, and Sweatshirts

- Tops must have collars and be solid white, baby blue (not royal blue or aqua), light yellow (not gold), or navy. Tops may have white collars.
- Mock turtlenecks and turtlenecks in the above colors are acceptable.
- Shirts may display brand logos or monograms no larger than 1½ inches by 1½ inches, or the approved Riverview or RCS logo.
- Shirts may not exceed one size larger or smaller than appropriate. It is recommended, but not required, that shirts be tucked in. Untucked shirts must have finished edges and be no more than 6 inches below the waist.
- Plain, un-hooded sweaters or sweatshirts sold by Riverview may be worn over school uniforms, or plain, un-hooded sweaters or sweatshirts in white, baby blue, light yellow, or navy. All hooded sweatshirts are prohibited on campus, indoors and outdoors, with no exceptions.

BOTTOMS: Pants, Skirts, Skorts, Jumpers, Capri-Length Pants, and Shorts

- Bottoms must be solid khaki (not olive or brown) or navy (not black). Jeans are not permitted, though the Executive Director may allow them on special days.
- Bottoms must be free of graphics and embroidery, not ripped, and cannot exceed one size larger or smaller than appropriate. Baggy or sagging pants or shorts and low-rise clothing are not permitted. Pants, shorts, and skirts must be worn at the natural waistline.
- Cargo-style pants or shorts are permitted.

- Students may wear solid jumpers, shorts, skirts and skorts that are khaki or navy and are no shorter than 3 inches above the top of the knee when standing. Recognizing the difficulty in achieving this in the upper grade levels, the "fingertip" method will be employed at the discretion of Riverview Leadership.
- Solid "polo style" dresses with collars in navy, baby blue or light yellow are also permitted and should be no shorter than 3 inches above the knee when standing.
- Girls may wear "leggings" or tights of any color or pattern <u>under</u> a standard uniform skirt or dress.
- Belt buckles must not be oversized, computerized or have any writing that is considered offensive.

OUTERWEAR: Coats, Jackets, and Un-hooded Sweatshirts

- During cold or rainy weather, coats, jackets, and un-hooded sweatshirts may be worn outdoors during recess and/or PE but must be removed upon re-entering the building and placed in lockers, cubbies, or designated areas. Only solid white, baby blue, light yellow, or navy outerwear may be worn in the building if needed.
- **<u>Hoodies:</u>** All hoodies are prohibited on RCS's campus. In colder weather, students are encouraged to wear an un-hooded sweater if they do not prefer to wear a coat or jacket. If students are seen wearing a hoodie, they will be asked to remove it and place it in their backpack or locker. There will be no exceptions to this.

FOOTWEAR: Shoes, Sneakers, and Boots

- Shoes should be worn at all times and must have back straps and closed toes, and be appropriate and safe for all school activities.
- Crocs, flip-flops, slippers, and wheelies are prohibited.
- Athletic shoes are preferred, and laces must be tied.

ACCESSORIES

- Students may not wear pendants, medallions, or adornments that could be perceived as weapons, such as chains or spikes.
- Gang-related clothing, accessories, symbols, or intimidating dress items, as identified by local law enforcement agencies, are not permitted.
- Visible piercings are limited to the ears, with a maximum of two earrings per ear.
- Head coverings of any kind, including hats, caps, bandanas, curlers, masks, visors, athletic sweatbands, earmuffs, sunglasses, or hoods, are not allowed during school hours.

OTHER UNIFORM REQUIREMENTS

- Students are expected to adhere to uniform standards at all times during school hours, with reasonable exceptions for specific classes (e.g., JROTC, career and technical education internships).
- Athletes participating in events at other schools may wear their team's uniform top with Riverview uniform bottoms on game days only.
- the Executive Director may grant exceptions for special events and activities.

UNIFORM EXCEPTIONS

- "T-shirt Tuesday": Students in grades K-5 may wear a Riverview t-shirt with khaki or navy bottoms. Middle school students (grades 6-8) may wear Riverview t-shirts daily with uniform bottoms.

- "Uniform-Free Friday": Once a month, students may pay $5 to dress out of uniform, following guidelines for appropriate attire.
- Further offenses: Disciplinary action may be taken as needed, such as revoking the privilege of changing clothes for PE classes.

ATTIRE FOR PE CLASS (MIDDLE SCHOOL STUDENTS ONLY)

During physical education classes, middle school students (grades 6-8) will be allowed to change from their school attire, into something that is more comfortable and conducive to participating in physical education. The clothing that student's change into must meet school standards and requirements that are listed below.

TOPS:

- Student's shirts must be school appropriate and cover the student's midsection and upper arms completely. (Tank tops are not allowed.)
- Shirts shall not be low cut, nor shall they be sheer in nature.

BOTTOMS:

- Students may wear athletic shorts that are no shorter than 3 inches above the top of the knee when standing.
- If athletic shorts are shorter than 3 inches above the top of the knee when standing, then "biker" shorts or leggings are required to be worn underneath.

"Low rise", baggy or sagging pants or shorts are not permitted. Pants, or shorts must be worn at the natural waistline.

ENFORCEMENT

- Final judgment of acceptable attire and personal appearance is at the discretion of the Leadership Team.
- A first offense for failure to meet the uniform requirement shall result in a call and/or note home to the Parents.
- Upon a second offense for failure to meet the uniform requirement shall result in a call and/or note home to the Parents.

Upon all additional offenses for failure to meet the PE uniform requirement the student shall no longer be allowed to change clothes for PE.

Reasonable consideration shall be made for those students who, because of a sincerely held religious belief or medical reason, request a waiver of a particular guideline for dress or appearance. The waiver request shall be in writing from the Parent or Guardian and approved by the Executive Director and/or Director's designee on an annual basis. In considering a waiver request, the Executive Director and/or Director's designee has the right to request additional documentation from medical officials and/or religious leaders.

Student Conduct and Accountability

Riverview Charter School's Code of Conduct is designed to promote a learning environment that upholds the health, safety, well-being, and educational success of all students. When student behavior does not align with

Riverview's expectations, support staff and the Leadership team consult a behavior matrix each cycle to determine fair and supportive interventions or consequences.

At Riverview, we believe that discipline is a pathway to learning. We support students in developing self-regulation by proactively teaching social skills rooted in Riverview's core values. We also emphasize that behavior impacts others, and it is our civic duty to take responsibility and make things right when mistakes occur. Our ultimate goal is to guide students toward behaviors that promote their success—socially, behaviorally, and academically. Examples of Riverview's proactive practices to teach self discipline include, but are not limited to:

- Set a positive tone each morning at arrival
- Morning meetings or advisory meetings to actively teach social and emotional skills, build an inclusive community, and set a positive tone
- Use knowledge of child and adolescent development to develop expectations, curriculum and instruction
- Build positive relationships
- Teach, recognize, and celebrate students for demonstrating Riverview's core values
- Create rules and community agreements as a class
- Establish school wide rules and norms
- Model and practice class rules, school rules, and expectations
- Provide positive structures and routines to support student success
- Provide an engaging learning environment

Riverview expects all students to behave in a manner that is orderly, courteous, respectful, and reflects dignity. This expectation extends to their interactions with peers and staff, as well as their language, dress, and general conduct. Students are responsible for understanding, respecting, and following Riverview's policies, rules, and regulations. When these expectations are not met, appropriate disciplinary interventions and/or consequences will be applied to support accountability and repair harm. The response will be based on the nature and frequency of the behavior, as well as the student's developmental age.

Riverview's behavior matrices will apply to every student attending Riverview Charter School whether in a classroom, on school grounds, on a school bus, at a school bus stop, at a school-sponsored program or at a function (on or off school grounds) where the School is responsible for the student(s).

Tier 1: Minor Offenses

Tier 1 behaviors are common, everyday behaviors that may occasionally disrupt learning but are not serious safety concerns. These behaviors are addressed by classroom teachers through proactive strategies and gentle reminders. Tier 1 supports are part of the school's universal approach to teaching students expectations, routines, and appropriate social skills - aligning with Riverview's core values.

Tier 1 minor behaviors will be managed by the classroom teacher or other staff members using restorative behavior management strategies. Tier 1 behaviors may be identified as, but are not limited to, the following:

- Excessive talking, blurting out, or excessive noise
- Lack of kindness, courtesy, or respect toward a peer or adult
- Teasing
- Horseplay
- Refusal to follow directions or complete work in class
- Unprepared for class/incomplete assignments
- Off task behaviors
- Pushing/hitting/kicking that does not cause harm
- Dishonesty (not inclusive of Academic Dishonesty which is a Tier II offense)
- Lack of body control

- Running in the halls

In response to isolated Tier 1 minor behaviors, staff members may implement a variety of interventions and/or consequences, including but not limited to the following:

- Reinforcing, reminding, and redirecting the student
- Non-verbal warnings (proximity--standing closer so the student knows the Staff Member is aware of the behavior, eye contact, behavior agreements, etc.)
- Verbal warnings
- Restorative conference
- Teacher/student conference
- Alternate seating arrangement or independent space
- Letter of apology/verbal apology
- Community service
- "Time-out" out of the classroom
- Parent contact (email, phone call, notes, etc.)
- Loss of privilege (e.g. school sponsored activities)
- Lunch and/or recess detention

If a behavior becomes repetitive, it is no longer considered an isolated offense, but a pattern of behavior. In instances where there is a pattern of behavior, Staff may implement one (or more) of the following additional interventions and/or consequences prior to referring the student to the Student Conduct Coordinator or support team:

- Parent conference with support from vital team members
- Intervention with Student Conduct Coordinator (check ins, behavior plan, etc).
- Recommend a parent shadow their child for a day or more to observe behavior
- One-on-one school counseling or small group counseling

Upon recommendation from a staff member, the Student Conduct Coordinator or Leadership team member may reclassify a Tier 1 minor offense as a Tier 2 major offense if there is a pattern of behavior with minimal or inconsistent improvement. This would result in a submission of an office referral.

The Student Conduct Coordinator and/or Leadership team shall consider extenuating, mitigating or aggravating circumstances that may exist in a particular case of misconduct when determining an appropriate intervention and/or consequence.

Tier 2: Major Offenses

Tier 2 major offenses involve behaviors that may pose a risk to the health, safety, or well-being of others or the student involved. In some cases, these offenses may also align with criminal conduct, which could result in both school-based consequences and legal action.

Tier 2 major offenses include, but are not limited to:

- Repetitive minor offenses that severely disrupt learning
- Dishonesty (including lying, academic dishonesty, and cheating)
- Harassment
- Intimidation
- Aggressive behavior which may result in injury
- Fighting
- Profanity
- Vandalism
- Stealing

- Defiance/aggravated disrespect/refusal to obey staff
- Evading adults/hiding or leaving an assigned area without permission
- Using objects in a manner that may result in harm to others (throwing, kicking, etc.)
- Provoking, instigating, and/or coercing others to engage in disruptive conduct

Possible interventions and/or consequences in response to Tier 2 major offenses may include, but are not limited to:

- Parent conference with support from vital team members
- Intervention with Student Conduct Coordinator (check ins, behavior plan, etc).
- Restorative circles
- Accountability project
- Recommend the parent shadow their child for a day or more to observe behavior
- One-on-one school counseling or small group counseling
- Community service
- Detention
- In-school suspension
- Out of school suspension
- Expulsion

The Student Conduct Coordinator and/or Leadership team shall consider extenuating, mitigating or aggravating circumstances that may exist in a particular case of misconduct when determining an appropriate intervention and/or consequence.

Tier 3 - Criminal Conduct

Tier 3 Criminal Conduct refers to actions that involve violence toward oneself, others, or property, or that pose an immediate and serious threat to the safety of the school community. These behaviors typically require administrative intervention, which may include the student's immediate removal from school, involvement of law enforcement, and/or action by the Board of Directors.

Examples of Criminal Conduct include, but are not limited to:

- Bullying
- Possession, distribution, or use of tobacco, alcohol or a controlled substance
- Assault and battery
- Intentionally setting off fire alarms
- Arson
- Bomb threat
- Possession, use or transfer of a weapon, firecracker or other explosive device
- Sexual offenses
- Vandalism (major)
- Threatening to take the life or inflict bodily harm upon a student, staff, or a member of their immediate family

Possible consequences in response to criminal conduct can/may include:

- Out of school suspension
- Expulsion
- Restitution of property damages

The Student Conduct Coordinator and/or Leadership team shall consider extenuating, mitigating or aggravating circumstances that may exist in a particular case of misconduct when determining an appropriate intervention and/or consequence.

Bus Violation Policy

Bus transportation is a privilege, not a right. Students whose behavior on the bus results in a referral to the school's leadership team may be subject to the following disciplinary actions:

First Offense: Warning and a restorative conference with the student to discuss the behavior and expectations for future conduct;

Second Offense: Suspension off the bus for a period of 1-3 days, with a mandatory re-entry meeting with the student, parent(s), and school administration. In an instance with extenuating circumstances, detention or in-school suspension may be assigned in lieu of bus suspension;

Third Offense: Suspension off the bus for a period of 3-5 days, with a mandatory re-entry meeting with the student, parent(s), and school administration. In an instance with extenuating circumstances, detention or in-school suspension may be assigned in lieu of bus suspension;

Fourth Offense: Suspension off the bus for a period of 1-2 weeks, final re-entry meeting with the student, parent(s), and school administration.

Any further offenses will result in a recommendation for suspension/restriction of student's ability to use school transportation for a minimum of 1 trimester or remainder of year. In an instance with extenuating circumstances, out of school suspension may be assigned in lieu of bus suspension;

School administrators have the authority to escalate any of these consequences without following the sequential order if deemed necessary based on the severity or nature of the violation. First offenses that are deemed as Level II or Level III may result in an immediate suspension off the bus and/or from school.

Harassment, Intimidation, and Bullying

Riverview Charter School is committed to maintaining a safe, inclusive, and respectful environment where all students can learn and grow without fear of harassment, intimidation, or bullying.

Definitions of Harassment, Intimidation, and Bullying

Harassment is any unwanted or unwelcome verbal, written, physical, or electronic behavior that offends, threatens, or demeans another person. This may be based on personal characteristics such as race, ethnicity, religion, gender, sexual orientation, disability, or any other distinguishing trait.

Intimidation involves any actions or threats intended to instill fear, control, or cause harm to another student emotionally, socially, or physically.

Bullying is **repeated, intentional behavior** that causes physical, emotional, or social harm to another person. It involves an imbalance of power, where the person bullying may be stronger, older, more popular, or in a position of influence.

Types of Bullying

- **Physical** – Hitting, pushing, kicking, spitting, or damaging someone's belongings.
- **Verbal** – Name-calling, teasing, threats, or inappropriate comments.
- **Social/Relational** – Spreading rumors, excluding others, or encouraging others to isolate someone.
- **Cyberbullying** – Using electronic devices to send hurtful messages, post rumors, or share embarrassing content.

Examples may include but are not limited to:

- Name-calling, teasing, or mocking
- Threatening gestures or language
- Spreading rumors or deliberate exclusion
- Inappropriate comments or jokes
- Cyberbullying (via text, email, or social media)
- Physical intimidation or damage to personal property

This policy applies to all students, staff, volunteers, and school visitors during:

- School hours on school property
- School-sponsored events and field trips
- Transportation to/from school or events
- Online activity that impacts the school environment

Reporting Procedures

- Any student who experiences or witnesses harassment or intimidation is encouraged to report it to a teacher, counselor, administrator, or the Student Conduct Coordinator.
- Reports can be made verbally or in writing and may be submitted confidentially.
- Staff members who observe or become aware of potential harassment or intimidation must report it to school administration immediately.

Investigation Process

- All reported incidents will be promptly and thoroughly investigated by the Student Conduct Coordinator and/or Leadership team.
- Investigations will include interviews with all relevant parties and will be handled in a sensitive, confidential, and age-appropriate manner.
- Parents/guardians of involved students will be notified within 24 hours of report

Consequences and Interventions

Consequences for harassment, intimidation and bullying will be age-appropriate, progressive, and aligned with the school's behavior matrices. They may include:

- Restorative conversations or mediation with support staff
- Detention
- In-school or out-of-school suspension
- Involvement of law enforcement (in extreme or repeated cases)

Prevention and Education

Riverview Charter School teaches respect, empathy, and responsible behavior through:

- Social-emotional learning (SEL) curriculum
- Classroom community-building activities
- Restorative practices and conflict resolution
- School-wide positive behavior support systems

Support for Students

- Students who are targets of bullying will be provided with counseling, check-ins, and support from trusted adults.

- Students who engage in bullying will receive interventions to address the behavior, including skill-building and reflection.
- Bystanders will be encouraged and empowered to report incidents.

