



# **Rock Hill Academies**

## **Aspire & Raven**

### **Handbook**

**2024 - 2025**



# **Table of Contents**

1. What are Aspire and Raven Academies?
2. Who attends Aspire and Raven?
3. How long do Aspire & Raven students attend?
4. Student Attendance & Truancy
5. Bell Schedules
6. Aspire & Raven Breakdown
7. Leader in Me
8. Aspire & Raven School Rules
9. Aspire & Raven Level System
10. Aspire & Raven Academics
11. Raven Grading
12. Aspire Grading
13. Aspire & Raven Intake Process
14. Aspire & Raven Intake Meeting
15. Aspire & Raven Transition & Out-Processing Procedures
16. Aspire & Raven Special Education Procedures
17. Day Treatment Referrals to Raven Academy
18. Aspire & Raven Teacher Expectations
19. Aspire & Raven Student Expectations
20. Aspire & Raven Instructional Expectations
21. Aspire & Raven Grading Policies and Procedures
22. Exploratory Classes / Career Exploratory Room
23. Aspire & Raven Extensions Beyond the Classroom
24. Aspire College Visit Information

## **Aspire and Raven Academies**

**All  
Students  
Persevere  
In  
Respectful  
Environments**

Raven and Aspire Academies serve students in grades six through twelve in the Rock Hill School District. The goal of these academies is to provide academic and social/emotional support to the students we serve. Students will have an individualized plan focusing on academics and social/emotional services. They will gain knowledge and skills in their time in Raven/Aspire Academies. Once students have met the exit criteria pertaining to grades, attendance and discipline, they may be recommended to return to their home school to continue their educational journey.

## Who attends Aspire and Raven Academies?

Students are eligible to attend Aspire/Raven Academies via two avenues.

1. The student has progressed through an expulsion process while attending their respective middle school or high school. The expulsion hearing officer has referred the student to Aspire or Raven Academies.
2. The second avenue is through an application via coordination with a middle school or high school administrator. This administrator must complete an Aspire/Raven Application and submit it to the Aspire/Raven administration for consideration of placement. Once a student is accepted, he/she will attend the alternative school and will not attend the referring middle school or high school for a determined length of time.

In either case, an Aspire/Raven application *must be completed* for any student who may attend either program.

## How long does a student attend Aspire or Raven Academies?

- **Aspire-** typically, students attend for at least the remainder of the current semester. Depending on individual situations, Aspire students may be required to stay for a longer if additional support is needed academically, behaviorally, and/or socially.
- **Raven-** typically, students attend for at least the remainder of the current 9 weeks. Depending on individual situations, Raven students may be required to stay for a longer period if additional support is needed academically, behaviorally, and/or socially.
- If a student is referred to Aspire or Raven Academies during the 4<sup>th</sup> 9 weeks, he/she may complete the current school year as well as begin the following school year at Aspire/Raven. These determinations will be made by Aspire & Raven administration and communicated in a timely manner to all stakeholders involved.

## **Student Attendance and Truancy**

- Attendance is vital to the success of all students.
- Aspire/Raven Academy students are held to the same attendance and truancy standards as students who attend middle and high schools.
- Daily attendance reports are run, and attendance is monitored.
- Aspire/Raven teachers, office staff and administration assist in supporting students attending school each day. Attendance interventions and Student Attendance Intervention Plans (SAIP's) are conducted, as necessary.
- Significant absences may result in a referral to the Rock Hill School District Truancy Officer .

## **Raven Academy - Bell Schedule**

**(Middle School)**

**1<sup>st</sup> period – 9:30 – 10:30**

**2<sup>nd</sup> period – 10:30 – 11:30**

**Advisory – 12:30 – 1:00**

**Lunch – 1:00 – 1:30**

**4<sup>th</sup> period – 1:30 – 2:30**

**5<sup>th</sup> period – 2:30 – 3:30**

**Exploratory 3:30 – 4:30**

## **ASPIRE Academy - Bell Schedule**

**(High School)**

### **ASPIRE**

**1<sup>st</sup> Period: 9:30 – 10:30**

**2<sup>nd</sup> Period: 10:30 – 11:30**

**3<sup>rd</sup> Period: 11:30 – 12:30**

**Lunch – 12:30 – 1:00**

**4<sup>th</sup> Period : 1:00 – 2:00**

**5<sup>th</sup> Period – 2:00 – 3:00**

**Advisory – 3:00 – 3:30**

**Exploratory – 3:30 – 4:30**

## **Aspire and Raven Academies Breakdown:**

### **Raven Academy**

**(Middle School)**

#### **RAVEN**

- Serves students in grades 6 – 8 in need of student support services in academic, attendance, and behavior.
- At the discretion of Aspire/Raven administration, Raven students can accelerate coursework and complete more than one grade level during a given school year.
- *Home school administrators should note that if a student remains at Aspire/Raven from one academic school year to the next academic school year, they are utilizing one of the “slots” that are allocated to the school from Aspire administration.*

