



ARISE HIGH

Authenticity • Rigor • Inspiration • Success • Empowerment

Student and Family Handbook 2022-2023

3301 E. 12th St. Suite 205 Oakland, CA 94601

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Welcome

ARISE High School has been honored to serve the Oakland community since 2007 and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

Ultimately, the ARISE High School program is designed to support students to be agents of change - in control of their own lives and able to effect change in our community. Through active research over the past eleven years, we have developed a Community and Public Health Pathway that serves as a pipeline for our students to college and career opportunities when they graduate. In deep partnership with community organizations, students have multiple, transformative opportunities to explore a broad range of college and career opportunities. Through these experiences, students develop agency over their own college and career options as well as the ability to see themselves as agents of change within our community at large.

ARISE High School currently serves approximately 425 students in grades 9-12, and prepares students from a diversity of backgrounds to attend college. Currently 90% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities.

Admissions

ASSURANCES

ARISE High School makes the following assurances regarding admissions:

- ARISE High School will enroll all pupils who wish to attend to the extent that space allows.
- ARISE High School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- ARISE High School will comply with all laws establishing minimum and maximum age for public school attendance.
- ARISE High School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update, ARISE High School will notify the District in writing of the application deadline and proposed lottery date. ARISE High School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

ADMISSIONS PROCESS

As a member of Oakland Enrolls, we will be participating in a common application for the 2022-2023 school year. As a result there are several ways that you can now apply to ARISE. Should OUSD adopt a Common Enrollment platform under the Equity Pledge, ARISE High School would be willing to engage in a discussion on shifting its admissions process to participate in Common Enrollment.

The following admission requirements, timelines, and procedures apply at ARISE High School.

Apply - Open enrollment: November, 2022 (date TBD by Enroll Oak)

Accept Offer - Confirm School: March, 2023 (date TBD by Enroll Oak)

Application Process

Application to attend ARISE High School is comprised of the following:

- Completion of a student application form, comprising of basic contact information and grade level (available online at oaklandenrolls.org, in person at school site, or via telephone at 510-454-9360)
- Proof of Residence (if a student would like to use their residence for admissions preference)
- Copy of recent transcript for grades 10th-12

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Proof of immunization
- Proof of withdrawal from previous school (if applicable)
- Detailed demographic information
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records form

Admission Process - Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will enter a lottery by grade level through SchoolMint, with the exception of existing students, who are guaranteed enrollment in the following school year. Should ARISE receive more applications than open seats in a grade, a waitlist will be generated. ARISE will use the waitlist to fill open seats throughout the school year.

Lottery for admission to ARISE High School shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings of enrolled and admitted students of ARISE High School
2. Children of ARISE High School Staff and Board Members (not to exceed 10% of enrollment)
3. Students zoned to attend underperforming schools within OUSD¹ in which 70% or more of students qualify for free and reduced lunch (a minimum of 60% of the available spots)
4. Other prospective students residing within OUSD boundaries
5. All other applicants

Mission & Vision

¹ An underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind. OUSD underperforming schools are defined for the 2016-2021 charter term as schools that were "red" or "orange" according to the most recent OUSD Strategic Regional Analysis.

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

Contact Information

| Staff | Position | Email |
|----------------------------------|---|--|
| A-Team | | |
| Karla Gandiaga | Head of School | karla@arisehighschool.org |
| Trevor Gardner | Director of Teaching and Learning | trevor@arisehighschool.org |
| Christopher Rozeville | Director of STEM | chris@arisehighschool.org |
| Arianna Caplan | Director of Student Support | arianna@arisehighschool.org |
| Gaby Sanchez | Director of Operations | gaby@arisehighschool.org |
| Operations | | |
| Olga Pelayo | Administrative Assistant - 200 | olga@arisehighschool.org |
| Susana Torres | Administrative Assistant - 205 | susana@arisehighschool.org |
| Estela Mora-Hernandez | Custodian | estela@arisehighschool.org |
| Martha Diaz de Arellano | Lunch Coordinator/Custodian | martha@arisehighschool.org |
| Antonio Aguilar | Facilities Manager | antonio@arisehighschool.org |
| Aleah Fajardo | Sr Administrative Assistant | aleah@arisehighschool.org |
| Adelante Student Services | | |
| Jonathan Willis | Dean of Restorative Justice | jwillis@arisehighschool.org |
| Danny Wilcox | Mental Health Clinician | dannywilcox@arisehighschool.org |
| Jay Barnhisel | Mental Health Clinician | jayb@arisehighschool.org |
| Brittany Albert | Academic Counselor 9th Grade | brittany@arisehighschool.org |
| Jeannette Hernandez | Academic Counselor 12th Grade | jeannette@arisehighschool.org |
| Daniela Marquez | Academic Counselor 11th Grade | daniela@arisehighschool.org |
| Katherine Bermudez | Academic Counselor 10th Grade | katherine@arisehighschool.org |
| Robyn Collignon | Director of Special Education | robyn@arisehighschool.org |
| Anabelen Roiz | Academic Intervention & Resource Specialist | anabelen@arisehighschool.org |
| Armando Castro | Resource Specialist & PE Teacher | armando@arisehighschool.org |
| Nataly Moreno | Resource Specialist Teacher | nataly@arisehighschool.org |
| Velia Navarro | Parent Liaison | parents@arisehighschool.org |
| Community Based Learning | | |
| John Warren | Dean of Community Based Learning | john@arisehighschool.org |
| Danny Maxwell | Pathway Coordinator | danny@arisehighschool.org |
| Viridiana Morales | Community Based Learning Liaison | viridiana@arisehighschool.org |