Protection Against Retaliation

No student will be punished or retaliated against for reporting harassment or intimidation in good faith. Retaliation will be treated as a serious violation of this policy.

This policy will be reviewed annually by the administration and revised as needed to reflect best practices and state guidelines.

False accusations

RCS prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying. The consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Suspension Protocols

When a student is assigned either in-school or out-of-school suspension, the Student Conduct Coordinator will promptly contact the parent or guardian to discuss the incident that led to the suspension. A written notice will also be provided, outlining the incident details and the resulting consequences. If a parent or guardian requests a conference, it will be scheduled within three (3) days of the suspension date. Any student receiving out-of-school suspension must attend a re-entry conference with their parent or guardian, school administration, and any relevant support staff. At this time, the student will be provided a proposed behavior agreement which must be acknowledged, reviewed, and signed by all parties involved in re-entry to the classroom setting. Parents or guardians have the right to appeal an out-of-school suspension to the School Director.

Expulsion Protocols

Expulsion is the removal of a student from the school for the remainder of the school year. Upon expulsion, a student cannot attend school or be on school grounds, attend any school-related event or activity – on or off campus – and cannot ride the school's buses.

A student may be expelled for committing the violations listed in the Family Handbook, for the commission of any crime, gross immortality, gross misbehavior, persistent disobedience, the violation of any other written rules established by the Board or the State Board of Education, if the presence of the student is deemed to be detrimental to the best interests of the school, and as provided for by law.

If expulsion procedures are initiated, the parent/guardian of the student will be notified in writing of the offense(s) which the student is accused of committing and of the time and place of a hearing before the school Director. The student may be suspended during the time of the expulsion proceedings.

The hearing will take place within ten (10) days of the date of the written notification and a decision will be made within ten (10) days of the hearing. The decision of the Director will be provided to the parent/guardian in writing. At the hearing, the parent/guardian shall have the right to legal counsel and to all other regular legal rights, including the right to question witness statements and any witnesses who give testimony during the hearing. The Director has the right to question the student and witnesses as well. All hearings will be recorded.

If the Director determines that grounds for expulsion exist, they may expel the student for the remainder of the school year or, in their sole discretion, give punishment other than expulsion, including, but not limited to, suspension or probation. If the Director determines that grounds for expulsion do not exist, all absences resulting from any related suspension may be excused, if deemed appropriate by the Director at his/her sole discretion, and the student's record will reflect the Director's decision. The student will be allowed to make up missed work, as deemed appropriate by the Director at his/her sole discretion.

When the hearing described above is held before the Director, the Director's decision may be appealed to the Board if written notice of intent to appeal is provided to the Director within five (5) days of receipt of the decision. The written notice of intent must contain the basis of the appeal, such as newly discovered evidence or allegations of denial of due process. The Board will consider the appeal within ten (10) days of receipt of the notice of appeal and a decision will be made within five (5) days of the appeal hearing. An appeal will typically be limited to the Board's consideration of the established record, which will consist of the tape of the hearing, any documentary evidence presented by any party, the decision letter, and the appealing party's written notice of appeal. In its sole discretion, the Board may grant a hearing to receive new testimony and evidence.

The Board may uphold, reverse, or alter the decision of the Director. If the Board reverses a decision to expel the student, all absences from any suspension related to the expulsion will be excused, the student will be allowed to make up missed work, and the student's record will be cleared. Should the majority of the board not pass a motion to reverse or alter the Directors' decision, the original decision is upheld.

The decision of the Board may be appealed to the proper court.

Student Concerns, Complaints and Grievances

Riverview Charter School offers a formal grievance procedure to address concerns regarding the treatment of students by school personnel. Grievances may involve alleged violations of student rights or school policies. The Board also acknowledges that students may identify areas where the school can improve and believes they should have a meaningful way to voice their concerns. Riverview is committed to resolving student complaints and grievances through a structured process, aiming to address issues at the lowest appropriate level whenever possible.

The leadership team will provide any student or parent the opportunity to discuss a decision or situation that the student considers unjust or unfair. If the incident remains unresolved, the student, parent or staff member may bring the matter to the reviewing authority designated by the school Director for consideration and action. If the matter is still unresolved, the complaining party may bring it in writing to the school Director for review.

Title IX complaints: Students who believe that they have been discriminated against on the basis of their gender have the right to appeal to the school Director. If the student is not satisfied with the decision of the school Director, he/she may appeal to the Board.

- Due to the length of our Title IX policy, it can be found in its entirety in the Appendix of this handbook.

Section 504 complaints: Students who believe that they have been discriminated against on the basis of their disabling condition have the right to appeal to the school Director. If the student is not satisfied with the decision of the school Director, he/she may appeal to the Board. The school Director will schedule appeals to the Board.

Use of Cell Phones / Smartwatches / Personal Devices

An office telephone is available for students to use before/after school, during lunch, and urgent matters such as illness. In any instance requiring an emergency communication with a student, our school will immediately assist the student, a parent, or other responsible adult with that situation by using a school telephone. All classrooms are equipped with a landline.

Students are discouraged from bringing their cell phones, wireless earbuds or headphones, smartwatches, or any device not approved by the Chief Information Officer to school however if they do, these **devices must be out powered off and out of sight at all times – including during arrival– and may be checked in with a student's homeroom teacher or in to the Front Office each day upon arriving to school.** Devices can be picked up (by the student) at the end of each day but must remain out of sight while students are on campus before and during the school day.

If a student is caught using a cell phone or Personal Electronic Device without permission, the following consequences will apply:

First Infraction: The device will be confiscated by a teacher or school staff member and held in the school office. The student can pick it up during school dismissal. The administrator or their designee will meet with the student and review the cell phone policy. An email notification will be sent home.

Second Infraction: The device will be confiscated by a teacher or school staff member and held in the school office. The student's parent or guardian will be contacted and will be required to pick it up from the school. The parent must read and sign a Cell Phone & Personal Electronic Device contract acknowledging the infraction. The administrator or their designee will meet with the student to review this contract.

Third Infraction: The device will be confiscated by a teacher or school staff member and held in the school office until a parent or guardian can pick it up. The administrator will meet with the student and parent to review the contract and the student will be **assigned 1 day of in school suspension.**

Beyond the 3rd infraction this will be considered insubordination and may be subject to In-school suspension, out of school suspension, and/or loss of extra curricular privileges. The Director may impose a Loss of Privileges for the remainder of the year as well. Please refer to the code of conduct for further disciplinary actions.

Should a student need to make a phone call while at school, s/he must receive permission from a Riverview staff member and will be directed by Faculty/Staff to use an appropriate school landline. Parents who need to contact a student while s/he is at school should call the Front Office. Students will not be allowed to answer calls or check messages on a cell phone during the school day.

Certain infractions will result in students immediately losing the privilege to bring a cell phone or personal electronic device on campus. This penalty will be decided by school administrators and includes, but is not limited to, infractions such as:

- Posting/sharing harmful material against students during school hours.
- Posting/sharing harmful/defamatory material of any members of the school community.
- Refusing to give the device to a school official who requests it
- Making threats against the school community
- Three or more cell phone infractions

*Electronic Device includes but is not limited to cell phones, smart watches, tablets, and airpods (wireless headphones).

Technology Use Policy

Our faculty, staff and students have access to a variety of technological resources that assist in providing an enriched educational and teaching experience. Access to the resources owned by the school imposes certain responsibilities and obligations on those who use these resources. Our Technology Use Policy provides guidelines that govern the efficient, ethical, and legal utilization of these resources. School disciplinary procedures and termination of access to any or all resources may occur if the user violates any of these provisions.

Hardware Usage

All technological resources including, but not limited to, computers, iPads, peripherals, printers, scanners, cameras, laserdiscs, CD-ROM drives, video and audio equipment calculators and photocopy machines are considered extensions of the school's physical environment. The user assumes the same responsibilities, obligations, and privileges that are expected with use of school property.

Users:

- will not engage in any activity that may cause damage to the school's equipment or networking system by tampering with preexisting settings or system configurations, or circumvent school security measures.
- will not engage in any activity that may cause physical damage to the school's technological resources. Vandalism will result in the immediate termination of access privileges and possible school disciplinary action.
- will not move, disconnect, or connect any equipment.
- will not use the school's technological resources for personal financial gain and/or profit, commercial use, advertisement, or political lobbying.
- will keep food, drink and dirt away from all equipment.
- will respect an individual's workspace and not disrupt other activities in progress.

Software Usage

Users:

- will abide by the laws governing the use and distribution of copyrighted software.
- will not copy, move, alter, delete applications, system software and data installed on any RCS computer. Personal files, folders, and e-mail accounts may be exempt.
- will not use personal copies of software on any RCS computer or iPad.
- will not load unauthorized software on any RCS computer, iPad or network or attempt to circumvent or subvert any school security measures.
- will not run or install applications on any RCS computer, iPad or network without written permission from Kevin McGuire, CIO. The CIO will not grant approval unless a clear demonstration of ownership of the software is provided.

iPad User Agreement Policy:

Students are issued school-owned iPads for educational purposes. These devices are essential tools for learning and must be used responsibly. iPads may not be used on campus for non-educational activities without permission. Disciplinary responses to iPad device violations are as follows:

First Offense: Verbal warning and/or confiscation of the device for the remainder of the class period or school day. Parent or guardian contact will be made.

Second Offense: The student loses iPad privileges for one school day and must complete a reflection activity. Parents are notified of the incident, and a follow-up meeting with the parent, student, and teacher/administrator will be arranged (as needed).

Third Offense: The student loses iPad privileges for up to three school days **and** serves one day of In-School Suspension. A mandatory meeting with the parent, student, teacher, and a Leadership Team member is held to develop a corrective action plan.

Fourth Offense: The student loses iPad privileges for no less than one week **and** serves two days of In-School Suspension. A mandatory meeting with the parent, student, teacher, and a Leadership Team member is held to review the action plan and discuss further consequences.

Subsequent Offense: Beyond the 3rd infraction this will be considered insubordination and may be subject to In-school suspension, out of school suspension, and/or loss of iPad privileges for a period of time deemed appropriate by school administrators to include, but not limited to Loss of iPad Privileges for the remainder of the year as well. Please refer to the code of conduct for further disciplinary actions.

Telecommunications Usage

The school's computers and networks have been established for educational purposes: classroom activities, projects and assignments, and professional development. The school's computers and network have not been established as a public access service or a public forum. Students are not permitted access to social networking sites in school. Gaming is also restricted in school. The school has the right to place reasonable restrictions on the material the user may access or post through the system. In addition, students are expected to behave respectfully and responsibly in all Internet postings that occur on-campus or off-campus, and failure to do so will result in disciplinary action.

Student Access

Students will have access to the telecommunications services provided by RCS through the classroom, technology carts, or computer labs.

Personal Security

Users may not:

- Post or reveal personal contact information about themselves or other people, including residential address, telephone number, school name and address, work address, etc.;
- Allow other to use their ID and password to access any telecommunications services provided by the RCS network;
- Use anyone else's ID and password to access their personal email accounts, files, folders or the RCS network;
- Users should expect only limited privacy for their e-mail accounts and personal files residing on the RCS network. The RCS Chief Information Officer and school Director have access to all email accounts,

personal files, and filers residing on any RCS computer, iPad or network.

System Security

- Users will immediately notify a teacher or the CIO if they have identified a possible security problem;
- Users will not demonstrate the problem to other students or attempt to find any security problems;
- Users will avoid the inadvertent spread of computer viruses by following the RCS virus protection procedures or-to download software;
- Users will not attempt to gain unauthorized access to the RCS network or any other system through the RCS network.

Internet Safety

Internet Use:

Use of the Internet in school means that students abide by all school rules and policies set by the Instructional Technology Integrator teacher including respect for other students' work, adhering to appropriate sites and passwords set aside for student use and use of computers only at times when access is approved. Given the exponential increase in student time spent socializing on the Internet at home, cyber bullying has emerged on occasion as a distinct and vexing concern. We encourage parent-to-parent communication as well as parent-school contact should issues of cyberbullying occur.

While it is our hope that students will responsibly use the internet, we recognize that behaviors may occur outside of school. We will only respond to off-site behavior that communicates demeaning, hurtful or inappropriate messages about student or adult members of the school if it has an impact on our mission of ensuring a healthy learning community. Respect for the school name and the reputation of everyone is more than a courtesy; it is an expectation that we all share the same standards for public self-expression in a medium that is categorically public, not private. Students are expected to adhere to technology standards when using school authorized devices.

Inappropriate Communications

Users will not use or transmit obscene, profane, rude, inflammatory, or threatening language; will not engage in discriminatory or prejudicial attacks on others; will not send or knowingly receive profane or obscene material; will not harass or annoy another person through e-mail or any other electronic means; will stop sending messages to a person when asked to stop by that person; will not report a message that was sent to them privately without the permission of the person who sent the message.

Inappropriate Access to Material

Users will not use the RCS network to access or attempt to access material that is profane, or obscene or controversial or that advocates violence or discrimination towards other people and; will immediately inform a Teacher or the Chief Information Officer (Kevin McGuire) or their Cycle Lead administrator if they mistakenly access inappropriate material.

Accidental Damage or Loss of Computing Equipment

If a computing device suffers damage it is not an option for repairs not to be completed. All computing devices must be in a fully serviceable condition or appropriate repair action must be underway to bring the device and all

accessories up to fully serviceable condition at all times. Students/employees shall use reasonable care to ensure that a computing device is not lost, stolen or damaged. In the event of damage or loss, report the problem immediately to Kevin McGuire, CIO.

In the event of damage not covered by the warranty:

- For the first instance of a non-warranty repair, Riverview will cover 50% of the repair cost and 50% will be billed to the student's family and/or employee.
- For the second instance of a non-warranty repair, all costs will be billed to the student's family/employee.
- Any repairs totaling more than 75% of the total value of the current laptop or computing device are considered to be too great a cost and the damaged device will be replaced.
- Riverview will cover 25% of the replacement cost of a laptop, iPad, other computing device or accessory, and the family/employee will be billed 75%.
- For the second instance of complete loss of a laptop, iPad, other computing device or accessory, all costs will be billed to the family/employee.

Responsibility for Negligence

Riverview reserves the right to charge the family/employee the full cost for repair or replacement when loss or damage occurs due to negligence or misuse as determined by the Executive Director. the Executive Director's decision regarding negligence is final.

Social Media Policy for Blogs, Wikis, Podcasts, Digital Images & Video

Definitions are included at the end of this section

Student Responsibilities

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students in the Riverview Charter School will adhere to when using Web 2.0 tools in the classroom.

Social Media Guidelines for Students

- Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share your password with anyone besides your teachers and parents
- Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Do your own work! Do not use other people's "intellectual property" without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. It is good practice to hyperlink to

your sources.

- Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.
- If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or parent right away.
- Students who do not abide by these terms and conditions will lose their opportunity to take part in the project and/or access to future use of online tools and will be subject to disciplinary action.
- Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. Riverview Charter School encourages parents to view and participate by adding comments to classroom projects when appropriate.

Parent/Guardian Responsibilities

Parents should expect communication from teachers prior to their child's involvement in any project using online social media applications, i.e., blogs, wikis, podcasts, etc.

- Parents must sign a release form allowing their child to participate for students when teachers set up social media activities for classroom use.
- Parents will not attempt to destroy or harm any information online. If you find a posting of concern, please notify your child's teacher or the Executive Director immediately.
- Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
- Parents are highly encouraged to read and/or participate in social media projects.
- Parents should not distribute any information that might be deemed personal about other students participating in the social media project, including but not limited to last names, parents names, addresses, emails, etc.
- Parents should not upload or include any information that does not also meet the Student Guidelines.

Definitions:

- Avatars are graphical images representing people. They are what you are in virtual worlds. You can build a visual character with the body, clothes, behaviors, gender and name of your choice. This may or may not be an authentic representation of yourself.
- Blogs are websites with dated items of content in reverse chronological order, self-published by bloggers. Items — sometimes called posts - may have keyword tags associated with them, are usually available as feeds, and often allow commenting.
- Here's a longer explanation: Traditional websites have pages as their main building blocks, with an address link (URL) for each page, and menus to provide navigation between them. Blogs are websites where the items of content - for example text, photos, video, audio - have URLs plus other ways of identifying them by keywords - known as tags. This means you can search for individual items on the Net, and also pull items out of their sites and remix them through feeds and aggregation. Blogs are generally designed in journal format, with most recent items at the top of a page, and written in a conversational, personal style, giving the author an authentic voice online. Blogs can offer readers the opportunity to

comment on, and link to items. Because blog items can be made available from the site in a stream of content - known as an RSS feed - you can subscribe to them and read them through a newsreader or aggregator. That means you don't have to visit a blog site to read it - you can pull the content to your desktop or a single website aggregator. Blogs are easy to set up, and update. Their disadvantage is that items can get buried under the growing heap of new content unless the author provides some signposting.