## **Aspire and Raven Academies Breakdown:**

### **Aspire Academy**

**(High School)**

- Serve students in grades 9 – 12 in need of student support services for behavior, academics, and personalized learning support.
- At the discretion of Aspire/Raven administration, Aspire students can accelerate coursework and complete more than the typical 4 classes per semester. If a student completes a given course and adequate time remains in a given semester, he/she may be assigned another course to complete.



Aspire and Raven Academies are proud to be part of a *Leader in Me* District. *Leader in Me* is an [evidence-based](#) PK-12 model, developed in partnership with educators and designed to build leadership in students, create a high-trust culture, and improve academic achievement.

We focus on developing the whole child by:

- Teaching leadership to every student.
- Creating a culture of student empowerment.
- Aligning systems to drive results in academics.

We use two frameworks in our work as a leadership school:

- [The 7 Habits of Highly Effective People](#) helps us learn and apply leadership skills and gives us a common language for building a supportive school environment.
- [The 4 Disciplines of Execution](#) helps us to identify, track, and achieve academic and personal Wildly Important Goals (WIGs).



# Aspire and Raven Behavior Expectations

Aspire and Raven students are held to the same standard of accountability as students attending their respective middle school and high school.

## Aspire & Raven Dress Code

- All students will conduct themselves in a respectful manner at all times.
- ***Students are not permitted to wear hooded sweatshirts to Aspire/Raven classes.***
- Students may not wear hats, bonnets, or flip flops to school.
- Students may not bring blankets or pillows to school.
- Tobacco products, electronic cigarettes, vape pens are not permitted.
- Tobacco contraband is not permitted.
- Students are not permitted to drive to the Aspire/Raven Academies.

## Raven Students

- *Raven students* will wear their middle school uniforms.

***Administration may make determinations on items beyond the scope of the list above.***

***Disciplinary action may be taken for violations as it relates to school rules, dress code and cell phones.***

## Cell phones

- Cell phones will be secured using “Yondr Bags” for the duration of the school day. Cell phones are returned at the end of the school day.
- The goal of Aspire/Raven Academies is to help students to reach their maximum potential, and to remove barriers/distractions that prevent students from being successful.

## Discipline

Students are held accountable through various forms of discipline including but not limited to being placed on a discipline contract, in-school suspension (ISS), out of school suspension (OSS), expulsion from school, or a change in the academic setting. i.e. change of setting to a virtual setting for a period of time.

## Rest Rooms

- Aspire/Raven Academies utilize a cone-system for students who need to use the restroom. Each teacher has an orange (male) cone and green (female) cone. When a student needs to use the restroom, the teacher will look out into the hallway to see if another student is already using the facilities. If no other cones are already in the hallway, the student may proceed to the restroom.

## **Aspire & Raven Level System**

- All students who attend Aspire/Raven academies are expected to behave in accordance with school and Rock Hill School District rules and expectations.
- The faculty and staff utilize a “Level Up” system to monitor progress and behavior. The Levels progress from 1 through 4.
- Both Raven and Aspire students continuously work towards achieving Level 4 status. Each week, teachers discuss each individual student’s grades, behavior and attendance to determine the appropriate level. As students improve in each of the three categories, incentives may be provided to students.

# Aspire & Raven Academics

Aspire and Raven use a Learning Management System called Edmentum to award credit for courses.

- Raven (Middle School) courses are based on year-long classes.
- Aspire (High School) are based on semester-long classes.
- At the end of a given semester, students must be complete with all assigned classes.
- They will not be allowed to continue coursework from a previous semester.
- Academic progress is based on time of placement during a given semester.
- **Academic progress *cannot* be carried over from one semester to the next.** Students must be complete coursework within a given semester.