Calendar and Bell Schedule

2021-2022 WEEKLY 4X4 BELL SCHEDULE

| TIME | MON | TUE | WED | THU | FRI |
|---------------|---------------|----------------------------|--------------------------|---------------|---------------|
| 8:30 - 9:00 | ADVISORY (30) | ADVISORY (30) | ADVISORY (115) | ADVISORY (30) | ADVISORY (30) |
| 9:05 - 10:25 | PERIOD 1 (80) | PERIOD 4 (80) | | PERIOD 1 (80) | PERIOD 4 (80) |
| 10:30 - 11:50 | PERIOD 2 (80) | PERIOD 3 (80) | ENRICHMENT BLOCK 1 (80)* | PERIOD 2 (80) | PERIOD 3 (80) |
| 11:50 - 12:30 | LUNCH (40) | LUNCH (40) | LUNCH (40) | LUNCH (40) | LUNCH (40) |
| 12:30 - 1:50 | PERIOD 3 (80) | PERIOD 2 (80) | ENRICHMENT BLOCK 2 (80) | PERIOD 3 (80) | PERIOD 2 (80) |
| 1:55 - 3:15 | PERIOD 4 (80) | PERIOD 1 (80) | ENRICHMENT BLOCK 3 (80) | PERIOD 4 (80) | PERIOD 1 (80) |
| 3:15 - 4:15 | OFFICE HOURS | STAFF PD (NO OFFICE HOURS) | | OFFICE HOURS | OFFICE HOURS |



NOTES: *For the first 4-6 weeks of school, this will be continued Advisory time for students not yet enrolled in an Enrichment program.

Office Hours

The front office will be open as follows:
 Mon through Fri: 8:00am-4:00pm

ARISE 2022-2023 CALENDAR

KEY

| |
|--|
| STAFF PD - NO SCHOOL |
| HOLIDAY OR SCHOOL BREAK |
| SPECIAL EVENT (SLC, FIELD TRIP, ETC) |
| FINAL EXAMS (DIFFERENT SCHEDULE) |
| FAMILY MEETING/EVENING EVENT |
|  FIRST DAY OF THE SEMESTER  LAST DAY OF THE SEMESTER |

AUGUST

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

8/1-9 Whole Staff PD
 8/8 Family Orientation 9-10
 8/9 Family Orientation 11-12
 8/10 First Day of School
 8/24 Literacy Assessment (half day)
 8/31 First day of Fall Enrichment

SEPTEMBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

9/1 Back to School Night (5-7 pm)
 9/5 Labor Day
 9/10 01 Interim Progress Reports
 9/21 College and Career Day
 9/26 Staff PD Day (No School)

OCTOBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

10/6 Monthly Family Meeting: A-G Requirements & Financial Lit.
 10/7 01 Grades Due at Midnight
 10/10 Indigenous People's Day
 10/11 Advisory Retreats
 10/12-14 Student Led Conferences (all day)

NOVEMBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

11/10 Monthly Family Meeting: FAESA Night (Senior Families) Veteran's Day Holiday
 11/11
 11/21 02 Interim Progress Reports
 11/21-25 Fall Break
 11/28 Staff PD Day (No school)

DECEMBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

12/8 Monthly Family Meeting
 12/12-16 Finals Week
 12/19-12/2 Winter Break

JANUARY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

1/1 02 and S1 grades due at 11:59pm
 1/3 Whole Staff PD Day
 1/4 Second Semester Begins
 1/11 Literacy Assessment (Half Day)
 1/12 Monthly Parent Meeting
 1/16 MLK Holiday
 1/25 First day of Spring Enrichment

FEBRUARY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

2/9 Monthly Parent Meeting
 2/8 College and Career Day
 2/10 03 Interim Progress Reports
 2/17-20 Presidents' Day Weekend

MARCH

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

3/1 Advisory Retreats
 3/6 Staff PD Day (No School)
 3/9 Monthly Parent Meeting
 3/10 Grades Due for 03 at Midnight
 3/16-17 Student Led Conferences
 3/31 Cesar Chavez Day

APRIL

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

4/3-7 Spring Break (TBD w/ OUSD)
 4/10 Staff PD Day (no school for students)
 4/13 Monthly Family Meeting
 4/14 04 Interim Progress Reports
 4/18 Early Warrior Intellectual and Bridge Defense Calibration
 4/24-28 SBAC Testing (11th Grade Only)

MAY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 30 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

5/11 Monthly Family Meeting
 5/22-26 Finals Week
 5/30 Warrior Intellectual & Bridge Portfolio Defense Presentations
 5/29 Memorial Day

JUNE

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

6/3 04 and S2 Grades due at 11:59pm
 6/5 Staff Reflection Day (No Classes)
 6/6-9 Dept & Grade Level Planning Days
 6/12-13 Team Freire Planning Days
 6/10 Class of 2023 Graduation
 7/1-7/23 School Closed

Graduation Requirements

From its inception, ARISE High School has worked in partnership with our families to develop, support and sustain the school.

Introductory orientations for both students and staff are a critical part of every school year, and include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses are translated into easy to understand transcripts that align with A-G requirements. Transcripts follow each individual student’s personalized graduation plan. These plans are updated regularly and, along with student portfolios and performance-based assessment presentations, provide the substance of quarterly exhibitions of student work and student-led parent conferences.