- Copyright sharing through social media is enhanced by attaching a Creative Commons license specifying, for example, that content may be re-used with attribution, provided that a similar license is then attached by the new author. This work is under that type of license – Creative Commons Attribution Share-Alike 2.5 License

At more length: In the spirit of openness and sharing generally prevalent among social networkers, you will often find content labeled with a copyright license that allows you to re-use the material provided you provide an attribution. The Creative Commons site offers different licenses. One frequently used is Attribution-Share-A-like, whereby you can alter and re-use the content provided that you then add the same license. This may not appeal to people or organizations who like substantial control. Again, it is partly a cultural and personal issue, rather than a technical one.

- Intellectual property (IP)* refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce.

IP is divided into two categories: Industrial property, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and Copyright, which includes literary and artistic works such as novels, poems and plays, films, musical works, artistic works such as drawings, paintings, photographs and sculptures, and architectural designs. Rights Related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and those of broadcasters in their radio and television programs.

*Source: http://www.wipo.int/about-ip/en/Links are the highlighted text or images that, when clicked, jump you from one web page or item of content to another. Bloggers use links a lot when writing, to reference their own or other content. Linking is another aspect of sharing, by which you offer content that may be linked, and acknowledge the value of other people's contributions by linking to them. It is part of being open and generous. A podcast is audio or video content that can be downloaded automatically through a subscription to a website so you can view or listen offline.

- Tags are keywords attached to a blog post, bookmark, photo or other item of content so you and others can find them easily through searches and aggregation. Tags can usually be freely chosen - and so form part of a folksonomy - while categories are predetermined and are part of a taxonomy.

A wiki is a web page - or set of pages - that can be edited collaboratively. The best known example is wikipedia, an encyclopedia created by thousands of contributors across the world. Once people have appropriate permissions - set by the wiki owner - they can create pages and/or add to and alter existing pages. Wikis are a good way for people to write a document together, instead of emailing files to and fro. You don't have to use wikis for collaborative working - they can just be a quick and easy way of creating a web site. Although wikis are easy to use, that doesn't mean everyone in a group will commit to their use with similar enthusiasm. See commitment, readiness.

TIDEWATCH (Before & After School Care)

Riverview Charter School's TIDEWATCH program includes **T**ime for **I**nvestigation, **D**iscovery and **E**nrichment opportunities **W**hile participating in programs **A**fter **T**raditional **C**lassroom **H**ours. TIDEWATCH provides onsite before and after school care that combines learning opportunities that support the vision of the school with meaningful programs that engage students and build a strong sense of community. Expert instructors facilitate the programs that are offered and the experiential philosophy embraced by Riverview is also vital to TIDEWATCH. Program offerings focus on components identified as integral to the vision of Riverview in its charter: service-learning, healthy living, environmental stewardship, art infusion, global awareness/respect for diversity, technology, social/emotional wellness, and community partnerships.

TIDEWATCH Behavior Policy – Three Strike Rule

TIDEWATCH is committed to maintaining a safe, respectful, and structured environment for all participants. In order to ensure consistency and fairness, the program follows a **Three Strike Policy** regarding behavior.

Strikes may be issued for repeated or serious misconduct that falls under the following categories:

Respect for Others – including, but not limited to, bullying, harassment, use of inappropriate language, or any behavior that demeans or intimidates another individual.

Respect for Safety – including, but not limited to, physical aggression, fighting, or any conduct that jeopardizes the physical or emotional safety of self or others.

Respect for Rules and Authority – including, but not limited to, refusal to follow staff directions, disruption of program activities, or disregard for established rules and expectations.

After the accumulation of **three (3) strikes**, a student will be **dismissed from the TIDEWATCH program for the remainder of the school year**.

Personal Property

Students bring personal property to school at their own risk. Riverview, its faculty and staff are NOT responsible for any damaged, missing, or stolen personal property.

Should a student need to make a phone call while at TIDEWATCH, s/he must receive permission from a Riverview TIDEWATCH staff member and will be directed to use one of the school's landlines to make the call. Parents who need to contact a student while s/he is at TIDEWATCH should also call the main office.

Enrollment Procedures

To enroll your child in the TIDEWATCH before or after school program, please visit Riverview Charter School's website at www.riverviewcharterschool.org and find the enrollment form under the TIDEWATCH link.

After School Care Rates

- **Option 1: Full-Time After School Care until 5:30 p.m. - $85.00 per student/week**
  - Full-time is considered attendance for 5 days per week. Should you choose to participate in Enrichment Classes, the cost of those classes (excluding instrument rental and/or books) is included in your tuition of $85/week. Priority for the Enrichment Classes are given to Full-Time After School Care participants. **Tuition due in full every Friday.**
- **Option 2: Drop-In Care 3:00 p.m. – 5:30 p.m. - $18 per student/day**
  - This is for those times when occasional care is needed. Please remember to notify the Front Office, the TIDEWATCH Director, **and** your child's homeroom teacher before 1:00 p.m. on the day(s) when your child will "drop-in" to TIDEWATCH. **Payment for drop-in care is calculated on Monday and is based on the previous week. The balance must be paid in full by the following Friday.**
- **Option 3: Enrichment Class(es) - $18 per student/day**

TIDEWATCH offers a variety of after school enrichment classes. Families can sign up for enrichment classes for each trimester. A Google Form is shared with families to make their selections for each trimester. The Google Form must be completed for each of the trimesters to ensure your child is placed in the correct enrichment class.

Morning Care Rates

Morning Care - $4.00 per student/day

Morning Care is offered, as a **paid** service, starting at 7:15 a.m. daily. Students may participate in quiet games, activities, read, and/or complete homework prior to being released for school at 8:12a.m.

Families should refrain from dropping their child(ren) off before 8:12a.m. if their child(ren) is/are NOT enrolled in Morning Care. Morning Care staff are not responsible for the supervision of students that are not enrolled in the Morning Care program. Dropping a child or children off that are not enrolled in Morning Care presents a safety and security risk. Riverview Charter School has the authority to request a meeting with families that are out of compliance with this policy.

Attendance

Your payment obligation is based on the schedule you choose along with any selected Individual Enrichment Program fees, not the actual hours of attendance. All Individual Enrichment Program fees will be charged based on contracted days including missed days due to illness, parent vacations, etc. No refunds or deductions can be made for days your child is absent.

Termination of Services

Families are required to provide two (2) weeks written notice if they wish to change their child's TIDEWATCH schedule or withdraw from TIDEWATCH.

The two (2) week notice period will enable TIDEWATCH to fill the vacancy and therefore minimize any possible loss of income. This is one of the ways in which we can reduce our cost and maintain our affordable tuition for Riverview families. Families are obligated to pay fees associated with Enrichment Class(es) for one (1) full trimester. Termination of this obligation may be waived if there is a wait list in the particular Enrichment Class you wish to withdraw from.

Payments

Invoices for the previous week will be sent via Procare every Monday. Full payment is due by that Friday.

All TIDEWATCH participants must enroll in auto-draft. Auto drafts will occur each Friday. Drafts will not occur for accounts with a positive balance. A Credit Card is required to register and for continued use of the TIDEWATCH program to include Morning Care.

It is vital for families who are finding it difficult in meeting their financial obligations, to discuss the matter immediately with the TIDEWATCH Director so an alternate payment arrangement can be made. Any such arrangement will remain confidential.

Overdue Account Procedures

When a student enrolls in TIDEWATCH it is a requirement that a Credit Card Account be provided. TIDEWATCH will attempt to collect payments (including fees) from the account on file, according to the payment schedule. Parents/Guardians are responsible for ensuring that the Credit Card details provided are up to date, accurate and are required to notify the TIDEWATCH Director, should Credit Card details change. You may update this information yourself via the parent portal.

Students with delinquent accounts are not permitted to attend ANY TIDEWATCH program regardless of which program fees are delinquent.

Overtime Rates and Late Fees

Late Pick-up Fee: $1.00 per minute after 5:30 p.m.

One late pick-up is granted (must have a legitimate reason and may not exceed 5:45p.m.) without a late fee charge. After the one late pick-up has been used, late charges will be assessed for tardiness. This policy is strictly enforced. Habitual late pick-ups will result in termination of services.

If a child has not been picked up by 6:00 p.m., emergency personnel will be contacted.

Late Payment Fees

TIDEWATCH requires all tuition and fees to be paid in full and on time. Failure to make timely payments will result in the following steps:

- First Occurrence: A conversation with the TIDEWATCH Director, Whitney Cowins, to address the late payment.
- Second Occurrence: A mandatory meeting with the TIDEWATCH Director to discuss the reason for the late payment and to create a plan of action.
- Third Occurrence: Removal of the student from the TIDEWATCH program (before and after school care) for the remainder of the school year.
    - Important Note: If a child is removed from the program due to three late or missed payments, or because of outstanding balances, the family must pay all outstanding

balances in full before becoming eligible to re-enroll in TIDEWATCH for the following school year.

Dishonored Payments: If a Credit Card draft amount declines for any reason, TIDEWATCH will attempt to collect the balance starting on the following business day and will attempt daily until all fees are collected or an alternate method for payment has been arranged with the TIDEWATCH Director.

Financial Aid

- The TIDEWATCH Scholarship Program is designed to provide Riverview families with financial assistance to ensure access to high-quality, full-time after school care. In keeping with Riverview's mission, TIDEWATCH combines engaging educational opportunities with meaningful programs that foster student growth, social development, and a strong sense of community.
- **Eligibility**
  Scholarships are available **only for full-time care**. Families seeking financial assistance for Morning Care or Individual Enrichment Programs are not eligible for TIDEWATCH scholarships.
- **Award Amount**
  The maximum scholarship available is **50% of tuition costs for all families**. Awards are granted based on financial need and the availability of funds, with the goal of ensuring that TIDEWATCH remains accessible to as many families as possible.
- **Application Process**
  Families interested in applying for financial assistance must complete the **USDA form** on their **Wordware account** so that eligibility can be verified for free and reduced lunch. Scholarships are awarded on a **first-come, first-served basis**.
- **Determination of Awards**
  Financial aid decisions are made by the TIDEWATCH Director using a needs-based priority system. Families who do not qualify for free and reduced lunch programs are still encouraged to apply. All awards are contingent upon the availability of program funds.
- **Delinquent Accounts**
  Families with delinquent accounts will **lose their scholarship for the remainder of the school year**. Maintaining an active, current account balance is a requirement for receiving financial assistance.
- **Budget Limit**
  In accordance with Riverview policy, the total of all scholarships awarded may not exceed **10% of the TIDEWATCH budget per trimester**. This ensures the sustainability of the program and allows equitable access for all eligible families.
- **Final Decisions**
  All scholarship decisions made by the TIDEWATCH Director are **final**. Families will be notified of awards prior to the start of the session, and decisions are binding for the duration of the awarded period.

Scholarship Priority of Needs Criteria:

Applicants meeting the Free/Reduced Lunch standards are prioritized based on the following criteria (1-6):

i. SINGLE PARENT STATUS:
   1. Full time employed
   2. Part-time employed and part-time student
   3. Full-time student

ii. DUAL PARENT STATUS:

1. Both parents employed (full-time)
2. Both parents are students (full-time)
3. Combination of employed or student (full-time)

iii. SINGLE PARENT STATUS:
1. Part-time employed or student

iv. DUAL PARENT STATUS:
1. One parent employed (full or part-time)

v. SINGLE PARENT STATUS:
1. Unemployed and not a student

vi. DUAL PARENT STATUS:
1. Both parents are unemployed and are not students

(Priority within the categories will go to those families with the least amount of gross total household income per household member).

TIDEWATCH Check-Out

All students must be checked out upon conclusion of their after school program or by 5:30 p.m. via the Main Entrance. A face-to-face check out between the parent or authorized adult and a TIDEWATCH staff member is mandatory for a student to be released.

Students can only be released to the individuals listed on their school carpool authorization form of their online TIDEWATCH registration form. Parents may update this information as needed via the parent portal. Persons under the age of 16 are not permitted to collect children from TIDEWATCH. Staff will request photo identification from individuals whom they do not recognize as routinely picking up students.

The TIDEWATCH staff may refrain from releasing a student into the care of the authorized adult if he or she feels that the adult is under the influence of alcohol or drugs or if the staff member feels the adult is impaired and the health, safety, and well being for the student is in question. The authorized adult shall make alternate arrangements for transportation and/or care of the student to satisfy the release of the student from TIDEWATCH at the time of pick up.

Student Council

The mission of Riverview Charter School's Student Council is to provide students with leadership opportunities that emphasize ethics and integrity, encourage school spirit within and among classes, serve as a liaison between students and faculty, and enhance the quality of education by involving the student body in activities, athletics and programs that build citizenship, encourage self-esteem and serve both the local and global community.

Riverview Charter School Council members will learn life-long skills such as public speaking, networking and organization.

Behavioral and Academic Expectations for Student Council Officers:

Students who wish to run for office must have a minimum of B average overall (for ALL classes including Specials for the previous Trimester) and must submit two letters of recommendation to the Council Advisors from adults who are not their Parent(s)/Guardian(s) of the candidate.

* Third Trimester grades will be used in determining eligibility for participation during the Fall.

- Riverview Charter School Student Council Members are expected to attend all meetings. Three missed meetings will result in removal from the Council. If a student has an excused absence from the whole day of school, the meeting absence will be waived.
- Student Council Members will have no incidents of In-School or Out-of-School suspension and failure to meet these behavioral expectations will result in immediate dismissal from the Council.
- Student Council Members will abide by all meeting rules and will treat all members of Council with respect. Persistent failure to do so will result in disciplinary action and possible removal from the Council upon the recommendation of the Council Advisors and at the discretion of the Executive Director.
- Student Council Members will conduct themselves on campus and during school events in accordance with school policy and failure to do so will result in disciplinary action and possible removal from the Council upon the recommendation of the Council Advisors and at the discretion of the Executive Director.

National Junior Honor Society

The purpose of National Junior Honor Society (NJHS) is to create enthusiasm for scholarship, to stimulate the desire to render service, to promote leadership, to develop character, and to encourage citizenship in the students of Riverview Charter School.

The Riverview Charter School Chapter of the National Junior Honor Society shall be under the sponsorship and supervision of the National Association of Secondary School Principals (NASSP), 1904 Association Drive, Reston, VA 20191-1537, a 501(c)(3) not-for-profit association.

Membership in the National Junior Honor Society is an honor, and earned by students through the demonstration of exceptional leadership, scholarship, character, service and citizenship. Selection for membership is by application and through a majority vote of the Faculty Council each April.

A National Junior Honor Society member who transfers from another school and brings a letter from the former principal or chapter adviser to the new school adviser shall be accepted automatically as a member in the new school's chapter. Transfer members must meet the new chapter's standards within one semester in order to retain membership. Members who resign or are dismissed are never again eligible for membership or its benefits.

Additional information about NJHS, including chapter bylaws, can be found on the school's website at www.RiverviewCharterSchool.org

Student Athletics

Riverview Athletic Mission is to nurture the whole child by supporting the health and well-being of each of its students through athletic participation and distinction. Student athletes learn to extend Riverview's Core Values and strive for excellence beyond the school day as they develop and grow their talents by being disciplined through high-standards, cooperating with their teammates in order to reach a common goal, persevering through challenges, and by demonstrating respect and empathy towards others. Student athletes strive both on and off the field to represent their school with pride, dignity and solidarity.

Under SC state law, charter school students may participate in athletic programs at their zoned public school if the selected sport is not offered at the charter school they are attending. Students seeking to take advantage of this opportunity must complete a waiver (provided by BCSD) which also requires the signature of the charter Executive Director. Waiver forms can be left in the Front Office for the Executive Director's review and signature, and picked up the following day. Please allow at least 24 hours for waiver forms to be reviewed and completed.

General:

- All athletes must meet all eligibility requirements;
- All athletes must have permission to participate by parent or guardian;
- All athletes must have a current medical examination by a physician on file at the school. An exam is considered current for a period of one year from the date of the exam;
- All athletes must abide by the training and participation rules established by the coach(es);

Eligibility:

All students currently enrolled in 6th, 7th and 8th grade are eligible to participate in Riverview athletics, insofar as they meet all of the eligibility requirements listed below.

Academic Eligibility:

Fall Athletics:

In order to try-out for a Fall sports team, 7th and 8th graders must have a 78 cumulative average (or better) across all four (4) core content classes and cannot have a 60 or below in any class for the third trimester of the previous year. 6th grade students are not required to meet this criteria for Fall sports since they do not receive grades during their 5th grade year.