## **Raven Grading**

- **First 9 Weeks**
  - Q1 Progress Report = student should be at least 12.5% complete with course in Edmentum
  - Q1 Report Card = student should be at least 25% complete with course in Edmentum
- **Second 9 Weeks**
  - Q2 Progress Report = student should be at least 37.5% complete with course in Edmentum
  - Q2 Report Card= student should be at least 50% complete with course in Edmentum
- **Third 9 Weeks**
  - Q3 Progress Report = student should be at least 62.5% complete with course in Edmentum
  - Q3 Report Card= student should be at least 75% complete with course in Edmentum
- **Fourth 9 Weeks**
  - Q4 Progress Report = student should be at least 87.5% complete with course in Edmentum
  - Q4 Report Card= student should be at least 25% complete with course in Edmentum

## **Aspire Grading**

**(Based On Semester-long Courses)**

- **Progress Report for first 9 weeks of course**
  - Student should be at least 25% complete with course in Edmentum
- **Report Card for first 9 weeks of course**
  - Student should be at least 50% complete with course in Edmentum
- **Progress Report for second 9 weeks of course**
  - Student should be at least 75% complete with course in Edmentum
- **Report Card for second 9 weeks of course**
  - Student should be 100% complete with course in Edmentum

## Aspire & Raven Intake Process

- Aspire administration receives expulsion information from Student Services or an Aspire/Raven Application from a home-school administrator.
  - Expulsion information and applications are vetted by Aspire/Raven administration.
  - Once approved, an Intake Meeting is scheduled with perspective student & parent.
  - School Counselor creates a student schedule.
  - School Counselor emails student schedule to Aspire Registrar.
  - Intake meeting is held.
    - In that meeting, Aspire/Raven expectations are communicated and bell schedule is given to the student.
    - All pertinent information is shared with student and parent along with the date of the student's start date.
    - School Counselor notifies Aspire Registrar of the enrollment date and student schedule.
  - At the end of Day 1, Aspire Registrar emails home-school registrar to confirm attendance or notify him/her if the student did not attend the scheduled intake meeting.
- If student is **not** accepted via home-school administration referral:
- Aspire staff will notify and send documentation to home school stating why student was not accepted at this time.
- Expulsion Recommendations from District Hearing Officers:
- Aspire contacts parents immediately to schedule Intake Meeting.
  - Home school administration sends referral application to Aspire.
  - Aspire/Raven Guidance builds schedule.
  - Aspire Registrar emails home-school registrar, administration, and School Counselor of the enrollment date and student schedule.
  - Aspire/Raven Intake Meeting takes place.
  - Student begins Aspire/Raven Academy.

- **Student is a “No-Show” for Intake Meeting:**
  - If a student does not show up for scheduled Aspire/Raven Intake Meeting:
    - The Intake meeting is rescheduled.
    - Document in Power School Log Entries.
    - Notify home-school administration.
  - If a student does not show up a second time:
    - Notify home-school administration.
    - Document in Power School Log Entries.
    - Home-School administrator may choose to resubmit an application for the effected student during the next Intake Cycle.

# Aspire & Raven Intake Meeting

## Parent and Student Intake Meeting

Once a student is accepted into Aspire/Raven, both *the student and the parent must attend* an Aspire/Raven Intake Meeting.

In the Intake Meeting, Aspire staff will:

- Review application and supporting intake documents with student and parent.
- Review the student's expulsion paperwork and discipline history to include the *minimum* amount of time the student is to remain at Aspire or Raven Academy.
- Behavior expectations are discussed and School Discipline Contract is signed for every student.
- Begin to develop student Behavior Support Plan.
- Counselors establish and review student schedule and course completion expectations
- Attendance expectations are established, and Attendance Intervention Plan provided by home school is reviewed.
- External student support services are reviewed and developed (ex: DJJ, mental health, family resources, career / college opportunities).
- Incentive/Level System is reviewed.
- Field any questions/concerns the student & parent may have.

# **Aspire & Raven Academies**

## **Transition/Out-Processing Procedures**

### **Transition Back to Home School Process:**

- A transition meeting is scheduled with home school
- Aspire/Raven provide information concerning academic, behavior, and personalized learning support progress and strategies of support during meeting to include behavior support plan.
- Behavior Interventionist will communicate with necessary personnel to implement transition back to home school setting. Aspire/Raven will also follow-up with students who have returned to home-schools throughout the school year.