Students fulfill course requirements through coursework at ARISE High School or through approved coursework at one of the community colleges in the Peralta District. Students have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required coursework, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the chart below. The chart below contains graduation requirements. Additionally, ARISE High School collaborates with other local high schools to ensure transferability both of our courses to other schools and other schools to ours.

| Subject Area | Example of Course Titles | UC/CSU Requirements | ARISE Requirements |
|---------------------|---|----------------------------------|----------------------------------|
| A- Social Studies | World Cultures U.S. History Government/Economics | 2 years | 3 years |
| B- Language Arts | English 1-4 Peralta Colleges English 1A: Composition & Reading | 4 years | 4 years |
| C- Mathematics | Algebra 1 Geometry Advanced Algebra Trigonometry/Pre-Calculus Statistics | 3 years (4 years recommended) | 3 years (4 years recommended) |
| D- Science | Anatomy Physics of Engineering Chemistry in the Community Biology and Community Health Intro to Public and Community Health | 2 years | 3 years |
| E- Foreign Language | Spanish 1 Español Para Hispanos 3 | 2 years | 2 years |

| | | | |
|-----------------------------|--|--------------|-----------------------------|
| F- Visual & Performing Arts | Multicultural Art Integrated Art 2 | 1 year | 1 year |
| G- Academic Electives | Ethnic Studies Creating Social Change Sociology History of Latin America Engineering Business Poetry | 1 year | 1 year |
| Physical Education | Bicycling Sports and Activities Ukiah PhotOak Nature Yoga & Mindfulness TrailBlazers | Not Required | 1 year |
| College Courses | Genomics College Math Medical Terminology 1 Medical Terminology 2 | Not Required | 2 courses |
| Enrichment | Over 60 partnerships | Not Required | Depends on graduating class |

Course Listings

A typical sequence of courses by ARISE students is provided below:

| 9th | 10th | 11th | 12th |
|--------------------------|---------------------------------|---|---|
| Ethnic Studies | World Cultures | US History | Government |
| English 9 | English 10 | English 11 | English 12 |
| Algebra 1 or Geometry | Geometry or Algebra 2 | Algebra 2 or Pre-calculus/ Trigonometry | Pre-calculus/ Trigonometry, or Statistics |
| Integrated Art | Biology and Community Health | Chemistry in the Community or Other Science | Senior Capstone |

| | | | |
|---------|--------------------------------------|--|---|
| Health | Espanol Para Hispanos 3 or Spanish 1 | Espanol Para Hispanos 4 or Spanish 2 | Anatomy and Physiology or Integrated Science |
| Ecology | Elective | Intermediate Public and Community Health | TA, Concurrent College Enrollment Class, Elective |

Proficiency Grading

ARISE GRADING PHILOSOPHY AND STANCE

Proficiency Grading (Standards-Based Grading)

What is Proficiency Grading?

Proficiency Grading is an assessment system based on the idea what is most often called “mastery learning,” a process that involves: setting clear objectives, providing students with opportunities for practice, checking for understanding, reteaching in different and new ways if needed, and, finally, giving students more than one chance to demonstrate the attainment of a learning goal.

ARISE utilizes proficiency (or standards-based) grading because we believe it is important to assess students' knowledge of the subject matter and ability to demonstrate core academic skills as the key indicators of their proficiency in a class and, therefore, the foundation for their grades. Additionally, proficiency grading gives teachers the most accurate sense of how students will perform in future academic endeavors such as upper grade classes, Bridge and Warrior Intellectual Defenses, and college courses. Proficiency grading allows teachers to focus on knowledge and skills.

However, we also understand that students enter each class in a different place academically. A majority of students starting 9th grade at ARISE are not at grade level in math or English. Therefore, it is inequitable to evaluate them on the same objective standards right away. As teachers, we need to do our best to assess them based on both proficiency as an objective measure and proficiency in the context of their academic starting place.

This is tricky, even paradoxical - but it is the only fair and just way to grade our students when they come to us in such disparate places in term of skills and knowledge. We have established the following grading principles to help teachers navigate the complex task of proficiency grading at ARISE:

- ❑ We expect each student to try their hardest and be the best student they can be
- ❑ High challenge, high support classrooms lead to maximum academic progress and student success
- ❑ Differentiation of instruction is essential for all students to grow and progress
- ❑ Grading is a tool for establishing high expectations but not the only way to do so
- ❑ Students should be allowed multiple opportunities to demonstrate proficiency in various ways
- ❑ For any assessment that require non-core values learning targets their must be multiple (at least three) opportunities for achieving proficiency are required through revisions and/or retakes
- ❑ Grades should reflect WHAT students know and can do but also HOW they are engaging in learning as part of the ARISE community; therefore we include our Core Values as a significant element of student grades
- ❑ Homework should be meaningful, purposeful, and work towards proficiency in specific LTs -given at least once per week in each class (see Purpose of HW below)

GRADING POLICY

This year we will be using Powerschool as our proficiency grading program (PowerTeacher Pro). Grades will be communicated as a percentage of proficient LTs.