Winter and Spring Athletics:

In order to try out for a Winter and/or Spring sports team, all students must submit a completed Progress Report to the Athletic Director prior to the first day of try-outs. In order to try-out, a student's progress report must reflect a 78 cumulative average (or better) across their four (4) core content classes and cannot have a 69 or below in any class. Progress Report forms will be available from the Athletic Director.

Academic Progress Reports during the season:

The week before the first competition and every two weeks thereafter, the Athletic Director shall conduct an academic grade check of all athletes. If a student has a 77 or lower cumulative average across their four (4) core content class and/or a 59 or lower in any class, they will be placed on Academic Probation. (See Academic Probation below.)

Academic probation:

Student athletes will be on probation until such time as the next grade check (conducted every two weeks during the season) establishes that they have an 78 cumulative average (or better) across their four (4) core content classes and that all of their grades are a 60 or better.

Students on academic probation may practice with their team but may not participate in any competitions.

Student Discipline:

It is the philosophy of Riverview Charter School that all athletes are students first. If students cannot adhere to the school's discipline code in the academic environment, he/she cannot participate in school athletics without consequences. Referrals to the administrative Leadership Team that results in disciplinary consequences will, at a minimum, be considered by Coaches as a part of try-outs and/or make a student athlete ineligible to participate in the next scheduled competition. Depending on the circumstance, additional consequences may include, but are not limited to: not being selected to participate on a team, suspension or dismissal from a team, loss of sports award or recognition as a team member, forfeiture of a leadership role on the team or other penalties at the discretion of the Executive Director upon recommendation by the Athletic Director.

Athletes who are suspended in or out of school more than once during an athletic season will be immediately dismissed from the team.

Try-Outs

Each sports team will be given 3 days for try-outs, and students must participate all 3 days except with prior permission from the Athletic Director due to significant and extenuating circumstances. Coaches will select team members based on skill, attitude and leadership, and a Coach's decision is final. It is at the Coach's discretion as to how many student athletes make up a given team and whether cuts need to be made. Teams will be selected through private and individual conversations with the Coach at the end of the last day of try-outs. Selection to a team in a prior year does not guarantee placement on the team in subsequent years.

If there is a conflict with students playing another sport for Riverview, try-outs will be held once that season has ended. This ensures all student athletes try-out at the same time and are given an equal opportunity to make the team.

Dressing Up On Game Days

Student athletes will be issued a "game day shirt" to wear to School on competition days. Students playing sports for district schools are authorized to wear their team jersey on game days.

Code of Conduct

Students participating in a team sport are representing the School, their families, and the community. Participation in school athletics is a privilege, not an entitlement, and players who violate school rules, which are in effect during the time the athlete is participating in practice, play or travel, he/she will face disciplinary action.

Additionally, if a student-athlete is ejected from a game/meet, they must meet with the Coach and Athletic Director the next day.

Consequences for violating school rules and/or being ejected from a game/meet will, at a minimum, be suspension from the next scheduled game/meet. Depending on the circumstance, additional consequences may include, but are not limited to: suspension or dismissal from the team, loss of sports award or recognition as a team member,

forfeiture of a leadership role on the team or other penalties at the discretion of the Executive Director upon recommendation by the Athletic Director.

Athletic Code of Ethics:

- Officials, coaches, opponents and teammates will be treated with respect at all times, on and off the field;
- Victory will be accepted modestly, defeat gracefully and a Riverview athlete never quits;
- Athletes will, at all times, control his/her emotions and never argue with an official;
- Decisions will be accepted as they are made and athletes will abide by them;
- Athletes will keep physically and mentally fit and agree to observe all training rules set by his/her Coach;
- Athlete will never conduct him/herself in a manner unbecoming of a gentleman or lady;
- Riverview athletes will never use profanity, whether in school, at games or at practice;
- No athlete will instigate or willfully involve him/herself in a fight with the opposing team.

Concussions:

Student athletes and their parents will be required to review and sign a Student-Athlete Concussion Acknowledgement Statement prior to each season.

Field Trips

Fieldwork is an essential component of curriculum design at Riverview Charter School. All students should be offered an opportunity to participate at each grade level in an educational experience outside the school campus.

Field Trip Policy: **Students should wear a green Riverview shirt and khaki or navy bottoms while off campus**, unless otherwise approved by the Executive Director or their designee. **If a student arrives at school in uniform instead of a green Riverview shirt, if time permits, call the parent to see if a shirt can be brought to the student. Students can also purchase a shirt from the main-office.** Students arriving after the class have left the campus, students who have not paid in advance for the fieldwork, or students without a signed permission form must remain at the school. **All payments and permission forms must be completed and turned in within 48 hours of the field trip.** Students should be reminded that all RCS rules and procedures should be adhered to off-campus. Failure to do so may result in the student receiving a disciplinary referral.

Students are responsible for up to $30.00 of costs associated with a single day field trip with the school covering all costs in excess of $30.00/student.

Riverview does offer financial assistance for Fieldwork, and requirements for eligibility are as follows:

- Student(s) must be currently approved and receiving Free or Reduced Price Lunches at Riverview;
- Students who currently receive Free Lunches will receive a 75% discount on the cost of field trips up to a total of $50 per student per school year;
- Students who currently receive Reduced Price Lunches will receive a 50% discount on the cost of field trips up to a total of $50 per student, per year.

Chaperones are limited to 2 chaperones/20 students unless otherwise noted on the permission slip. Chaperones must:

- Have completed a Volunteer Interest Form, requisite background check and have completed a Volunteer Orientation prior to participating as a chaperone.

- Supervise the fieldwork experience in its entirety, including riding the bus to and from all fieldwork experiences.
- Support and abide by all RCS rules as well as the teachers' disciplinary guidelines.

Attendance on all field trips is limited to Riverview students who are enrolled in the grade level(s) for which the field trip is intended, and Parents/Guardians who are serving as chaperones.

Being mindful of student safety, parents, grandparents, siblings, etc. may not participate in a fieldwork experience they are not chaperoning.

Additional conditions, as determined by the Executive Director, may be required for overnight trips.

Important Resources

This section provides links to essential resources and contacts within the company.

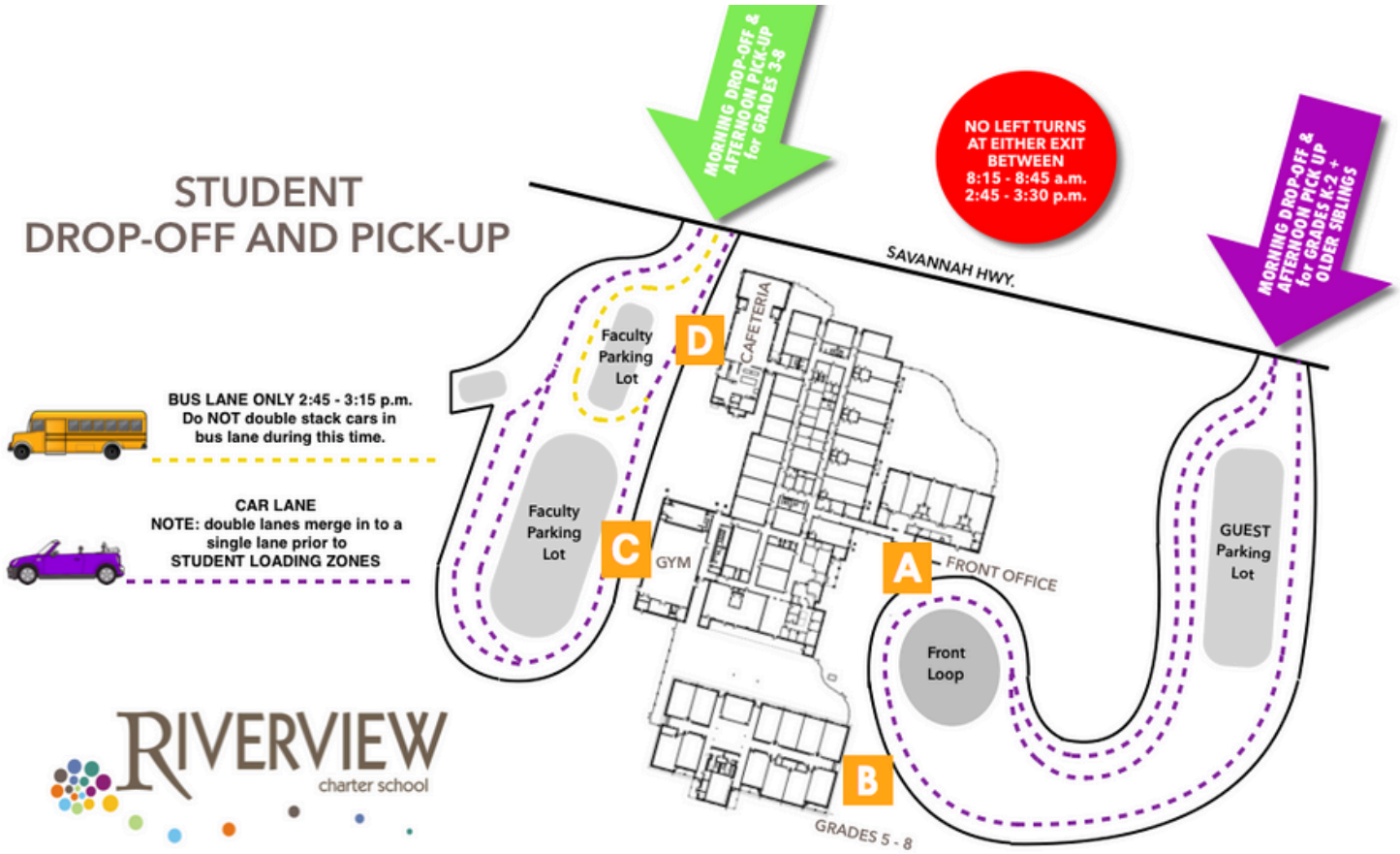
- **Executive Director:** Davontae Singleton
  - Davontae.singleton@riverviewcharterschool.org
- **Academic Leadership:**
  - Jenna Gow: Director of Lower Grades
    - jenna.gow@riverviewcharterschool.org
  - Karen Miller: Director of Upper Grades
    - karen.miller@riverviewcharterschool.org
  - Nan Burvenich: Director of Academics
    - nan.burvenich@riverviewcharterschool.org
- **IT Support:** Kevin McGuire, Chief Information Officer
  - kevin.mcguire@riverviewcharterschool.org
- **School Social Worker:** Heidi Van Esselstyn
  - Heidi.vanesselstyn@riverviewcharterschool.org
- **School Counselors:**
  - Janikqua Reed
    - janikqua.reed@riverviewcharterschool.org
  - Ashton Forrest
    - Ashton.forrest@riverviewcharterschool.org
  - Jenifer Keller
    - Jen.keller@riverviewcharterschool.org
- **Human Resources:** Daniel McKeown, Director of Business Operations & HR
  - daniel.mckeown@riverviewcharterschool.org
- **School Website:** www.riverviewcharterschool.org
- **School Phone:** 843-379-0123
- **School Fax:** 843-379-0133
- **School Email:** frontoffice@riverviewcharterschool.org
- **Accreditation:** RCS is Accredited as outlined in the South Carolina Charter School Accreditation guidelines.

Disclaimer

Riverview Charter School is a public charter school and does not discriminate on the basis of race, religion, gender, national origin or ethnicity in admission nor charge for enrollment. The school will administer all required state tests and comply with South Carolina educational requirements.

Appendices

Transportation Information



STUDENT DROP OFF AND PICK UP

ALL visitors enter/exit from entrance **A** *(Front Office) ONLY.*

MORNING DROP OFF:
8:15 a.m. - 8:30 a.m.

Drop-off location is based on the YOUNGEST child in a carpool

ENTRY A GRADES K-2 + OLDER SIBLINGS

ENTRY C GRADES 3-8

ENTRY C MORNING CARE (until Labor Day)

ENTRY D MORNING CARE (after Labor Day)

- *For student safety, students must wait in their cars until greeted by a faculty member at 8:15 a.m.*
- *School begins promptly at 8:30 a.m.*
- *Students dropped off prior to 8:15 a.m. must check-in at Tidewatch Morning Care.*
- *Students arriving after 8:30 a.m. must be signed in by a parent in the Front Lobby.*

AFTERNOON PICK UP:
3:05 p.m. - 3:25 p.m.

Pick up location is based on the YOUNGEST child in a carpool

EXIT A GRADES K-2 + B OLDER SIBLINGS (5-8th)

EXIT C GRADES 3-8

EXIT A TIDEWATCH

- *All members of your carpool will dismiss at the location of the YOUNGEST child in your carpool.*
- *Students not picked up by 3:30 will be directed to the Front Office and parents will be called.*

ANNUAL PPRA NOTICE

Dear Parent/Guardian:

This letter is to provide you with the required annual notification of your rights under **the Protection of Pupil Rights Amendment (PPRA)** and to offer you an opportunity to opt out of your child's participation in surveys that ask questions from any of PPRA's protected areas.

Parental inspection of certain materials.

Parents of Riverview Charter School students have the right to inspect all instructional materials including teacher's manuals, films, tapes or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any applicable program.

The school will make the materials available for inspection at appropriate locations.

The school will not require any student as part of any applicable program to submit to a survey, analysis or evaluation that reveals information concerning items prohibited by law cited in the references below.

The school will give parents and students effective notice of their rights under the law.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;

2. Mental or psychological problems of the student or student's family;

3. Sex behavior of students;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or parents; or

8. Income, other than as required by law to determine program eligibility.

Receive notice and opportunity to opt a student out of —

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student except for hearing, vision, or scoliosis screenings, or any physical exam or screening pertinent or required State law; and

3. Activities involving collection" disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use —

1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional materials used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Riverview Charter School has adopted policies to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Riverview Charter School will directly notify parents of these policies at least annually at the start of each school year and after and substantive changes. Riverview Charter School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Riverview Charter School will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

If you have any questions or concerns regarding this letter of notification, please do not hesitate to contact my office at your earliest possible convenience.

Sincerely,

Davontae Singleton

Legal references:

20 U.S.C. Code, Section 1232h, as amended:

SEC.439.

(a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

b) No student shall be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning--

(1) political affiliations;

(2) mental and psychological problems potentially embarrassing to the student or his family;

(3) sex behavior or attitudes;

(4) illegal, anti-social, self-incriminating and demeaning behavior;

(5) critical appraisals of other individuals with whom respondents have close family relationships;

(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

(7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

(c) educational agencies and institutions shall give parents and students effective notice of their rights under this section

(d) The law also requires that parents or guardians be allowed to inspect any instructional materials (teacher's manuals, films, tapes, etc.) which will be used in connection with any survey, analysis or evaluation, whether or not it is one requiring prior parental consent. The PPRA requires schools receiving federal funds to establish policies, in consultation with parents, regarding (l) the right of parents to inspect surveys or instructional materials before they are distributed, (2) the administration of physical examinations or screenings of students, and (3) the collection or use of student personal information for the purpose of marketing or selling that information (except where collection is for the purpose of developing or providing educational product or services). Schools must provide parents with reasonable notice of the adoption and use of these policies.

(e) The PPRA also requires that schools notify parents at least annually at the beginning of the school year of the specific or approximate date that the following activities will take place:

- The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information.
- The administration of a survey for which parental consent is required;
- Any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, and not required to protect the immediate health and safety of students.
- Parents and guardians also must be notified that they can opt their child out of participating in any of these activities.

The clear intent of this law is to give parents and guardians control over their children's participation in school-sponsored activities aimed at gathering information about the child or his family. Attempts to avoid these requirements by labeling the activity "curriculum" plainly undermine the purpose of

protecting child and family privacy. Parents, guardians or students who believe their rights under the PPRA have been violated should contact The Rutherford Institute's Legal Hotline at legal@rutherford.org or call us at (434) 978-3888.

Additional information on the Protection of Pupil Rights Amendment is available from the U.S. Department of Education at www.ed.eov/policy/een/suid/foco/ppm/index

ANNUAL FERPA NOTICE

Dear Parents/Guardians:

This letter is to provide you with the required annual notification of your rights under the Family Education Rights and Privacy Act (FERPA).

General provisions

A student's "education records" are those records directly related to a student and maintained by the school or a party acting for the school. "Parent" refers to a parent, a legal guardian, a person acting as a parent, a surrogate appointed in accordance with laws regulating programs for disabled students or a student who is 18 years of age or over, or a student who is attending an institution of postsecondary education on a full-time basis.

Whenever a student is 18 or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student unless the school district has received notice that a court has awarded legal guardianship beyond the age of majority. The school will document such notice.

In maintaining student records, the schools will follow applicable state and federal regulations.