## **Aspire/Raven Special Education Procedures**

- An administrator from home school initiates the Aspire/Raven referral process with sufficient data to support the change of academic placement and complete the Aspire/Raven referral application.
- Home School Team Lead contacts RHSD ESE Coach to discuss the student's potential referral.
- If the student is accepted into Aspire/Raven:
  - Aspire/Raven special education teacher receives documentation from home school.
  - The Aspire/Raven Intake Coordinator will contact the Home School Team Lead to schedule the Change of Placement process.
- The Change of Placement IEP meeting should include current school team members and Aspire team members. Note: If Speech, OT, or PT are part of the IEP, make sure they are included in the meeting planning.
- Home School Team Lead at home school amends the IEP in the meeting by completing the following steps:
  - Open an Amendment Cover Page (under Add Action)
  - Determine which sections of the IEP will need to be amended and indicate those on the Amendment Cover Page. (Sections to most likely need amending: Present Levels, Services, and LRE.)
  - Complete the Prior Written Notice (within the Amendment Cover Page section)
  - Finalize the Amendment Cover Page.
  - Open the current IEP and select "Amend" at the top.
  - Complete all amendments within the IEP that were determined by the team and noted in the Amendment Cover Page. Reminder: If Services are changing, add an end date to the current services and add new services that will start upon enrollment at Aspire. When new services are added, a new start date must be added in the LRE section.
  - Finalize the IEP.
  - Complete an Action Form indicating an amendment has been made.
  - Submit Conference Notes to Laurie Hall.

# **Day Treatment Center to Raven Academy Procedures**

## **Procedures:**

1. Day Treatment Center administration communicates with home school administration of a possible Raven recommendation.
2. Home school conducts a meeting to determine potential recommendation. This meeting should include home school administration, Raven administrator or designee, Day Treatment administrator or designee. In this meeting, background information of the student and context should be provided to Raven.
3. During this meeting, potential eligibility will be discussed. Raven may give a “soft approval” at this time, if appropriate.
4. Immediately, within 1 day, the home school will complete Raven application and submits it to Raven administration.
5. Raven application will be reviewed by Raven administration.
6. If accepted, the student will be scheduled for an Intake Meeting that aligns with Raven Intake Calendar.
7. Raven staff will establish contact and schedule an Intake Meeting with the student and parent.

# **Aspire & Raven Teacher Expectations**

## **Teacher Work-Day Hours**

- Monday - Thursday – 8:30 am – 4:45 pm
- Fridays – 8:30 am – 1:00 pm
- Total - 37.5 hours/week

## **Teaching Expectations**

- Teachers are expected to teach lessons, facilitate discussions, group work and activities in addition to supporting students while they complete their course work on Edmentum.
- This ratio should be approximately 60% direct instruction, group work, practice and 40% supporting students on Edmentum
- Teachers will be observed over the course of the school year both formally and informally by administration.

## **Grades**

- Aspire and Raven Academies utilize Edmentum to award course credit.
- Students are able to receive real-time updates of current grades via Edmentum dashboard.
- Progress Reports and Report cards will be provided to students at the end of each grading period.
- *See Aspire/Raven Grading Procedures for details of teacher responsibilities..*

## **Teacher Absences**

- Complete a Request for Leave Form prior to being absent in accordance with RHSD expectations. (see policy link below)
- Enter all absences into Kelly Services.
- Notify Mr. Truesdale and M. Helms the day before being absent from work. In case of emergency, notify Mr. Truesdale as soon as possible so plans can be made for coverage and lessons prepared.
- Mrs. Helms and Mrs. Surratt will run a Kelly Services Absence Report each morning.
- RHSD Leave Policy - <https://www.rock-hill.k12.sc.us/cms/lib/SC01000464/Centricity/Domain/4/GCC-GDC%20Staff%20Leaves%20And%20Absences.pdf>

## **Student Attendance**

- Students are expected to attend school each day, as they would a traditional school
- Teachers must take attendance in Power School within the first 10 minutes of each class period
- Aspire/Raven Virtual teachers must take attendance in Power School before 1 pm each day.
- Any issues or questions about attendance must be communicated to Aspire Registrar & Aspire Attendance Interventionist immediately.
- Aspire Registrar will follow up with individual teachers with regard to attendance, as needed
- After 3 consecutive days of student absences, teachers will communicate with student and parents to notify them of the absences.
- After the 5<sup>th</sup> consecutive day of student absences.
- All issues of attendance should be documented in “Log Entries” in Power School.