Timing

- ❑ Teachers are expected to update grades in PowerTeacher Pro every **Tuesday by 9pm** so that Advisors can be prepared for one-on-one [academic consultancies](#) with their Advisees during the Thursday Consultancy/Advisory period.
 - ❑ In the case of long-term RSAs, benchmark grades through Core Value Learning Targets should be inputted periodically to check on those long term tasks
- ❑ At the end of every quarter teachers will upload grades to Powerschool and report cards will be sent home to families
 - ❑ Q1 - October 7th (grades due October 9 at midnight)
 - ❑ Q2 - December 16th (grades due December 29 at midnight)
 - ❑ Q3 - March 10th (grades due March 12 at midnight)
 - ❑ Q4 - May 19th (grade due May 21 at midnight)

Learning Targets

- ❑ Each course has a different [number of Learning Targets](#) that make up the learning objectives and goals throughout the course.
- ❑ Each Learning Target **must** be assessed at least 3 times
 - ❑ *Teachers have the ability to override the overall grade for a learning target at their discretion
- ❑ Core Values Learning Targets are Build, Lead, Respect and Persevere - these are used to grade student's completion of work and participation.
 - ❑ HW, classwork (completion), check points for RSAs

Types of Assignments

- ❑ MAJOR ASSESSMENTS
 - ❑ These are RSAs and other significant assignments on which specific feedback is given related to learning targets
 - ❑ RSAs need to have the following learning target [structures](#)
 - ❑ Two Learning Targets of Build and Perseverance to be used to grade RSA timeliness and completion
 - ❑ 5 - 8 content learning targets composed of course learning targets
- ❑ MINOR ASSESSMENTS
 - ❑ These are smaller assignments on which specific feedback is given related to learning targets (non Core Values)
 - ❑ 1-3 content learning targets assessed
- ❑ CORE VALUES ASSESSMENTS
 - ❑ These are assignments that are only graded for completion and assigned a Core Values learning target (Build, Lead, Respect)
- ❑ HOMEWORK (CORE VALUES ASSESSMENTS)
 - ❑ These are homework assignments that are only graded for completion and assigned a

- Core Values learning target (Persevere)
- ❑ Homework can only be turned in within one week of when it was assigned

- ❑ FINAL Grading Scale
 - ❑ A = 90% - 100% of LTs MET or EXCEEDED
 - ❑ B = 75% - 89% of LTs MET or EXCEEDED
 - ❑ C = 64% - 74% of LTs MET or EXCEEDED
 - ❑ **NC = 0% - 63%** of LTs MET or EXCEEDED

Course Grading

| | 9th | 10th | 11th | 12th |
|--|-----|------|------|------|
| Course Learning Targets | 70% | 75% | 80% | 80% |
| Core Value Learning Targets : Build, Lead, Respect | 20% | 15% | 10% | 10% |
| Core Value Learning Targets : Persevere (for HW) | 10% | 10% | 10% | 10% |

- ❑ **Course Learning Targets**
 - ❑ All content Learning Targets for the class (except for Core Values) including the 5 Cs
 - ❑ The weight of each learning target is dependent upon the number of total learning target for a given course (i.e. it will be equally divided among the learning targets)
- ❑ **Course Learning Targets -Core Values**
 - ❑ Each Core Values LTs **will** be used to assess the following:
 - ❑ Perseverance - Homework
 - ❑ Lead/Build/Respect - Attendance, Adhering to deadlines, Work Habits, Behavior, Participation,

****Note:** Any assignments that are not graded for mastery or (i.e. any assignment that does not have feedback for students) **must** be graded with Core Values LTs.

- ❑ All teachers **must** give a Core Values assessment and grade in Powerschool at least once per week

Homework

In order to build our Warrior Intellectual culture, one that addresses the learning gaps with our students, we need to create an academic culture in which students are consistently doing meaningful work outside of class to build urgency and academic endurance.

Within each Department (and Familia) teachers will determine HW expectations in order to:

- Give out HW at least once per week
- Have a specific day of collection

Purpose of homework

Within the learning environment of the classroom, homework is usually assigned. There are important reasons for these assignments. These are:

1. **to finish assignments that were not completed in class**
2. **to work independently on a *reasoning-based assignment***
3. **to have further practice with skills taught in class**

Late Work Policy

| |
|---|
| HOMEWORK & CLASSWORK |
| ❖ Late daily homework and classwork (CORE VALUES ASSESSMENTS) can only be turned in within one week of the original due date |
| MAJOR ASSESSMENTS: |
| <ul style="list-style-type: none"> ❖ RSAs should have Core Values learning targets as check points ❖ Students who do not turn in an should automatically be assigned office hours for the week. ❖ If a student does not attend office hours, teacher or Academic Mentor should call home to inform families about the missing assignment |

Needs and Feedback:

- Google Classroom for the online purpose of the class
- Create a visual for changes
- Actually Modeling Assignments, lots of models
- Folks need time to play/practice
- Trevor will work with Jamen, Armando,
- First few weeks we needs folks to include the learning targets - how are the lesson LTs going into the gradebook
-

How do we talk about grades?

| Level: | We Say: | For Example: | What it's Based on: |
|--------------------|--|--|---|
| Assessments | Exceeds, Meets , Approaches, Begins to Approach, Does Not Provide Evidence | "Jose approached expectations for his performance on the Rotations Quiz" | Quizzes, Tests, Essays, Lab Reports, Class Discussions |
| Learning Targets | Exceeds, Meets , Approaches, Begins to Approach, Does Not Provide Evidence | "Based on an initial quiz as well as the unit exam, Jose is currently meeting Learning Target 1.3" | An average based on assessment proficiency with the most recent assignment weighted most heavily (51/49). |
| Course Proficiency | % Proficient % Competente | "Jose is currently 68% proficient in Geometry" | The percentage is based on how many learning targets a students has earned a Meets or Exceeds |
| Transcript Grades | A, B, C, NC | "For first semester, Jose has a B on his transcript in geometry" | Based on our grading scale 90-100% → A 75-89% → B 64-74% → C <64% → NC |

Powerschool Grading

ARISE uses an online platform to track and monitor the academic progress of all students. Families receive printed progress reports four (4) times a year. In October during Student Led Conferences , at the end of the Fall semester during Spring Student Led Conferences and at the end of the Spring semester. However, students and parents have access to Powerschool year round by logging into student and parent accounts.