Location of the student records

The school or the district office (if a student is no longer enrolled) will maintain a cumulative record folder that contains directory information, scholastic information, standardized test data, health records and other similar information. This cumulative record will include, but not be limited to, the following information: standardized testing results, report cards, special education and ESOL information, prior school records, RCS student enrollment packet, field trip consent, as well as other appropriate information as determined by the Executive Director. Portions of the record may be in hard copy form and some in electronic form.

Except as provided in paragraph 4 of this section, the school maintains copies of psychological reports and related records if the school has given psychological evaluations to the student as follows.

The appropriate personnel in the school office and/or the appropriate school will keep records concerning students who have had administrative hearings.

Once a student graduates, the district files the student's records in the high school. If a student drops out of school before graduation, the school will file his/her records.

Directory information

Schools will treat each student's education records as confidential and primarily for local school use. The exception to this rule is for directory information, which includes the following information about a student:

- Name
- Address
- telephone number
- date and place of birth
- participation in officially recognized activities and sports where appropriate
- weight and height of members of athletic teams
- dates of attendance
- diploma or certificate and awards received
- the most recent previous educational agency or institution attended by the student
- other similar information

The school will not release directory information to any person or agency for commercial use. The school expects its employees to use good judgment in releasing directory information so it serves the best interests of the student.

Within 15 days after the annual distribution of notification of privacy rights, the parent or legal guardian of the student or the eligible and currently enrolled student has the right to refuse to permit the designation of any or all of the categories of personally identifiable information as directory information. The parent/eligible student's notification must be in writing. The written notification will become part of the student's education record. the Executive Director of the school the student is attending is responsible for notifying appropriate personnel of the request and filing the request in the student's cumulative folder .

Release of school records

The Family Education and Privacy Act of 1974 requires the following procedures in the release of school records.

- The school cannot release school records to any person or agency (employer, government agency, etc.) without the written consent of a student's parent or legal guardian. If the student is 18 years of age, he/she may sign for the release of his/her records
- The school will release school records, without prior written consent of parent or legal guardian or eligible student, to officials of other educational institutions in which the student seeks or intends to enroll. The school will notify the student's parent or legal guardian of the transfer only if he/she has requested this exception to the school policy.

Records made by an employee

A school employee's personal records on a student are not part of the student's education record as long as that person keeps the notes solely for his/her own use and maintains them separately from the school files.

A substitute who performs the employee's duties on a temporary basis may use these personal records. However, the employee may not pass the records on to a successor.

Management of records

The school will protect the confidentiality of personally identifiable data on children during collection, storage, disclosure and destruction.

School personnel, school psychologists under contract with the School and other eligible state and federal employees who need the records to carry out their assigned duties and who have a legitimate educational interest will have access to or may receive information from the education records. the Executive Director will maintain a current list of such individuals. The school will also give access to parents or legal guardians and eligible students as provided below.

Students transferring to another school

When a student transfers from Riverview to a school outside the district, the school will send a copy of the student's record to the receiving school.

Disclosure (except for directory information)

The school has the right to disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is immediately necessary to protect the health or safety of the student or other individuals.

The school will require a written request or consent from a parent or legal guardian or eligible student for each act of release of information. Blanket authorization for release of information is not permissible. Written requests or consent will include the types of information to be released, the purpose(s) for the disclosure, the parties or class of parties to whom the disclosure may be made, the date signed and the signature of the parent or legal guardian or eligible student.

The school will not require prior consent for disclosure when state and federal officials request the information as authorized by statutes or regulations implementing statutes.

The school will not require prior consent to disclose information to organizations conducting studies for, or on behalf of, the district for the purpose of developing, validating or administering predictive tests, administering student aid programs and improving instruction as long as students and/or their parents are not personally identified and the records are destroyed when no longer needed for the prescribed purpose.

The school will not require prior consent when disclosing information to accrediting organizations in order for them to carry out his/her accrediting functions.

The school will not require prior consent when disclosing information in order for the school to comply with a request from a judicial order, a lawfully issued subpoena, or a family court judge or his/her duly authorized representative acting in an official capacity.

Except as provided elsewhere in these regulations, the school district will keep a record of disclosures not authorized by the parent, eligible student or these regulations.

The student's cumulative folder, will provide the following information:

- the name of the party receiving the information:
- the data released
- the legitimate purpose for which the data was requested

Annual notification of rights

Each school will distribute annual notice of privacy rights to parents or legal guardians and eligible students in attendance at the time of notification.

Request for inspection

Anyone who wants to inspect the records must make the request for inspection (or an explanation or interpretation) of a student's record to the Executive Director of the school in which the student is enrolled or where the record is housed.

the Executive Director or designated school administrators will set a time and place for the inspection of such records within a reasonable period of time, but in no case more than 45 days after the request has been made. If a hearing concerning the student is pending, the employee will honor the request for inspection of the student's record prior to the hearing.

At the inspection, the principal will have appropriate personnel available to interpret information on the records.

The school is responsible for the maintenance of each student's record. Therefore, school personnel are not to turn the original record or microfilmed copy of a record over to any person or organization unless they have a specific, written judicial order for such action.

If the parent or legal guardian or eligible student believes that the information in the education record is inaccurate, misleading or violates the privacy or other rights of the student, he/she can request an amendment to the record. The school official receiving the request will either amend the record, if appropriate, or notify the parent or eligible student within 15 working days in writing that the request is denied and that he/she has the right to request a hearing as provided below.

Each parent of a child has the right to inspect and review the child's record unless the school has written evidence that there is a legally binding instrument or a court order governing such matters as divorce, separation or custody which provides to the contrary. The same applies to parental requests for disclosure to other individuals and to organizations.

A parent or an eligible student has the right to give written authorization for a representative to inspect and review the education records of the student.

Hearings to challenge information in student's records

Parents or eligible students will make requests for hearings to the Executive Director where the record is housed. the Executive Director or his/her designee may conduct the hearing.

The Executive Director will set a date, time and place for the hearing and notify the requester in writing of the date, time and place. the Executive Director will establish the hearing date within five working days of receipt of the request. the Executive Director must mail written notice of the hearing to the parent or eligible student at least 10 days prior to the hearing.

A school official who does not have a direct interest in the outcome will conduct the hearing.

At the hearing, the Executive Director will try to have the person present who has entered the information in question if the person is known and reasonably available. The parent or student who requested the hearing will have the right to question that person if present and be able to show evidence that would correct inaccurate, misleading or otherwise inappropriate information. Such evidence will become a permanent part of the student's record.

The parent of the student or the eligible student will have a full and fair opportunity to present relevant evidence, and may be assisted or represented at their expense by legal counsel.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it will inform the parent or eligible student in writing that he/she has the right to place in the education record a statement commenting upon the information in the record and/or setting forth any reasons for disagreeing with the decision. Any such statement must remain with the record as long as the contested portion remains in the record. Disclosure of the contested portion must include the statement of the parent or eligible student.

The school will send its decision (including a summary of the evidence), the reasons for the decision and the right to a judicial appeal in writing to the parent or eligible student within five working days after the conclusion of the hearing. The school district will base its decision solely on evidence.

Destruction of education records

The school district may destroy data which are no longer needed for providing direct educational services as long as the following conditions apply:

- There is no outstanding request to inspect and review the education record.
- The School keeps the record of disclosures as long as it maintains the education record to which it relates.
- The data do not concern the referral, evaluation, staffing and placement of a handicapped student or a student suspected at one time of having a handicap. Such data will be sent to the office of programs for the handicapped when no longer needed for providing direct educational services to a student.

No one may remove the following items from a student's cumulative record at any time:

- name (last, first and middle), also the preferred name (nickname)
- date of birth (verified) along with the sex and ethnic background, social security number
- address and telephone number
- names of parents and/or legal guardians
- health record, including surveys for vision, speech and hearing
- all standardized test scores
- attendance and scholarship record card
- special services documentation where appropriate
- appropriate correspondence with parents
- criminal record (if convicted of certain crimes)
- proof of residency
- legal documents

Special services documentation

Special services documentation is to remain in a student's cumulative record until graduation, even if the student is not enrolled in a special program. Correspondence with parents should be reevaluated and thrown away after five years. Any materials relating to a child's preschool and kindergarten experiences should be sent home after second grade.

The Family Educational Rights and Privacy Act Office

Parents and eligible students have the right to file written complaints concerning alleged violations of the Family Educational Rights and Privacy Act. Written complaints should be sent to the following address.

The Family Educational Rights and Privacy Act Office

Department of Education

330 Independence Avenue, S. W.

Washington, DC 20201

This office has the responsibility for investigating, processing and reviewing alleged violations. This office will refer appropriate cases to a review board for adjudication. If you have any questions or concerns regarding this notification, please do not hesitate to contact my office at your earliest convenience.

Sincerely,

Davontae Singleton

Executive Director

Athletic Policy Documents

Athletic Policy Agreement (sample for reference)

I have read Riverview Charter School's Athletic policies as well as the school's Student Behavior Code, and I agree to follow all of the rules as a student athlete at Riverview Charter School. I understand that failure to abide by all of the applicable rules could result in disciplinary measures including dismissal from the team.

I give permission for my child, _____, to participate in student athletics at Riverview Charter School.

Additionally, as the parent(s) of a Riverview Charter School student athlete I pledge to follow the school's Parent's Code of Conduct as follows:

- I will remember that youth sports are played for fun and will remember that games are played for the youth and not for the adults;
- I will help my child learn that success is measured by the development of skills, not winning or losing;
- I will place my child's emotional and physical well being ahead of my own personal desire to win;
- I will be a "team" fan, not a "my child" fan;
- I will show appreciation for an outstanding play by either team;
- I will do my best to understand and appreciate the rules of the contest;
- I will insist my player treat other players, coaches, officials, and fans with respect, and I will be a role model for my team by doing the same;
- I will reinforce the school's drug and alcohol free policies and refrain from use alcohol and other drugs before or during contests and remind other parents to do the same;
- If I have a concern, I will talk to the coach at the appropriate time and place, i.e., never before, during, or immediately after a contest.
- I understand that I will be suspended, without warning, from attendance at school athletic practices and events (including games, recognition ceremonies, etc.) for any violation of this Parent's Code of Conduct.

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Student-Athlete Concussion Acknowledgment Statement (SAMPLE FOR REFERENCE)

I, _____, understand that it is my responsibility to report all injuries and illnesses, including a possible concussion, to my athletic trainer and/or coach.

I have read and am aware of the following information:

i. A concussion is a brain injury that can affect my ability to perform everyday activities and affect reaction time, balance, sleep, and classroom performance;
ii. I cannot see a concussion, but I might notice some of the symptoms right away. I understand other symptoms can show up hours or days after the injury;
iii. If I suspect a teammate has a concussion, I am responsible for reporting the injury to my head coach or athletic trainer;
iv. I understand I cannot return to a game or practice if I have received a blow to the head or body that results in concussion-related symptoms;
v. Following a concussion, I understand that the brain needs time to heal. I understand that I can only return to practice or play after at least 24 hours and with written permission from a health care professional;
vi. In rare cases, I realize that repeat concussions can cause permanent brain damage and even death.

I acknowledge that I have read and understand the above information regarding concussions, and accept these responsibilities to protect my well-being. If I have any questions, it is my responsibility to ask the athletic training staff or my coach.

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

WAIVER AND RELEASE FROM LIABILITY FOR PARTICIPATION IN EXTRACURRICULAR SPORTS/ACTIVITIES (SAMPLE FOR REFERENCE)

This waiver and release is entered into by _____ (hereinafter "Student"), _____ (hereinafter "Parent"), and Riverview Charter School.

Student's participation in _____ (extracurricular sport/activity) is voluntary and not required as a student of Riverview Charter School.

i. Parent hereby gives consent for the above named Student to participate and compete in Riverview Charter School's _____ (identify activity) program and travel with the school representative on authorized school trips.
ii. Student and Parent acknowledge that participation in _____ (sports/activity) includes risk of injury that may range in severity from minor to disabling to even death.
iii. Parent and student agree to release, hold harmless and indemnify Riverview Charter School, its employees, officers, agents, and volunteers from any liability, loss, cost, damage and/or expense of any nature, including all attorneys' fees and costs which Parent or Student may have or incur resulting, either directly or indirectly, from Student's participation in _____ (sports/activity).
iv. For purposes of this agreement, liability means all claims, demands, losses, causes of action, suits or judgments of any and every kind that arises from Student's participation in _____ (sports/activity).
v. Student and Parent further expressly agree that the foregoing release and waiver provisions are intended to be as broad and inclusive as is permitted by the law of the State of South Carolina, and that if any portion of it is held void, voidable, or unenforceable, the remaining portions shall remain in full force and effect.

The undersigned have read and voluntarily sign this release and waiver of liability and further agree that no oral representations, statements or inducements, apart from this agreement, have been made.

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Expulsion Hearing Procedures (sample for referenced)

1. The hearing shall be closed to the public unless the parent/legal guardian requests in writing that it be open.
2. **Record of the Hearing:** the Executive Director or his/her designee shall be responsible for making a record of any information orally presented at the hearing. This can be done by audio recording. the Executive Director should keep statements and any other written material presented during the hearing on file.
3. **Presentation of Statements and Records:** If statements signed by persons with personal knowledge concerning the student's misconduct have been acquired, the Executive Director or his/her designee is responsible for presenting those statements during the hearing. The student or his/her representative shall have the opportunity to present their own statements and records.
4. **Use of Witnesses:** The hearing shall consist of a review of the statements and records presented by the Executive Director and the student and the testimony of any witnesses appearing on behalf of either party. the Executive Director shall have the opportunity to question the student and the student, or his representative, shall have the opportunity to make a statement which need not be reduced to writing or filed with the Executive Director prior to the hearing.
5. **Examination of Witnesses/Statements:** the Executive Director, any administrator, the student, the parent/legal guardian, or the student's representative may question any witnesses and any witness statements about any matter relevant to the charge of misconduct and the proper disposition of the matter. the Executive Director has the authority to limit unproductively long or irrelevant questioning.
6. **Role of the Parent/Legal Guardian:** The parent/legal guardian should be present at the hearing and should have an opportunity to make a statement and to answer questions. Any such statement need not be filed with the Executive Director prior to the hearing. The parent/legal guardian shall be permitted to advise the student during the hearing.
7. **Adult Representation:** If the student or the parent/legal guardian believes the student's interests can be better protected by the presence of another adult in addition to the parent/legal guardian, the student may bring another adult to the hearing who may be an attorney. An attorney representing a student at the hearing shall be primarily present to ensure that the student's due process rights are not violated. Any adult representative shall be subject to these Discipline Hearing Procedures.

Title IX

I. **Purpose**. This Policy establishes the Board of Directors' and school Leadership's team expectation that the Riverview Charter School (RCS) be committed to creating and maintaining a learning and working environment that is free from unlawful discrimination based on sex in accordance with Title IX, which prohibits discrimination on the basis of sex in Education Programs or Activities and Title VII, which prohibits sex discrimination in employment. Sexual harassment and Retaliation under this Policy will not be tolerated by RCS, and are grounds for disciplinary action, up to and including, permanent dismissal from RCS and/or termination of employment. RCS takes all reported sexual misconduct and sexual harassment seriously. RCS will promptly discipline any individuals within its control who are found responsible for violating this Policy. Additionally, reported sexual misconduct, harassment, and retaliation that does not meet the definitions and jurisdiction of this Policy will be referred for review under the student or employee Code of Conduct.

A. Applicability: This Policy applies to students and employees as follows:

1. To Students: Where the Respondent is a student at RCS at the time of the alleged conduct, the alleged conduct includes sexual harassment under this Policy, the alleged conduct occurs in RCS's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in RCS's Education Program or Activity.

2. To Employees: Where the Respondent is an employee at RCS at the time of the alleged conduct, where the alleged conduct includes Sexual harassment under this Policy, the alleged conduct occurs in RCS's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in RCS's Education Program or Activity.

B. **Title IX Coordinator and Key RCS Title IX Officials**: The Title IX Investigator is RCS's administrator who oversees RCS's compliance with Title IX. The Title IX Investigator is responsible for the administrative response to reports and Formal complaints of sexual harassment. The Title IX Investigator is available to discuss the grievance process, coordinate supportive measures, explain RCS's policies and procedures, and provide education on relevant issues.