## **Tardies**

- Daily attendance is vital to student success and students are expected to attend each day.
- Students with multiple unexcused tardies may be held accountable through discipline.
- Attendance and tardy interventions may be utilized to assist in improving student attendance.

### **When Students Finish A Course**

- **Step 1:** Teacher should email Mr. Truesdale (administration), Mrs. Helms (Registrar), and Ms. McKiver (School Counselor). Include following information: the student's name, school, grade level, course name, final grade and date completed.
- **Step 2:** Teacher should complete the 2024 – 2025 Aspire/Raven Completed Course Google Form.
- A record of all completed courses for each semester is maintained by Aspire Administration for accountability purposes. This information is shared with the middle schools and high schools, as needed, so Power School can be updated.

## **Aspire & Raven Student Expectations**

- **Aspire & Raven Students:**
  - Expected to attend school every day with a positive attitude and are ready to work
  - Students should attend Monday – Thursday: 9:30 am– 4:30 pm.
  - Friday will be assigned individually based on academic/behavior performance.
  - Be open to conversations about individual accountability, making positive changes in his/her life, conflict resolution skills, learning soft-skills and academics.
  - Aspire students should complete at least 5 courses per semester.
  - Raven students should complete the required coursework of his/her respective grade level.
- **Virtual Aspire & Raven Students:**
  - See Virtual Academy Handbook for student expectations

## **Aspire & Raven Instructional Expectations**

- Teachers:
  - Identify and communicate course objectives and skills daily to students.
  - Provide differentiation of teaching and learning strategies that align with individual learning styles and levels.
  - Structure their class time in such a way as to provide a warm-up activity, guided practice, independent practice, assessments and a summary/closure to lessons. They will utilize both Edmentum and best-teaching practices to accomplish this.
  - Assess students' academic proficiency in daily skills and standards.
  - Create and maintain a safe a collaborative learning environment conducive for student academic, behavioral and socio/emotional growth.
  - Effectively utilize instructional resources to positively impact student academic and behavior progress.
  - Provide college, career, and military teaching and learning opportunities.

## **Aspire & Raven Grading Policies and Procedures**

- Aspire and Raven utilize a Learning Management System (LMS), Edmentum, to award course credit to students upon successful completion of coursework within a given timeframe.
- For a student to be awarded credit, several things must happen:
  - Student completes all required coursework – 100%.
  - Student completes all required coursework within given timeframe (a given semester or school year).
  - Student earns a passing grade (60 or higher) during the given timeframe of the given course.



## Aspire/Raven Grading Procedures

- All course attempts must be included on the student's transcript.
- Students attending Aspire/Raven Academies may take initial credit or credit recovery courses.
  - **Initial Credit with Passing Grade:**
    - Students who complete initial credit courses with a passing grade within a given semester/school year:
      - Upon a student successfully completing a course, Aspire/Raven teacher communicates the passing grade to Aspire Registrar.
      - Aspire Registrar sends the numerical passing grade to the home-school registrar.
      - Student grades in initial credit courses will impact student GPA.
  - **Initial Credit with Failing Grade:**
    - A student fails an initial credit course due to:
      - Student has a failing grade (59 or below).
      - Student runs out of time, *whether passing or failing the course*, within a given semester/school year.
    - In either case, the student will receive a minimum grade:
      - Aspire (high school) will be a "50" for a given course.
      - Raven (middle school) will be an average of Q1=50, Q2=40, Q3=50, Q4=40 for a given course.
    - Aspire Registrar will communicate with the home school registrar about unsuccessful completion of the course.
    - The failing grade in initial credit courses will remain on the student's transcript.
  - **Credit Recovery:**
    - Student grades in credit recovery courses are designed to be GPA-neutral, meaning the student's GPA will not be affected by the student's grade in the course.
    - If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as a "P."
    - If the student does not pass, the failing grade will be entered as "NP."
    - Neither the "P" or the "NP" grade designation will impact the student's GPA.
    - Per the South Carolina Uniform Grading Policy (UGP), any course retaken for credit must be at the previous course's same level of difficulty. If the same level course is not accessible, the course may be retaken at a different level of rigor.
    - Per the state UGP, a student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential

course (whichever comes first). However, only the highest grade will be used in the student's GPA calculation.

- Accommodations will be made for students with IEP's or 504's who require extra time for assignments.