Concurrent Enrollment

ARISE requires that all students enroll and complete at least 2 college courses as part of our graduation requirements. As such, we have a unique partnership with the Peralta Colleges and offer opportunities for students enrolled at ARISE to take college classes both on our campus and college campuses.

Peralta's High School Special Enrollment (concurrent enrollment) provides enrichment opportunities for high school students who can benefit from college level instruction.

High school students enrolling in a college level course must meet assessment requirements. The student must follow all the regulations and policies of the college, including adhering to any

prerequisite requirements. It is recommended that the student brings a high school transcript to assist the college in determining the correct level of courses.

Special part-time high school students are exempted from paying the California Community College enrollment fees and all other fees. High school students enrolled in more than 11.0 units are required to pay enrollment and all other mandatory fees (See the current Peralta Colleges class schedule for current health, campus use and transportation fees).

The High School Special Enrollment is specifically designed to accelerate the academic or vocational career of high school students.

Access to the Special Enrollment Program **is NOT allowed for:**

- Remedial work (any classes in any discipline that are not college level and cannot be applied to an associate degree or higher). Remedial course numbers are 250 or higher.
- Work to make up for failed high school or middle school classes.
- Recreation or hobbies.
- Any class that can be taken at the local high school.

Steps for High School Special Enrollment:

STEP 1 – Peralta Application Process:

1. Complete the [Peralta Admissions Application](#). Once the application is completed please print or write down the confirmation number of the application.
2. Read the class schedule and choose a course you would like to take.

STEP 2 – High School Special Enrollment Program Form:

1. Complete a [High School Special Enrollment form](#) and take it to your school counselor to obtain his/her signature and discuss your selection. The form must include classes recommended by your high school counselor.
2. Obtain your school Principal's signature.
3. Schedule an English, ESL and/or math assessment (placement test) only if the college pre/co-requisite course has not been completed. Assessment results will be used by counseling faculty to help you choose your classes. (Contact the Assessment Office on campus for schedule information).
4. To enroll, submit the High School Special Enrollment form in person to the Admissions & Records Office on campus. You must fill out a separate form for each semester you wish to attend.

STEP 3 – Passport Student Center Page Activation:

1. Go to passport.peralta.edu
2. Click the "Forgot password?" link and select "I don't know my User ID".
3. Enter the requested information in the pop-up window.
- 4.
5. Use the User ID and Password you are given in the log-in box. Please email reset@peralta.edu if you are unable to log into the Passport System.
- 6.
7. Click the "Student Center" link.
8. High school students are only allowed to drop classes and view personal information online in their PASSPORT Student Center Page.
9. High school students can only enroll in classes in person at the Admissions & Records Office on campus.

For more information please contact our Academic Counselors via email academiccounselors@arisehighschool.org

Advisory

While the primary function of advisory is not solely career readiness it still supports students professional growth and development. ARISE has developed a 4 year sequence that incorporates key components needed for post-secondary success:

9th grade

Core Values (Facing History & Ourselves) and Academic Identity provides students with the language, pedagogy, and resources to build a humanizing, respectful, supportive school-wide culture at ARISE. This cultural focus ensure all students can use Facing History language (upstander, bystander, perpetrator, victim, Universe of Obligation, brother's/sister's keeper) to hold themselves and others accountable to creating a humanizing, respectful, supportive culture. In addition, 9th grade advisory focuses on concrete academic organizational skills. Deliverables at the end of the school year include an academic profile for each student where they establish their organizational system, personal and academic goals, and how they fit into the culture of ARISE.

10th grade

Service as Purpose (buildOn)/ Puente Prep For the 2019-20. Their curriculum explores critical global issues and explains to students how they relate to our own lives here in the U.S. We will be incorporating some of their Local and Global Education curriculum that focuses on challenges young people face in their immediate communities, like youth violence, hunger, and poverty and aim to help students understand the impact of education on breaking the cycle of extreme poverty. We are intentionally including this curriculum in 10th grade to support students ability to explore potential career options through service opportunities. Their participation in service also readies them for the expectations and etiquette required to navigate professional spaces.

At the end of 10th grade our students are required to present a capstone called Puente/Bridge. This cumulative and reflective presentation is an opportunity for students to highlight their academic experience at ARISE, their personal growth and development, and their future goals and aspirations. Deliverables at the end of the school year include an academic portfolio, presentation, reflection, and resume or curriculum vitae.

11th grade

Embracing the Future Me (College and Career Readiness) We've adopted and modified BigFuture's College Planning and Career Exploration curriculum for our junior advisories. Using this as a grounding text students explore who they are, where they are going, and how they are getting there. This curriculum provides scaffolded activities and curriculum where students explore their personal, academic and career interests. Junior year is vital to supporting and strengthening student's academic and cultural identity at ARISE.

This year preps and supports students for junior and senior capstones called Proficiencies Defenses. Deliverables at the end of the school year include a mock admissions college application and personal statement, experiencing a mock interview, and a tentative post-graduation plan.

12th grade

Rising Up (Post-Graduation Planning) College advising, post-graduation planning, and career are the major tenets of our senior advisory program. In order to support students transition out of ARISE and transition into the “real world”. Senior advisory leverages a formal conferencing structure to build relationships and support student planning. Following College Board’s suggested advisory curriculum senior advisors will help their advisees reflect upon and monitor their academic progress, develop and maintain relationships between and among advisees and the adviser, help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life, and finally, to provide advisees with the resources and information necessary to make thoughtful decisions about the future.