- Any member of RCS's community may contact the Title IX Investigator with questions. Title IX Investigator's contact information is as follows:

  Daniel McKeown, Title IX Investigator
  Riverview Charter School
  81 Savannah Hwy, Beaufort, SC 29906
  843-379-0123 Ext. 1040

- The Beaufort County School District (BCSD) Title IX Coordinator, Lakinsha Swinton, appoints investigators, decision makers, appellate decision-maker, and informal resolution facilitators who have roles in the formal grievance process more fully explained in Sections VI of this Policy.
- The Title IX Coordinator, Deputy Title IX Investigators, investigators, decision-makers, appellate decision-maker, and informal resolution facilitators will receive annual training in compliance with Title IX. All administrators in these roles willnot rely on sex stereotypes and will provide impartial investigations andadjudications of Formal complaints of Sexual harassment. All materials used to train these administrators will be publicly made available on BCSD's website in accordance with Title IX requirements.

- The Title IX Investigator, Deputy Title IX Investigators, investigators, decision-makers, appellate decision-maker, and informal resolution facilitators shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

C. **Notification:** RCS will use electronic/in writing for purposes of communication and notification under this Policy.

D. **Dissemination of Policy:** This Policy will be made available to all RCS administrators, faculty, staff, students, and families online at www.riverviewcharterschool.org.

E. **Effective Date:** The effective date of this amended Policy September 1, 2025.

F. **Retaliation and False Statements Prohibited:** Neither RCS nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

1. Alleged violations of Retaliation will be disciplined according to the student disciplinary policy or employee handbook.

2. Charging an individual with a violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Policy does not constitute Retaliation prohibited under Policy. However, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

G. **Amnesty:** RCS strongly encourages students to report incidents violating the Policy related to discrimination, harassment, sexual harassment, and related inappropriate conduct. RCS's primary concern is the safety of the members of the RCS community, and it encourages behavior that demonstrates care and concern for members of the community. Accordingly, RCS reserves the right to provide a reprieve from disciplinary actions for Complainants and other individuals who exhibit responsible and proactive behavior in reporting sexual harassment , sexual misconduct, sexual violence, or other prohibited conduct or for students acting as a witness during the formal grievance procedures. RCS may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

H. **Other RCS Policies**: This Policy takes precedence over other RCS Policies concerning Sexual harassment and non-discrimination under Title IX in the event of a conflict.

I. **Modification and Review of this Policy:** RCS reserves the right to modify this Policy to take into account applicable legal requirements. RCS will regularly review this Policy to determine whether modifications should be made.

J. **Additional student disciplinary policy or RCS Policy Violations:** Alleged violations of the student disciplinary policy or employee handbook(s) that arise from the same events as alleged sexual harassment under this Policy will be investigated and resolved under the grievance process in this Policy unless thes exual harassment has been dismissed under Section V.B. of this Policy.

K. **Role of Parent or Guardian:** Nothing in this Policy may be read in derogation of any legal right of a parent or guardian to act on behalf of a "Complainant," "Respondent," "party," or other individual, subject to this Policy including but not limited to filing a Formal complaint.

L. **Role of Advisor:** Either party may be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. However, neither party's advisor will be permitted to question witnesses. Neither party's advisor may participate in interviews or meetings in which the represented party is not a participant.

II. Definitions.

A. Definitions of Prohibited Conduct Under this Policy:

1. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

a) An employee of RCS conditioning the provision of an aid, benefit, or service of RCS on an individual's participation in unwelcome sexual conduct;

b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to RCS's education program or activity1; or

c) Sexual Assault, Dating Violence, Domestic Violence or Stalking as defined in this Policy.

2. **Sexual Assault** means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including Rape, Fondling, Incest, and Statutory Rape as defined in this Policy.

3. **Rape**[2] means the penetration, no matter how slight, of the vagina or anus with anybody part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

[1] A severe, pervasive, and objectively offensive assessment includes, but is not limited to, a consideration of the frequency of the offensive conduct, the nature of the unwelcome sexual acts or words, such as whether the harassment was physical, verbal or both; whether the harassment was merely an offensive utterance; and the number of victims involved and the relationship between the parties including, but not limited to, the ages of the harasser and the victim.In evaluating whether conduct is severe, pervasive, and objectively offensive, RCS will look at the totality of thecircumstances, expectations and relationships.

[2] Rape as defined in the Uniform Crime Reporting Program (UCR) includes:Forcible Rape: The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or againstthe person's will in instances where the victim is incapable of giving consent because of his/her temporary orpermanent mental or physical incapacity.Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or notforcibly or against the person's will in instances where the victim is incapable of giving consent because of his/heryouth or because of his/her temporary or permanent mental or physical incapacity.

4. **Fondling**[3] means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

5. **Incest**[4] means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

6. **Statutory Rape**[5] means sexual intercourse with a person who is under the statutory age of consent.

7. **Dating Violence** means violence committed by a person—

a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

b) where the existence of such a relationship shall be determined based on a consideration of the following factors:

i. The length of the relationship,

ii. The type of relationship,

iii. The frequency of interaction between the persons involved in the relationship.

c) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

8. **Domestic Violence** includes felony or misdemeanor crimes of violence committed by:

a) a current or former spouse or intimate partner of the victim,

b) a person with whom the victim shares a child in common,

c) a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,

Sexual Assault with and Object: —To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

[3] Fondling is referred to as Forcible Fondling in the UCR.

[4] Incest is a Nonforcible Offense in the UCR.

[5] Statutory Rape is a Nonforcible Offense in the UCR.

d) person similarly situated to a spouse of the victim under the domestic or family violence laws of South Carolina, or

e) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of South Carolina.

9. **Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to

a) fear for his or her safety or the safety of others; or

b) suffer Substantial Emotional Distress.

B. **Definitions Related to Sexual harassment: Consent, Course of Conduct,Incapacitation, Reasonable Person, Substantial Emotional Distress**

1. **Consent** is affirmative, conscious, voluntary, and revocable. Consent to sexual activity requires of each person an affirmative, conscious, and voluntary agreement to engage in sexual activity.

a) It is the responsibility of each person to ensure they have the affirmative Consent of the other to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not, alone, constitute consent. Affirmative consent must be ongoing and can be revoked at any time during sexual activity.

b) The existence of a dating relationship or past sexual relations between theComplainant and Respondent will never by itself be assumed to be an indicator of consent (nor will subsequent sexual relations or dating relationship alone suffice as evidence of consent to prior conduct).

c) The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable. In making this determination, the decision-maker will consider all of the facts and circumstances the Respondent knew, or reasonably should have known, at the time. In particular, the Respondent's belief is not a valid defense where:

i. The Respondent's belief arose from the Respondent's own intoxication or recklessness;

ii. The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented; or

iii. The Respondent knew or a reasonable person should have known that the Complainant was unable to Consent because the Complainant was incapacitated, in that the Complainant was:

- asleep or unconscious
- unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication
- unable to communicate due to a mental or physical condition.

2. **Course of Conduct** means two or more acts, including, but not limited to, acts in which the individual directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

3. **Incapacitation** means that a person lacks the ability to actively agree to sexualactivity because the person is asleep, unconscious, under the influence of alcoholor other drugs such that the person does not have control over their body, is unawarethat sexual activity is occurring, or their mental, physical or developmental abilitiesrender them incapable of making rational informed decisions. Incapacitated is astate beyond drunkenness or intoxication. A person is not necessarily incapacitated merely as a result of drinking, using drugs, or taking medication.

a) A person violates this Policy when they engage in sexual activity with another person who is incapacitated and a reasonable person in the same situation would have known that the person is incapacitated.Incapacitation can be voluntary or involuntary. Signs of incapacitation may include, without limitation: sleep; total or intermittent unconsciousness; lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; emotional volatility; combativeness; vomiting; incontinence; unresponsiveness; and inability to communicate coherently.Incapacitation is an individualized determination based on the totality of the circumstances.

4. **Reasonable Person** means a reasonable person under similar circumstances and with similar identities to the victim.

5. **Substantial Emotional Distress** means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

C. **Other Defined Terms**

1. **Actual Knowledge:** means Notice of sexual harassment allegations to any employee of RCS (Officials with Authority), except that Actual Knowledge is not met when the only individual with Actual Knowledge is the Respondent.

2. **Business Day:** means any weekday not designated by RCS as a holiday oradministrative closure day. When calculating a time period of Business days specified in this Policy, the Business Day of the event that triggers a time period is excluded.

3. **Complainant:** means an individual who is alleged to be the victim of conduct thatcould constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Policy.

4. **Disciplinary Sanctions:** are imposed only after a finding of responsibility through the grievance process or an agreement through the informal resolution process.

5. **Educational Program or Activity:** includes locations, events, or circumstancesover which RCS exercises substantial control over both the Respondent and thecontext in which the sexual harassment occurs. This includes conduct that occurs on RCS's property, during any RCS activity.

6. **Formal complaint:** means a document filed by a Complainant (or parent or guardian of the student) or signed by the Title IX Investigator alleging sexual harassment against a Respondent and requesting that RCS investigate the allegation of sexual harassment.

7. **Official with Authority:** means any employee of RCS or contracted individuals who work within the RCS.

8. **Remedies:** are designed to restore or preserve equal access to RCS's EducationProgram or Activity. Remedies may include, but are not limited to, the same individualized services as Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

9. **Respondent:** means an individual who has been reported to be the perpetrator ofconduct that could constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Policy.

10. **Retaliation:** means intimidation, threats, coercion, or discrimination, including charges against an individual for student disciplinary policy or employee handbook violations that8III. do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this Policy.

11. **School:** means in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the child.[6]

12. **Supportive Measures:** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

a) Such measures are designed to restore or preserve equal access to RCS'sEducation Programs or Activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or RCS's educational environment, or deter sexual harassment.

b) Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the property, and other similar measures.

III. Reporting Sexual harassment and Preservation of Evidence

A. Reporting to RCS

1. **Reporting to Title IX Investigator:** Reports of sexual harassment may be made to the Title IX Investigator in any of the following ways, by anyone, at any time: email, phone, online form, mail, or in person at Riverview Charter School, 81 Savannah Hwy., Beaufort, SC 29906. After Title IX Sexual harassment has been reported to the Title IX Investigator, the Title IX Investigator will promptly offer supportive measures to the Complainant, regardless of whether the Complainant was the reporter of the sexual harassment.

2. **Reporting to Employees of RCS**: If employees of RCS are notified of sexual harassment, they shall promptly report such sexual harassment to the Title IX Investigator who will take immediate action under this Policy.

[6] This definition is taken from the South Carolina Safe School Climate Act, S.C. CODE ANN. § 59-63-120.9

3. **Anonymous Reporting:** Anonymous reports may be made by telephone, in writing or electronically at https://bit.ly/BCSDTitleIXForm. A decision to remain anonymous, however, may greatly limit RCS's ability to stop the alleged conduct, collect evidence, or take action against parties accused of violating this Policy.

4. **Reporting to Law Enforcement:** Reports may be filed with local law enforcement agencies. The Title IX Investigator can assist with contacting law enforcement agencies. Law enforcement investigations are separate and distinct from the RCS's investigations.

a) Beaufort County Sheriff's Office
2001 Duke St.
Beaufort, SC 29902
(843) 255-3200

b) City of Beaufort Police Department
1901 Boundary St. STE 2
Beaufort, SC 29902
(843) 322-7900

c) Town of Bluffton Police Department
101 Progressive St.
Bluffton, SC 29910
(843) 706-4550

d) Town of Port Royal Police Department
1748 Paris Avenue
Port Royal, SC 29935
(843) 986-2220

5. **Reporting to Outside Agencies:** Students and employees may report to externalagencies:

a) Federal Office for Civil Rights
U.S. Department of Education
http://www.ed.gov/about/offices/list/ocr/complaintintro.html
32 Old Slip, 26th Floor
New York, NY 10005-2500
646.428.3800
Email: ocr.newyork@ed.gov

b) Office of Civil Rights Southeast Region

Barbara Stampul, Regional Manager
U.S. Department of Health and Human Services
Sam Nunn Atlanta Federal Center, Suite 16T70

61 Forsyth Street, S.W.Atlanta, GA 30303-8909

Customer Response Center: (800) 368-1019

Fax: (202) 619-3818

TDD :(800) 537-7697

Email: ocrmail@hhs.gov

6. **Outside Agency Confidential Support and Resources:**

a) Hopeful Horizons

1212 Charles St.

Beaufort, SC 29902

(843) 770-1070 (24 hr. support line)

(800) 868-2632 (24 hr. support line)

www.hopefulhorizons.org

7. **Time Limits on Reporting.** There are no time limits on reporting sexual harassment to the Title IX Investigator or RCS. If the Respondent is no longer subject to RCS's Education Program or Activity or significant time has passed,RCS will have limited ability to investigate, respond and/or provide disciplinary Remedies and Sanctions.

IV. Initial Response to Reported Sexual Harassment: Upon receipt of a report of sexual harassment, the Title IX Investigator will promptly contact the Complainant, regardless of whether the Complainant was the individual who initiated the report. During the initial contact with the Complainant, the Title IX Investigator will:

A. Provide the Complainant with notice of their option to have an advisor;

B. Explain the process for filing a formal complaint;

C. Explain the grievance process;

D. Discuss the availability of supportive measures regardless of whether a formal complaint is filed;

E. Consider the Complainant's wishes with respect to supportive measures.

V. Formal Complaint: RCS will investigate all allegations of sexual harassment in a formal complaint.

A. **Filing a Formal Complaint:** A formal complaint must:

1. Contain an allegation of sexual harassment against a Respondent;

2. Request that RCS investigate the allegation; and

3. Be signed by the Complainant (or parent or guardian of the Complainant) or Title IX Investigator

4. In limited circumstances, if a Complainant does not sign a formal complaint, theTitle IX Investigator may sign a formal complaint. In determining whether to sign a formal complaint, the Title IX Investigator will consider factors that include but are not limited to:

a) Whether there have been other reports of sexual harassment or other relevant misconduct concerning the same Respondent whether or not the incidents occurred while the Respondent was an RCS student or employee or other outside contracted individual who works within the RCS;

b) Whether the Respondent threatened further sexual harassment or other misconduct against the Complainant or others;

c) Whether the alleged sexual harassment was committed by multiple perpetrators;

d) The nature and scope of the alleged sexual harassment including whether the sexual harassment was perpetrated with a weapon;

e) The ages and roles of the Complainant and the Respondent;

f) Whether RCS can pursue the investigation without the participation of theComplainant (e.g., whether there are other available means to obtain relevant evidence of the alleged sexual harassment such as security cameras or physical evidence);

g) Whether the report reveals a pattern of perpetration (e.g., perpetration involving illicit use of drugs or alcohol) at a given location or by a particular group.

B. **Dismissal of a Formal Complaint.**

1. **Required Dismissal:** The Title IX Investigator will dismiss a formal complaint for purposes of sexual harassment if:

a) The conduct alleged in the formal complaint would not constitute sexual harassment as defined in this Policy even if proved;

b) The conduct alleged did not occur in RCS's Education Program or Activity; or

c) The Conduct alleged in the formal complaint did not occur against a person in the United States.

Dismissal of a formal complaint does not preclude action under other provisions of RCS's policies and procedures. If a formal complaint is dismissed under thisVI. section, the matter will be reviewed to determine whether the matter will be pursued under RCS's student disciplinary policy or employee handbook.

2. **Permissive Dismissal:** The Title IX Investigator may dismiss a formal complaint or any allegations within the formal complaint, if at any time during the investigation or hearing:

a) A Complainant notifies the Title IX Investigator in writing that theComplainant would like to withdraw the Formal complaint or any allegations within the formal complaint,

b) The Respondent is no longer enrolled or employed by RCS, or

c) Specific circumstances prevent RCS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations within the formal complaint.

3. **Appeal of Dismissal:** Either party may appeal the dismissal of a formal complaint or any allegations therein. See Section IX for bases and process for appeals.

C. **Consolidation of Formal complaints:** The Title IX Investigator may consolidate formal complaints as to allegations of sexual harassment against more than oneRespondent or by more than one Complainant against one or more Respondents where the allegations arise out of the same facts or circumstances.

VI. Grievance Process The grievance process within this Policy is designed to treat Complainants and Respondents equitably. Remedies are provided to a Complainant where a determination of responsibility for sexual harassment has been made against the Respondent and Disciplinary Sanctions are not imposed against a Respondent prior to the completion of the grievance process.

A. **General Grievance Process Information:**

1. **Burden of Proof and Burden of Gathering Evidence:** All investigations and proceedings, including hearings, relating to sexual harassment will be conducted using a "preponderance of the evidence" (more likely than not) standard. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibly rests on RCS, not the parties.

2. **Presumption of Not Responsible:** The Respondent is presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the grievance process.

3. **Time Frames for Grievance Process:** RCS strives to complete the grievanceprocess within ninety (90) Business days. Temporary delays and/or extensions of the time frames within this Policy may occur for good cause.Written notice will be provided to the parties of the delay and/or extension of the time frames with explanation of the reasons for such action. Examples of good cause for delay/extensions include but are not limited to considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

4. **Medical Records:** RCS will not access, consider, disclose, or otherwise use party's records that are that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless RCS obtains that party's voluntary, written permission to do so for the grievance process within the Policy.