### **Attendance of Initial Credit and Credit Recovery Courses**

- Face-to-face Aspire/Raven students are expected to attend school every day and complete required coursework. This will be monitored by teachers and school administration.
- Virtual Aspire/Raven students are expected to attend Zoom sessions with their teachers through the prescribed virtual bell schedule and complete required coursework.
- All Aspire/Raven students are expected, at a minimum, complete coursework each school day.
- Both face-to-face and virtual students who are not making adequate progress will be held accountable by school-level interventions.

### **When students complete courses while attending Aspire & Raven:**

- When a student completes a course while attending Aspire or Raven Academies, the Aspire & Raven teachers will do the following:
  1. Aspire teachers email Aspire administration, registrar and guidance counselor the student's name, course name, final grade and other pertinent information pertaining to completing a given course.
  2. Aspire teachers complete a Google form the same information to serve as documentation.

### **Aspire Communication with Home Schools**

- Aspire Registrar will communicate with home schools, as needed, to support students.
- Twice a month, on the 1<sup>st</sup> and 15<sup>th</sup>, Aspire/Raven will communicate with each home school to provide an update on current rosters and academic progress on each student.
- In this correspondence, the Aspire Registrar will share:
  - Current student enrollment in Aspire/Raven.
  - Current grades/academic progress of students enrolled in Aspire/Raven.
  - Projected return date from Aspire/Raven to effected home school.
  - Additionally, as students' complete courses, the Aspire/Registrar will contact home school registrar the details of all completed courses.

# Aspire Academy

- Aspire classes are one academic semester in duration.
- Aspire students may complete initial credit or credit recovery courses using Edmentum.
- **If a student needs a full course:**
  - Student completes 100% of Edmentum coursework.
- **Student enters at Progress Report of a given 9 weeks**
  - **Step 1-** Teacher takes the grade the student came into Aspire with and enters it into Edmentum.
  - **Step 2-** Teacher starts the student where 4.5 weeks would be in accordance with RHSD curriculum map.
  - **Step 3-** At the end of the 9 weeks<sup>2</sup>, teachers will average the grade the student came into Aspire with and the grade they earned while in Edmentum.
- **Student enters after a full 9 weeks have passed – half-way through a course**
  - **Step 1-** Teacher records the grade the student came into Aspire with as the 1<sup>st</sup> 9-week grade of that class (may not necessarily be the 1<sup>st</sup> 9 weeks of the school year)
  - **Step 2-** Teacher excuses the first ½ of Edmentum coursework in accordance with RHSD curriculum map.
- **Student enters at Progress Report of 2<sup>nd</sup> 9 weeks of a given class**
  - **Step 1-** Teacher records student's incoming grade into Aspire and enters it into Edmentum.
  - **Step 2-** Teacher starts the student where 13.5 weeks would be in accordance with RHSD curriculum map.
  - **Step 3-** At the end of the semester, teachers will average the grade the student came into Aspire with and the grade they earned while in Edmentum.

## **Raven Grading Policy**

- Raven (middle school) grading will follow the same grading policy as if students attended their respective home schools.
- Students should progress through Edmentum coursework as outlined by their teachers
- If a student does not complete adequate progress, the student could still earn minimum grades:
  - Q1 – minimum 50
  - Q2 – minimum 40
  - Q3 – minimum 50
  - Q4 – minimum 40
- Raven Academy will maintain grading period grades (Progress Report and Report Card grades) starting in 2023 – 2024 school year.
- At the end of each 9 weeks, Aspire/Raven Registrar will send the home-school registrars the current grades for all students from their respective schools.
- As students complete middle school courses, with a passing grade and within a given timeframe, that information will be shared with home-school registrars.
  - Example- middle school student completes all 7<sup>th</sup> grade coursework near the end of Quarter 4:
    - Aspire/Raven registrar will coordinate with home-school registrar
  - Example- middle school student completes all 8<sup>th</sup> grade coursework in the fall semester in an effort to recover a grade level:
    - This student may begin 9<sup>th</sup> grade coursework in the spring semester.
    - Coordination with the home-middle school and new home-high school would need to take place.