Special Education & 504s

Special Education

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, ARISE High School is responsible for identifying, locating, and evaluating children enrolled at ARISE with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to ARISE High School by calling the Dean of School Culture. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified disabled individual in the United States...shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to students with a disability.

Section 504 prohibits discrimination while ensuring that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact an Administrator.

Adelante Student Services

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. Adelante Student Support Services creates the conditions, procedures, and resources to support struggling students academically and socio-emotionally using the following approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. The following section provides details on the Response To Intervention program, and the Universal Education Model within which it operates. While this model is squarely focused on integrated services throughout the school program and day, services to different subgroups are detailed below through individual sections in accordance with the education code.

Unconditional Education

ARISE High School serves a diverse student population with a range of academic and socio-emotional needs. This includes students who are performing below grade level, students who are performing above grade level, students who qualify for special education services, and students who are learning English as a secondary language. Serving all these students well is a core design element of the ARISE High School program.

ARISE High School has partnered with the Seneca Family of Agencies in the implementation of a Multi-Tiered Model for proactive support and intervention across the domains of academics, behavior, social, and emotional well-being.

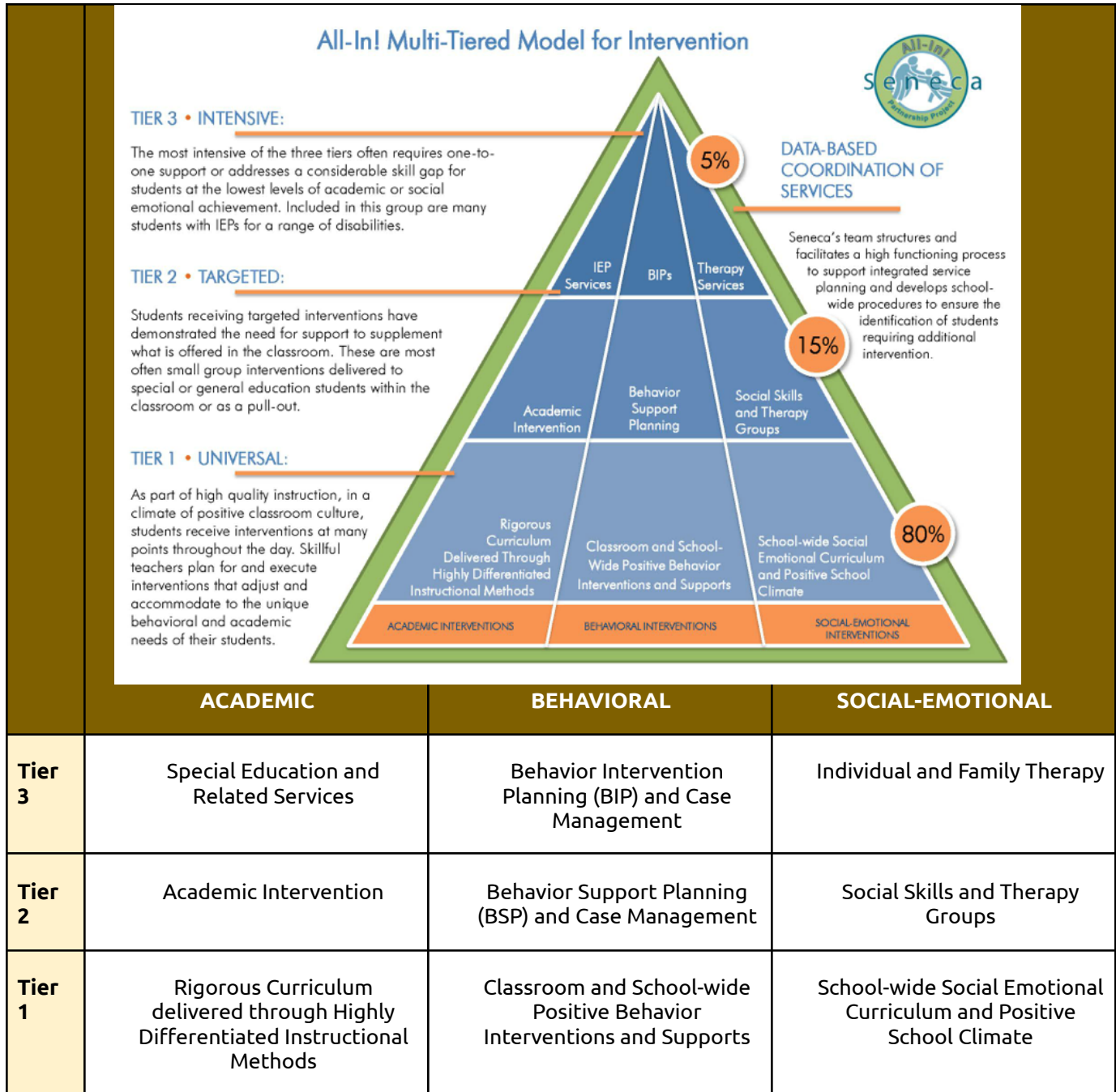
The Unconditional Education (UE) Model aligns academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated, responsive interventions that are attuned to the child and family's specific needs. This model establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The Response to Intervention (RTI) tiered services are described in more detail below.

ARISE's Adelante team utilizes a "Coordination Of Services Team" (COST) model made up of school leaders, service providers, general education teachers, and support staff that are responsible for the coordination of intervention services. At ARISE High School, the Dean of School Culture oversees this team. The team regularly reviews school-wide data including academic, behavioral and/or social emotional health reports and progress assessments to inform decisions around intervention service. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach, such as school transitions, anger management, relationship violence, and alcohol and drug issues.