5. **Privileged Information:** The RCS will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.

6. **Range of Disciplinary Sanctions:** Sanctions that may be required if an individual is found responsible for violating this Policy include:

   a) Student – Up to Expulsion.
   b) Employees – Up to Termination of Employment.

7. **Notice of Meetings, Interviews, and Hearings:** Parties and witnesses will be provided notice of any meeting, interview, and/or hearing with sufficient time to prepare to participate. This notice will include the date, time, location, participants and purposes of the meeting, interview and/or hearing.

B. **Notice of Allegations:** Upon receipt of a formal complaint, the Title IX Investigator will provide Notice of Allegations to the parties who are known. The Notice ofAllegations will include:

1. Notice of the party's rights and options
2. Notice of RCS's grievance process
3. Notice of RCS's informal resolution process and options
4. Notice of the allegations of sexual harassment including:
   a) The identities of the parties involved in the incident, if known,
   b) The conduct allegedly constituting sexual harassment, and
   c) The date and location of the incident, if known.

5. Notice that the Respondent is presumed not responsible of the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

6. Notice that the parties may have an advisor of their choice, who may be, but is not required to be an attorney, and that the advisor may inspect and review evidence.

7. Notice of RCS's student disciplinary policy and employee handbook provision that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Notice of Allegations will be updated, and written notice provided to the parties if at any time during the investigation, RCS decides to investigate allegations about theComplainant or Respondent that are not included in the initial Notice of Allegations.

C. **Investigation of Formal Complaint.** RCS will conduct an investigation following a formal complaint and Notice of Allegations. During all meetings and interviews the parties may be accompanied by an advisor of their choice, which can be, but is not required to be an attorney. The advisor's role is limited to assisting, advising, and/or supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant or Respondent.

1. **Opportunity to Provide Information and Present Witnesses:** Each party will be provided an equal opportunity to provide information to the investigator and present witnesses for the investigator to interview. The information provided by the parties can include inculpatory and exculpatory evidence. The witnesses can include both fact witnesses and expert witnesses.

2. **Opportunity to Inspect and Review Evidence:** Each party will be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which RCS does not intend to rely upon in reaching a determination regarding responsibility. This review includes inculpatory and exculpatory evidence that is obtained by a party, witness, or other source. Each party and their advisor (if any) will be provided an electronic copy of the evidence for inspection and review. The parties will have ten (10) business days to review submit a written response to the investigator. The investigator will consider thewritten responses prior to completing an investigative report. All evidence provided during the inspection and review phase will be available at any hearing for the parties to use during the hearing, including for purposes of cross examination.

3. **Investigative Report:** Following the opportunity to inspect and review evidence directly related to the allegations raised in the formal complaint, the investigator will create an investigative report that fairly summarizes relevant evidence obtained during the investigation.

4. **Review of the Investigative Report:** At least ten (10) Business days prior to the determination of responsibility the investigator will provide each party and the party's advisor (if any) an electronic copy of the investigative report for their review and written response.

5. **Investigation Timeframe:** The investigation of a formal complaint will be concluded within sixty (60) Business days of the filing of a formal complaint. The parties will be provided updates on the progress of the investigation, as needed.

VII. Question and Answer Period: After the investigation, RCS will assign a decision-maker, who is not the Title IX Investigator of RCS or staff member who conducted the investigation. The decision-maker will afford each party the opportunity to:

1. submit written, relevant questions that a party wants asked of any party or witness
2. provide each party with the answers; and
3. allow for additional, limited follow-up questions from each party.

A. **Evidence and Questions Excluded:** The decision-maker will make determination regarding relevancy prior to sending questions to parties or witnesses. The following questions and evidence are considered not relevant:

1. **Sexual Predisposition or Prior Sexual Behavior of the Complainant:** Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about theComplainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

2. **Privileged Information:** No person will be required to disclose informationprotected under a legally recognized privilege. The decision-maker must not allow into evidence or rely upon any questions or evidence that may require or seek disclosure of such information, unless the person holding the privilege has waived the privilege. This includes information protected by the attorney-client privilege.

3. **Medical Records:** Evidence or records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, are not permitted to be used during a hearing unless the party provides voluntary, written permission to do so for the grievance process within this Policy.

VIII. Determination Regarding Responsibility: After the question and answer period, the decision-maker will provide the Complainant and the Respondent with a written determination simultaneously. The determination regarding responsibility becomes finaleither on the date that RCS provides the parties with the written determination of theresult of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which anappeal would no longer be considered timely. The written notice will include:

A. Identification of the allegations potentially constituting sexual harassment;

B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

C. Findings of fact supporting the determination;

D. Conclusions regarding the application of this Policy to the facts;

E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions that the RCS imposes on the Respondent, and whether remedies designed to restore or preserve equal access to RCS's Education Program or Activity will be provided by the RCS to the Complainant[7]; and

F. The procedures and permissible bases for the Complainant and Respondent to appeal.

IX. Appeals: Either party may appeal the determination regarding responsibility, or the dismissal of a formal complaint or any allegations therein within three (3) Business Days of the receipt of the determination regarding responsibility or dismissal. The appeals must be made in writing and delivered to the Title IX Investigator.

A. **Basis for Appeal:** Appeals of the determination of responsibility or the dismissal of a formal complaint may be made on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

3. The Title IX Investigator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

B. **Appeal Procedures:** If an appeal is submitted, RCS will

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

[7] The Title IX Investigator is responsible for the implementation of any remedies.

2. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator or the Title IX Investigator.

3. Provide the non-appealing party with five (5) Business days from receipt of the notification of appeal to submit a written statement in support of the outcome of the determination or dismissal.

4. Issue a written decision describing the result of the appeal and the rationale for the result which can be one of the following:

a) Affirm the decision-maker's determination regarding the Respondent's responsibility and affirm the disciplinary sanctions and remedies, if applicable;

b) Affirm the decision-maker's determination regarding the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable;

c) Remand the process back to the question and answer stage for the decision-maker to remedy any procedural irregularity or consider any new evidence;

d) Reverse the decision-maker's determination of the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable; or

e) Affirm or amend the sanctions and/or remedies outlined in the determination issued under this Policy.

5. Provide the written decision simultaneously to both parties.

C. **Appeal Timeframe:** The appellate decision-maker will release the written decision within twenty (20) Business days of receiving the appeal.

X. Informal Resolution Process. At any time after a formal complaint has been signed and before a determination regarding responsibility has been reached, the parties may voluntarily agree to participate in an informal resolution facilitated by RCS, that does not involve a full investigation and adjudication. Types of informal resolution include, but are not limited to, mediation, facilitated dialogue, conflict coaching, and restorative justice and resolution by agreement of the parties.

A. **Informal Resolution Notice:** Prior to entering the informal resolution process, RCS will provide the parties a written notice disclosing:

1. The allegations;

2. The requirements of the informal resolution process, including the right of any party to withdraw from the informal resolution process and resume the grievance process and the circumstances which preclude parties from resuming a formal complaint arising from the same allegations;

3. Consequences resulting from the informal resolution process, including that the records will be maintained for a period of seven (7) years but will not be used by investigators or decision-makers if the formal grievance process resumes.

B. **Informal Resolution Agreement:** Prior to entering the informal resolution process, the parties must voluntarily agree, in writing to the use of the informal resolution process.

C. **Informal Resolution Availability**: The informal resolution process is not permitted to resolve allegations that an employee committed sexual harassment against a student.

D. **Informal Resolution Timeframe**: Informal Resolution of a formal complaint will be concluded within forty-five (45) Business days of notice to RCS that both parties wish to proceed with the informal resolution process. Such notice that the parties wish to proceed with an informal resolution process will "pause" the counting of the timeframe to conclude the grievance process of this Policy, should the informal resolution process fail and the parties continue with the grievance process.

E. **Informal Resolution Documentation.** Any final resolution pursuant to the InformalResolution process will be documented and kept for seven (7) years. However, no recording of the informal resolution process will be made and all statements made during the informal resolution process will not be used for or against either party (and the decision-maker and/or appellate decision-maker may not consider any such statement made during informal resolution) should the parties resume the grievance process. Failure to comply with an informal resolution agreement may result in disciplinary action.

XI. Emergency Removal and Administrative Leave.

A. **Emergency Removal** At any time after the Title IX Investigator is on notice of sexual harassment, RCS may remove a student Respondent on an emergency basis. RCS will only conduct an emergency removal after:

1. Undertaking and individualized safety and risk analysis,

2. Determining that an immediate threat the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and

3. Providing the Respondent with notice and an opportunity to challenge the decision to the Title IX Investigator, within two (2) Business days following the removal.

B. **Administrative Leave:** RCS may place an employee Respondent on administrative leave during the pendency of the grievance process in this Policy.

XII. Recordkeeping: RCS will maintain all of the documentation related to reports of sexual harassment, Formal complaints, the grievance process, and information resolution process for seven years in accordance with state and federal records laws and requirements. The documentation of all records is private and confidential to the extent possible under law. Student records of the grievance process are disciplinary records under Family EducationRights and Privacy Act (FERPA). Employee records of the grievance process are subject to the Freedom of Information Act (FOIA) and applicable state laws and included in the employee's official employment record.

XIII. Additional Conduct Violations Related to This Policy: Alleged violations of the terms in this section will be sent to theExecutive Directorof Student Services for student Respondents or theExecutive Directorof Human Resources and Operation Services for employee Respondents for investigation and adjudication under the RCS student or employee student disciplinary policy or employee handbook.

A. Retaliation

B. False Information

C. Interference with Grievance Process

D. No Contact Directive Violation

XIV. Applicable South Carolina Laws

A. **Domestic Violence** S.C. CODE ANN. § 16-25-20 (A through D)

(A) It is unlawful to:

(1) cause physical harm or injury to a person's own household member; or21

(2) offer or attempt to cause physical harm or injury to a person's own household member with apparent present ability under circumstances reasonably creating fear of imminent peril.

(B) Except as otherwise provided in this section, a person commits the offense of domestic violence in the first degree if the person violates the provisions of subsection (A) and:

(1) great bodily injury to the person's own household member results or the act is accomplished by means likely to result in great bodily injury to the person's own household member;

(2) the person violates a protection order and in the process of violating the order commits domestic violence in the second degree;

(3) has two or more prior convictions of domestic violence within ten years of the current offense;

(4) the person uses a firearm in any manner while violating the provisions of subsection (A); or

(5) in the process of committing domestic violence in the second degree one of the following also results:

(a) the offense is committed in the presence of, or while being perceived by a minor;

(b) the offense is committed against a person known, or who reasonably should have been known, by the offender to be pregnant;

(c) the offense is committed during the commission of a robbery, burglary, kidnapping, or theft;

(d) the offense is committed by impeding the victim's breathing or airflow; or

(e) the offense is committed using physical force or the threatened use of force against another to block that person's access to any cellphone, telephone, or electronic communication device with the purpose of preventing, obstructing, or interfering with:

(i) the report of any criminal offense, bodily injury, or propertydamage to a law enforcement agency; or

(ii) a request for an ambulance or emergency medical assistance to any law enforcement agency or emergency medical provider.

A person who violates this subsection is guilty of a felony and, upon conviction, must be imprisoned for not more than ten years.

Domestic violence in the first degree is a lesser included offense of domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

(C) A person commits the offense of domestic violence in the second degree if the person violates subsection (A) and:

(1) moderate bodily injury to the person's own household member results or the act is accomplished by means likely to result in moderate bodily injury to the person's own household member;

(2) the person violates a protection order and in the process of violating the order commits domestic violence in the third degree;

(3) the person has one prior conviction for domestic violence in the past ten years from the current offense; or

(4) in the process of committing domestic violence in the third degree one of the following also results:

(a) the offense is committed in the presence of, or while being perceived by, a minor;

(b) the offense is committed against a person known, or who reasonably should have been known, by the offender to be pregnant;

(c) the offense is committed during the commission of a robbery, burglary, kidnapping, or theft;

(d) the offense is committed by impeding the victim's breathing or airflow; or

(e) the offense is committed using physical force or the threatened use of force against another to block that person's access to any cellphone, telephone, or electronic communication device with the purpose of preventing, obstructing, or interfering with:

(i) the report of any criminal offense, bodily injury, or property damage to a law enforcement agency; or

(ii) a request for an ambulance or emergency medical assistance to any law enforcement agency or emergency medical provider.A person who violates this subsection is guilty of a misdemeanor and, upon conviction, must be fined not less than two thousand five hundred dollars nor more than five thousand dollars or imprisoned for not more than three years, or both.

Domestic violence in the second degree is a lesser-included offense of domestic violence in the first degree, as defined in subsection (B), and domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

Assault and battery in the second degree pursuant to Section 16-3-600(D) is a lesser-included offense of domestic violence in the second degree as defined in this subsection.

(D) A person commits the offense of domestic violence in the third degree if the person violates subsection (A).

(1) A person who violates this subsection is guilty of a misdemeanor and, upon conviction, must be fined not less than one thousand dollars nor more than two thousand five hundred dollars or imprisoned not more than ninety days, or both.

Notwithstanding the provisions of Sections 22-3-540, 22-3-545, and 22-3-550, an offense pursuant to the provisions of this subsection maybe tried in summary court.

(2) Domestic violence in the third degree is a lesser-included offense of domestic violence in the second degree, as defined in subsection (C),domestic violence in the first degree, as defined in subsection (B), and domestic violence of a high and aggravated nature, as defined in Section16-25-65.

(3) Assault and battery in the third degree pursuant to Section 16-3-600(E) is a lesser-included offense of domestic violence in the third degree as defined in this subsection.

(4) A person who violates this subsection is eligible for pretrial intervention pursuant to Chapter 22, Title 17.

B. Incest S.C. CODE ANN. § 16-15-10 Any persons who shall have carnal intercourse with each other within the following degrees of relationship, to wit:

(1) A man with his mother, grandmother, daughter, granddaughter, stepmother, sister, grandfather's wife, son's wife, grandson's wife, wife's mother, wife's grandmother, wife's daughter, wife's granddaughter, brother's daughter, sister's daughter, father's sister or mother's sister; or

(2) A woman with her father, grandfather, son, grandson, stepfather, brother, grandmother's husband, daughter's husband, granddaughter's husband, husband's father, husband's grandfather, husband's son, husband's grandson, brother's son, sister's son, father's brother or mother's brother;

Shall be guilty of incest and shall be punished by a fine of not less than five hundred dollars or imprisonment of not less than one year in the Penitentiary, or both such fine and imprisonment.

C. Criminal Sexual Conduct in the First Degree S.C. CODE ANN. § 16-3-652

(1) A person is guilty of criminal sexual conduct in the first degree if the actor engages in sexual battery with the victim and if any one or more of the following circumstances are proven:

(a) The actor uses aggravated force to accomplish sexual battery.

(b) The victim submits to sexual battery by the actor under circumstances where the victim is also the victim of forcible confinement, kidnapping, trafficking in persons, robbery, extortion, burglary, housebreaking, or any other similar offense or act.

(c) The actor causes the victim, without the victim's consent, to become mentally incapacitated or physically helpless by administering, distributing, dispensing, delivering, or causing to be administered, distributed, dispensed, or delivered a controlled substance, a controlled substance analogue, or any intoxicating substance.

(2) Criminal sexual conduct in the first degree is a felony punishable by imprisonment for not more than thirty years, according to the discretion of the court.

D. Criminal Sexual Conduct in the Second Degree S.C. CODE ANN. § 16-3-653

(1) A person is guilty of criminal sexual conduct in the second degree if the actor uses aggravated coercion to accomplish sexual battery.

(2) Criminal sexual conduct in the second degree is a felony punishable by imprisonment for not more than twenty years according to the discretion of the court.

E. Criminal Sexual Conduct in the Third Degree S.C. CODE ANN. § 16-3-654

(1) A person is guilty of criminal sexual conduct in the third degree if the actor engages in sexual battery with the victim and if any one or more of the following circumstances are proven:

(a) The actor uses force or coercion to accomplish the sexual battery in the absence of aggravating circumstances.

(b) The actor knows or has reason to know that the victim is mentally defective, mentally incapacitated, or physically helpless and aggravated force or aggravated coercion was not used to accomplish sexual battery.

(2) Criminal sexual conduct in the third degree is a felony punishable by imprisonment for not more than ten years, according to the discretion of the court.