# Raven Academy

- Raven classes are an academic school year in duration.
- **Student starts in Raven at beginning of school year**
  - Student completes 100% of Edmentum course
- **Student enters at 1<sup>st</sup> 9 weeks Progress Report**
  - **Step 1-** Teacher takes the transfer grade student came into Raven with and enters it into Edmentum.
  - **Step 2-** Teacher starts the student where 4.5 weeks would be in accordance with RHSD curriculum map.
  - **Step 3-** At the end of the 9 weeks, teachers will average the grade the student came into Raven with and the grade they earned while in Edmentum.
- **Student enters at 2<sup>nd</sup> 9 weeks**
  - **Step 1-** Teacher records the grade the student came into Raven with as the 1<sup>st</sup> 9 weeks grade.
  - **Step 2-** Teacher excuses the first ¼ of Edmentum course in accordance with RHSD curriculum map.
- **Student enters at Progress Report of 2<sup>nd</sup> 9 weeks**
  - **Step 1-** Teacher takes the grade student came into Raven with and enters it into Edmentum.
  - **Step 2-** Teacher starts the student where 13.5 weeks would be in accordance with RHSD curriculum map.
  - **Step 3-** At the end of 9 weeks, teachers will average the grade the student came into Raven with and the grade they earned while in Edmentum.
- **Student enters Raven at Quarter 3.**
  - **Step 1-** Teacher will record Q1 and Q2 report card grades.
  - **Step 2-** Student will start Edmentum at the ½ way mark (18 weeks).
  - **Step 3-** Student will complete Edmentum for Q3 and Q4.
- **Student enters Raven at Progress Report for Quarter 3**
  - **Step 1-** Teacher records the Q3 grade the student had coming into Raven.
  - **Step 2-** Teacher starts the student where 22.5 weeks would be in accordance with RHSD curriculum map.
  - **Step 3-** At the end of the 9 weeks, teachers will average the Q3 grade the student came into Raven with and the grade they earned while in Edmentum.
- **Student enters Raven at Quarter 4**
  - **Step 1-** Teacher will record Q1, Q2, & Q3 report card grades.
  - **Step 2-** Student will start Edmentum at ¾ way mark (27 weeks).
  - **Step 3-** Student will complete Edmentum for Q4.
- **Student enters Raven at Progress Report for Quarter 4**
  - **Step 1-** Teacher records the Q4 grade the student had coming into Raven.
  - **Step 2-** Teacher starts the student where 31.5 weeks would be in accordance with RHSD curriculum map.
  - **Step 3-** At the end of the 9 weeks, teachers will average the Q4 grade the student came into Raven with and the grade they earned while in Edmentum.

## **Aspire/Raven Academies Extensions Beyond the Classroom**

The staff of Aspire & Raven work with various stakeholders such as: local community members, business owners, York Technical College staff, home school personnel, military recruiters, etc to help provide positive exposure for students.

Aspire & Raven students are held to the highest of academic and behavioral standards. They take ownership of their academic progress and socio/emotional progress. They address needed areas of concern to formulate plans for success.

Mock interviews are held where Aspire/Raven students must complete a series of interview questions, complete a resume and have conversations with perspective employers.

Students have the opportunity to make connections with various business owners and military recruiters from various service branches.

Students are provided with exposure to life outside and beyond school in an effort to help them better support their family and grow as an individual.

## **Exploratory Time**

Aspire & Raven students participate in exploratory classes.

These classes can consist of many areas of interest. Through the **LeaderinMe** curriculum, students will participate in various career-related activities and projects.

Examples are:

- Business and Work Force Skills
- Activities with local businesses
- Soft Skills
- Career-Aligned Pathways & Clubs
- Credit Recovery
- Study Hall
- Guidance small group/individual sessions
- Behavior Interventionist small group/individual sessions
- Flight Simulator
- Resume Writing
- Interview Skills
- Student/Teacher Interest Clubs
- Conflict resolution skills
- Study skills

## **Career Exploratory Room**

Aspire/Raven students have access to a space dedicated to providing exposure to various career possibilities from technical college/associate degrees, work force information, college information and military information. Students can gain knowledge and exposure to career pathways, career opportunities, military recruiter information, local business information, among other things.

# **Aspire Academy**

## **College Visit Procedures**

Juniors and Seniors are allowed two (2) days per year to visit colleges.

1) Prior to college visit, check with the college you would like to visit to make sure the day/time you want to visit is available. This information can be found on the college's website.

2) Most colleges require you to pre-register for a visit. This can usually be done on the college's website.

3) Have the college's admissions office document your visit on their letterhead. Some colleges may have this information already pre-prepared.

4) Turn this form into Ms. Helms within three (3) days of your visit so the day will not count as an unexcused absence.

***\*\*Please see your School Counselor for relevant information you may need to take on your visit prior to your scheduled appointment.***