Response to Intervention

Under the UE Model, ARISE High School will utilize a robust Response to Intervention (RTI) program with all students. The RTI framework will be used to monitor student development academically, socio-emotionally, and behaviorally and provide interventions as needed to ensure all students grow at their optimal pace. **Figure A.TBD** provides an illustration of this model.

Figure A.TBD Seneca Unconditional Education Model



RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

As illustrated in **Figure A.TBD**, this system includes three levels of prevention with three levels of intensity, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- Primary (Tier 1) prevention: high quality core instruction and social emotional learning that meets the needs of most students
- Secondary (Tier 2) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary

The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students Achieving Below Grade Level, Students Achieving Above Grade Level/Gifted Students, Students with Special Needs, English Language Learners, and Targeted Subgroups of Students. Each of these are discussed in depth below.

English Language Learners

ARISE High School is committed to supporting English Learners (EL), who make up approximately 20% of the student population. ARISE High School holds the same rigorous expectations for all students, regardless of primary language, and will support them in meeting the same expectation we hold for all students. Both integrated and targeted English Language Development (ELD) will be designed in alignment with the California ELD Standards with the intent to align instructional support for ELLs in both settings with the knowledge, concepts, and skills they will need to master the Common Core State Standards, Next Generation Science Standards, California State Standards, and be college and career ready.

ARISE High School's English learners take the English Language Proficiency Assessment for California (ELPAC) to determine their levels of proficiency in the English language. The test, as well as the NWEA test, the SAT writing prompt, and the school's own local assessments, determines the personalized educational plan best suited to each individual student. For example, a student who needs extra support in reading would be assigned to our Adelante reading intervention program.

As with all of the other sub-groupings of students, the school's English learners will also benefit from the highly personalized approach of ARISE High School by having an advisor and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support. While students will be in heterogeneous classrooms for their core academic subjects, our Adelante support programs are designed to provide additional small group and individualized instruction for different purposes, including targeted English Language development instruction. Based on the needs of our students our extended learning time has the flexibility to add additional courses as necessary, such as the Wordsmith Writing Workshop, which has provided additional ELD support for students.

As a way of building literacy in their home language, these students are also encouraged to take advanced classes in their native language both at the school and at local colleges. Research supports that this is an effective way of building English literacy as well. Building on the world of youth development resiliency research, a part of ARISE High School's philosophy is that every student brings particular strengths as well as struggles and it is equally important to build on strengths and allow all students to shine and experience success.

Attendance

Instructional time is sacred. Being on time and present is a revolutionary duty. In order to embody our mission to empower ourselves with the skills and knowledge to develop our agency as leaders in our community it is imperative that we are present on time, everyday.

Because regular attendance is a demonstration of the student and family's commitment to the student's education, perfect and regular attendance at ARISE will be rewarded. Students with no full-day or partial absences (excluding excused absences such as doctor's appointments) will be recognized for perfect attendance at the end of each quarter.

Please reference our [attendance policy here](#).

Open Campus

ARISE's location is unique and spread out in the Fruitvale Plaza. Therefore students must exit and enter the facility in different areas to access academic classes. All of our classes are housed in the main hallway, second floor Suite 205, and across the plaza next to Obelisco, second floor Suite 200.

While students are expected to stay on campus at all times, all students have an off-campus lunch option if they choose to eat in the plaza, at home, or in neighboring businesses. Because we are at a major transit village, students should always be aware of their surroundings and keep their valuables with them at all times. Students should report any suspicious activity immediately to Fruitvale Security or ARISE Staff.

Codes of Respect

Warrior Intellectuals follow strict codes to help them live life with integrity and love. Warrior intellectuals discipline themselves with the strength, courage, and conviction to hold true these foundational ARISE Codes of Respect in order to rise up:

| | |
|---|---|
| <p>RESPECT SELF Love myself. Know myself. Study myself, the word & the world. To study is my revolutionary duty, so I work on myself, so I can also work on the world. I deserve to be the best me I can be within the best world I can help make.</p> | <p>RESPECT YOUR WORDS Choose your words with precision. Your words have the power to move people in a positive direction and your words can also hurt, even when you don't mean it. Because our community is sacred, hurtful and hateful language is not acceptable.</p> |
| <p>RESPECT OTHERS Know others. Listen to others. Understand others. Transform ME into WE. We can't do it alone. We need to help each other to be the best WE can be.</p> | <p>RESPECT SPACE This is our space. It is a sacred space of love, learning, & community. Making & keeping our space clean & beautiful is easy when we pay attention and know that our help matters. We deserve the best.</p> |

We uphold our Codes of Respect and cultivate ourselves as Warrior Intellectuals by committing to the following:

| | |
|---|--|
| <p>We attend school daily and are in class on time and ready to learn.</p> | <p>We work hard to stay engaged in every class. We do not check out, put our heads down on our desks, or sleep in class.</p> |
| <p>We always communicate respectfully, with all forms of communication including our words and our body language. We <u>never</u> use language that is disrespectful, oppressive, or harmful towards other members of our community.</p> | |
| <p>We use the bathroom before school, passing periods, lunch and after school to maximize learning time. When we need to leave class for any reason, we use the appropriate pass.</p> | <p>We use electronics at allowed times - before school, during lunch and after school. <u>Electronics are turned off every morning before class and headphones are kept out of sight.</u></p> |

- Mute when not talking
- Using chat appropriately
- Camera on

Scholar Athletes

At ARISE, we believe that student athletics are important to cultivating key building blocks towards achieving our school's mission. These building blocks include developing teamwork, discipline, character, intentionality, and a supportive community. Student athletes at ARISE also work at being Scholar Athletes. As such, ARISE's policy is that **a student must be scholastically eligible** to compete in any athletic contest during that season of the sport.