F. Criminal Sexual Conduct with a Minor S.C. CODE ANN. § 16-3-655 (A through C)

(A) A person is guilty of criminal sexual conduct with a minor in the first degree if:

(1) the actor engages in sexual battery with a victim who is less than eleven years of age; or

(2) the actor engages in sexual battery with a victim who is less than sixteen years of age and the actor has previously been convicted of, pled guilty or nolo contendere to, or adjudicated delinquent for an offense listed in Section23-3-430(C) or has been ordered to be included in the sex offender registry pursuant to Section 23-3-430(D).

(B) A person is guilty of criminal sexual conduct with a minor in the second degree if:

(1) the actor engages in sexual battery with a victim who is fourteen years of age or less but who is at least eleven years of age; or

(2) the actor engages in sexual battery with a victim who is at least fourteen years of age but who is less than sixteen years of age and the actor is in a position of familial, custodial, or official authority to coerce the victim to submit or is older than the victim. However, a person may not be convicted of a violation of the provisions of this item if he is eighteen years of age or less when he engages in consensual sexual conduct with another person whois at least fourteen years of age.

(C) A person is guilty of criminal sexual conduct with a minor in the third degree if the actor is over fourteen years of age and the actor willfully and lewdly commits or attempts to commit a lewd or lascivious act upon or with the body, or its parts, of a child under sixteen years of age, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desires of the actor or the child. However, a person may not be convicted of a violation of the provisions of this subsection if the person is eighteen years of age or less when the person engages in consensual lewd or lascivious conduct with another person who is at least fourteen years of age.

G. Sexual Battery with a Student S.C. CODE ANN. § 16-3-755 (A through E)

(A) For purposes of this section:

(1) "Aggravated coercion" means that the person affiliated with a public or private secondary school in an official capacity threatens to use force or violence of a high and aggravated nature to overcome the student, if the student reasonably believes that the person has the present ability to carry out the threat, or threatens to retaliate in the future by the infliction of physical harm, kidnapping, or extortion, under circumstances of aggravation, against the student.

(2) "Aggravated force" means that the person affiliated with a public or private secondary school in an official capacity uses physical force or physical violence of a high and aggravated nature to overcome the student or includes the threat of the use of a deadly weapon.

(3) "Person affiliated with a public or private secondary school in an official capacity" means an administrator, teacher, substitute teacher, teacher's assistant, student teacher, law enforcement officer, school bus driver, guidance counselor, or coach who is affiliated with a public or private secondary school but is not a student enrolled in the school.

(4) "Secondary school" means either a junior high school or a high school.

(5) "Sexual battery" means sexual intercourse, cunnilingus, fellatio, anal intercourse, or any intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body, except when such intrusion is accomplished for medically recognized treatment or diagnostic purposes.

(6) "Student" means a person who is enrolled in a school.

(B) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is sixteen or seventeen years of age, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(C) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is eighteen years of age or older, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a misdemeanor and, upon conviction, must be fined not more than five hundred dollars or imprisoned for thirty days, or both.

(D) If a person affiliated with a public or private secondary school in an official capacity has direct supervisory authority over a student enrolled in the school who is eighteen years of age or older, and the person affiliated with the public or private secondary school in an official capacity engages in sexual battery with the student, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(E) This section does not apply if the person affiliated with a public or private secondary school in an official capacity is lawfully married to the student at the time of the act.

XV. Procedures for Resolution of Non-Harassment Title IX Discrimination Complaints

A. **Applicability.** The procedures in this section shall be used to investigate and resolve reported Title IX matters that allege discrimination that falls outside of Sections I - XIV of this Policy ("Non-Harassment Title IX Discrimination"). These procedures shall be used in conjunction with Sections I - XIV of this Policy for purposes of identification of key Title IX officials (Section I.B)definitions (Section II) and reporting options (Section III).Discrimination prohibited under this Policy includes the exclusion from participation in, denial of the benefits from, or subjection to unfavorable treatment in any RCS Education Program or Activity on the basis of sex, including sexual orientation or gender identity and pregnancy status.

B. Advisors. Complainants and Respondents may be accompanied by an advisor of theirchoice throughout the investigation. An advisor's role is limited to assisting, advising, and/ or supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant orRespondent.

C. **Investigation Procedures.** If the allegations fall within the scope of thisPolicy and the matter does not resolve using the informal resolution process, RCS will conduct a prompt, thorough, and impartial investigation of the reported discrimination. The Title IX Investigator or their designee will appoint one or more investigators who will conduct investigative meetings, gather information and evidence, and make an independent determination as to whether a violation of thePolicy occurred using a preponderance of the evidence standard.

The Respondent is presumed not responsible until a determination has been reached by the investigator.

1. **Notice of Allegations:** A written Notice of Allegations will be sent to theComplainant and Respondent, constituting the initiation of the investigation. TheNotice of Allegations will contain a summary of the allegation(s) or conduct atissue. This will include the identities of the parties involved, the date and location of the incident (if known), and a link to the appropriate policies. Once the Notice of Allegations has been sent to the parties, the investigation begins.

2. **Investigation Process:** The Complainant and Respondent will have an equal opportunity to be heard, identify witnesses, and provide information and evidence.The investigator will gather additional information and evidence as appropriate, including, but not limited to, social media information, text messages, email messages, videos, and other records. The investigator has the discretion to determine the relevance of information and witnesses and decide whether information or evidence should be excluded as irrelevant.

3. **Timing of the Investigation:** RCS strives to complete the investigation within sixty (60) business days from the issuance of the Notice of Allegations. All extensions of this time frame will be communicated with the parties in writing.

4. **Report:** At the conclusion of the investigation, the investigator will draft a report with a finding regarding responsibility based on a preponderance of the evidence standard. The report will include the applicable sanctions if there is a finding of"responsible." Sanction determinations will be made in collaboration with theExecutive Directorof Human Resources and Operation Services if the Respondent is a faculty or staff member, is a student.

A copy of the report will be provided simultaneously to the Complainant and Respondent.

D. **Appeals:** The Complainant or Respondent may appeal the decision of the investigator based only on the following grounds:

1. The existence of a procedural irregularity that materially affected the outcome;

2. The existence of new evidence that was not reasonably available at the time the determination regarding responsibility that could have affected the outcome;

3. The Title IX Investigator and/or investigator(s) had a conflict of interest or bias that affected the outcome;

Appeals must be made in writing and submitted to the Title IX Investigator within three (3) Business days of the receipt of the final decision. The appellate decision maker will notify the other non-appealing party of the appeal and allow for written response from the non-appealing party. A determination regarding the appeal will be made by the appellate decision-maker within twenty (20) business days.

E. **Acceptance of Responsibility:** The Respondent may, at any time, request to resolve the investigation process or resolve specific allegation(s) by accepting responsibility for the alleged misconduct. The Title IX Investigator will complete a summary report of the information gathered. The Title IX Investigator will consider the request; if the request is granted, the Title IX Investigator, in consultation with the Executive Director, if the Respondent is a faculty or staff member, or the Academic Directors, if the Respondent is a student will determine the appropriate sanction.

F. **Informal Resolution:** The Complainant and Respondent may agree to Informal Resolution at any time prior to a determination regarding responsibility if the Title IXCoordinator deems the matter appropriate for Informal Resolution.[8] The Title IXCoordinator will consider the following when determining whether to permit a matter to move to Informal Resolution:

1. The nature of the allegations;
2. The dynamics of power or control associated with the alleged offense or the parties involved;
3. The Respondent's prior known conduct;

[8] The Title IX Investigator may, at any time, withdraw approval for the Informal Resolution and return the matter to investigation.

4. Whether there would be a continuing safety threat to the University community after resolution of allegations;
5. Whether multiple parties are involved;
6. Any other factor deemed relevant by the Title IX Investigator in the interest of overall RCS safety or safety of the parties involved.

Participation in Informal Resolution is a choice, and either party can request to end the Informal Resolution process and pursue an investigation at any time, including if Informal Resolution is unsuccessful at resolving the matter. Similarly, either party can request to end an investigation and pursue Informal Resolution at any time, though entering Informal Resolution must be agreed to in writing by the parties.

If an agreement is reached through Informal Resolution, the parties will be provided simultaneously with a Notice of Outcome. An appeal of the Informal Resolution process or result is not permitted.

G. **Allegations Related to Culture.** Allegations related to a culture of sexual harassment or non-harassment Title IX Discrimination by a group, organization, department, division, or RCS as a whole will be investigated and resolved as closely as possible to this Policy.

H. **Intersection of Policy.** The procedures in this Policy are the exclusive means of resolving complaints of non-harassment Title IXDiscrimination brought against RCS faculty, staff, or students. To the extent there are any inconsistencies between these procedures and other RCS grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging non-harassment Title IX Discrimination.

Legal References

A. Federal Statues:

1. Title VII of the Civil Rights Act of 1964, as amended
2. 42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.
3. Title IX of the Education Amendments of 1972, 20 USC § 1681, et seq. - Prohibits314. discrimination on the basis of sex.
4. 34 CFR Section 106 et seq.

B. U. S. Supreme Court:

a) Morse v. Frederick, 127 S. Ct. 2618 (2007).

b) Plyler vs. Doe, 102 S. Ct. 2382 (1982).

C. Beaufort County Schools Coherent Governance Manual:

1. GC-1 Board Purpose.
2. GC-2 Governing Commitments.
3. GC-3 Board Job Description (GC 3.4.b.c.d, 3.17).
4. GC-6 Annual Work Plan.
5. GC-8 Board Member Conflict of Interest.
6. GC-11 Diversity Statement and Goals.
7. B/SR-4 Authority of Superintendent.
8. B/SR-5.8 Superintendent Accountability.
9. OE-1 Global Operational Expectation.
10. OE-3 Treatment of Stakeholders.
11. OE-4 Personnel Administration (OE 4.3, 4.5, 4.13).
12. OE-10 Communicating with the Board.
13. OE-11 Communicating with the Public.
14. OE-13 Discipline.
15. OE-14 Learning Environment/Treatment of Students.32

RCS Wellness Policy

Preamble

Riverview Charter School (hereto referred to as RCS) is committed to the optimal development of every student. RCS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.[i],[ii],[iii],[iv],[v],[vi],[vii] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.[viii],[ix],[x]In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.[xi],[xii],[xiii],[xiv]

This policy outlines the school's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at RCS have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of RCS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- RCS establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives. This policy applies to all students and staff.

School Wellness Committee

Committee Role and Membership

RCS will convene a representative School Wellness Committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this school wellness policy (heretofore referred as "wellness policy").

The SWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent,

principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives which reflect the diversity of the community.

Leadership

The school's Executive Director and Executive Chef will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure the school's compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

Wellness Policy Implementation, Monitoring, Accountability, & Community Engagement Implementation Plan

RCS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.riverviewcharterschool.org

Recordkeeping

The school will retain records to document compliance with the requirements of the wellness policy at Riverview Charter School 81 Savannah Hwy Beaufort, SC 29906 in the Executive Chef's office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including:
  - (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and
  - (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

RCS will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools in meeting wellness goals. This annual report will be published around the same time each year and will include information from the school. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;

- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SWC.

The annual report will be available in English.

The school will actively notify households/families of the availability of the annual report. The SWC, will establish and monitor goals and objectives for the school, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, RCS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which school is in compliance with the wellness policy;
- The extent to which the school's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the school's wellness policy. The position/person responsible for managing the triennial assessment and contact information is Lisa Eklund, Executive Chef at Riverview Charter School 81 Savannah Hwy Beaufort, SC 29906. The Executive Chef, in collaboration with the school's Executive Director, will monitor schools' compliance with this wellness policy. RCS will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Riverview Board and school-based Leadership Team will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as school priorities change; community needs change; wellness

goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

RCS is committed to being responsive to community input, which begins with awareness of the wellness policy. RCS will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for RCS. The school will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. RCS will use electronic mechanisms, such as email or displaying notices on the school's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. RCS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the school is communicating other important school information with parents.

RCS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. RCS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

RCS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and after-school Snack Program. RCS is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (RCS offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
- Sliced or cut fruit is available daily
- Daily fruit options are displayed in a location in the line of sight and reach of students
- Daily vegetable options are bundled into all grab and go meals available to students
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
- White milk is placed in front of other beverages in all coolers
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas

Staff Qualifications and Professional Development

The Executive Chef and kitchen staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). RCS will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

RCS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks.

The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

- Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.
- Classroom snacks brought by parents. The school will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
- Rewards and incentives. The school will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The school will make available to parents and teachers a list of healthy fundraising ideas such as the from the Alliance for a Healthier Generation and the USDA].

- Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)]

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

RCS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the school may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

RCS aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

RCS will work to include the following essential topics on healthy eating in its health education curriculum:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

RCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The school strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined[xv] as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the school.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools are encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason (This does not include participation on sports teams that have specific academic requirements]. The school will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, RCS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. RCS will conduct necessary inspections and repairs.

Physical Education

RCS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection).

All students will be provided equal opportunity to participate in physical education classes. RCS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

RCS **elementary students** in each grade will receive physical activity for at least 60-89 minutes per week throughout the school year.

RCS **secondary students** (middle school) are required to take the equivalent of one academic year of physical education.

The RCS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

RCS will work to include the following essential topics on physical activity in its health curriculum:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture § How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess

Riverview will offer at least **20 minutes of recess** on all or most days during the school year If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the school or district must conduct **indoor recess,** teachers and staff will work to follow the indoor recess guidelines that promote physical activity for students, to the extent

practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

RCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The school recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

RCS will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will work to incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

RCS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing access to annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

RCS offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The school will encourage students to be physically active before and after school by offering extra-curricular athletic opportunities to middle school students, and physically active TIDEWATCH programs each trimester.

Active Transport

RCS will support active transport to and from school, such as walking or biking. The school will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- A bicycle rack for secure bike storage
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Other Activities that Promote Student Wellness

RCS will work to integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The school will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

RCS is encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

RCS will continue to develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

RCS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection**,** the school will use electronic mechanisms (such as email or displaying notices on the school's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

The school will work to implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

Professional Learning

When feasible, the school will offer access to annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help school staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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Recommended snacks and lunch items

Brain Boosters:

- Sunbutter/Soybutter (please no peanuts or products)
- Apples
- Bananas
- Oranges
- Kiwi
- Melon/Cantaloupe
- Blueberries
- Strawberries

- Carrots
- Celery (ants on a log)
- Cauliflower
- Broccoli
- Raisins and Craisins
- Trail Mix (no peanuts)
- Granola Bars (no peanuts)
- Yogurt
- Cheese Stick
- Tortilla Chips w/ Salsa, guacamole, or bean dip
- Whole Grain Crackers or Baked Chips
- Air Popped Popcorn
- Natural Turkey
- Natural Ham
- 100% Juices

Brain Busters:

- Cookies
- Pastries
- Chocolate
- Chips
- Hot Dogs
- Fast Food
- Soda
- Non 100% Juice

Suggestions for Healthy (non-food) Classroom Celebrations and Rewards

Group/Class Rewards

- Extra recess time
- Pick different seats to sit in for a day
- Teacher wearing a silly outfit or hat (let the class decide…one reader even said a teacher wore her wedding dress to school!)
- Afternoon movie (as an individual reward one student could be allowed to select and bring in the movie for the class)
- Lunch in the classroom Dress up days…let the class vote
  Pajama day (can also incorporate sleeping bags/blankets)
- Crazy hair day
- Backward day (wear clothes backward and even follow the class schedule backward!)
- Camp out day (kids bring sleeping bags and teacher brings a tent)
- Crazy hat day
- An art or craft party
- A game the class plays together (like bingo or kickball)
- Plant some flowers or plants together at the school
- Paint birdhouses together to put up at the school
- Dance party with music

Individual Rewards

- Lunch or recess time with theExecutive Directoror favorite teacher/staff

- guest reader to read to the class
- Sit with a friend from another class at lunch
- Gift certificate to the book fair
- Sit in the teacher's chair or at their desk for the day
- Sit next to a friend instead of in your own seat for the day
- Be the "special helper" for the day (running errands to the office, line leader, etc.)
- Student asked to actually read the morning announcements
- Choose the story for story time
- "Stinky feet" which means you get to take your shoes off in class
- Give out "play money" to students that they can spend in a class-wide auction later in the year (auction items can include games, books, etc. and be donated by parents)
- A "no uniform for the day" pass (approval needed)

Birthday Celebrations

- Class makes fruit smoothies together arranged through Executive Chef (advance notice)
- Small goodie bags with stickers/activities given out to classmates
- Each student is given supplies to a make small craft together
- Birthday card(s) made by the other students
- Popcorn birthday parties (popcorn is a whole-grain food) served in "popcorn cones" that the kids make themselves out of paper arranged through Executive Chef with school's popcorn machine (advance notice)
- New book donated to class library by birthday student with their parent as the guest reader