Academic Eligibility

If a student is not academically eligible, he/she is not athletically eligible and will not be allowed to play in a game until they are academically eligible again. Additionally violations of codes of respect may result in athletes becoming ineligible to play in games.

In order to be academically eligible, a scholar-athlete must meet the following requirements:

- The student must maintain a **minimum progress** toward meeting the high school graduation
- Student has no more than 1 NC the day before the game
- Student turns in progress report to Dean of School Culture by lunch the day prior to any game
- The student upholds the ARISE codes of respect

Scholar Athletes as Warrior Intellectuals

Warrior Intellectuals follow strict codes to live life with integrity and love. At ARISE, Scholar Athletes are expected to uphold ARISE's Core Values at all times. A warrior intellectual disciplines themselves with the strength, courage, and conviction to hold true these foundational ARISE Core Values in order to help her or his self and the ARISE community rise up:

RESPECT: Respect Self, Others, Your Words, Space
PERSEVERE: Persevere through uncertainty, challenge, & struggle
BUILD: Build discipline, knowledge, self-esteem, agency, & community
LEAD: Lead with integrity, courage and through action

The following outlines the obvious areas of personal ethics along with the consequences for behavior in conflict with our Core Values and our expectations for behavior by Scholar Athletes **on and off the field:**

1. Any athlete who is approaching in more than 1 Code of Respect may lose eligibility to play.
2. Hateful, oppressive, or obscene language, or any act of vulgarity, is not acceptable on or off the field. Violators will be disciplined by the coach and may also face school disciplinary action.

3. Athletes are expected to treat their opponent with respect before, during, and after competition. Athletes showing poor sportsmanship towards opponents or officials, will be disciplined by the coach and may also face school disciplinary action.

4. Athletes are expected to attend all classes, be on time, turn in their assignments on time, seek help from the teacher when necessary, have a positive attitude toward their peers and teachers, and model being a Warrior Intellectual. Failure to do so will result in discipline from the coach and can lead to ineligibility to play. .

5. An athlete must be in class for four full periods to practice or play in a game that day. If an athlete is not in four full periods of class, he/she becomes ineligible to compete or practice that day.

6. An athlete who receives a Temporary Exclusion from school may not participate in practices or games for the duration of the Temporary Exclusion, including holidays, weekends, and breaks.

7. Attendance at practice, scrimmages, team meetings, and games is required. Absences not excused by the coach in advance may result in disciplinary action and possible removal from the team.

8. Academic Honesty: Athletes are expected to uphold the academic honesty policy set forth by ARISE High School. Athletes found cheating will be disciplined by the coach and may also face school disciplinary action.

Scholar Athlete Progress Report

Student Name: _____

Week of: _____

ACADEMIC UPDATE

Minimum requirements to play: 65% Of LT's Met in all but one class including advisory (no more than 1 NC).

| PERIOD | COURSE NAME / TEACHER | % LT's MET | COMMENT | TEACHER INITIALS |
|--------|-----------------------|------------|---------|------------------|
| MB/Adv | | | | |
| PER 1 | | | | |
| PER 2 | | | | |
| PER 3 | | | | |
| PER 4 | | | | |
| PER 5 | | | | |
| PER 6 | | | | |

CORE VALUES

Please indicate if Scholar Athlete is **Beginning, Approaches, Meets,** or **Exceeds** for each Core Value.

Minimum requirements: Any athlete who is approaching in more than 1 Core Value may lose eligibility to play.

| PERIOD | RESPECT | PERSEVERE | BUILD | LEAD |
|--------|---------|-----------|-------|------|
| MB/ADV | | | | |
| PER 1 | | | | |
| PER 2 | | | | |
| PER 3 | | | | |
| PER 4 | | | | |
| PER 5 | | | | |
| PER 6 | | | | |

Attendance

Athletes who receive time restoration will be ineligible to play. Students with 3 AU will not be able to play 1st ½ of game or released early. Students with 5 AU will not be able to play full games or be released early.

| Number of Tardies | Number of Unexcused Absences | Gaby Signature |
|-------------------|------------------------------|----------------|
| | | |

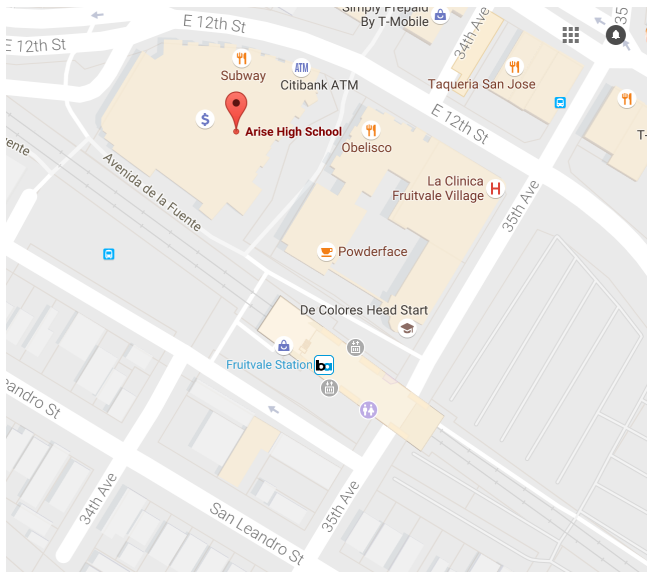
Received by Dean of School Culture on _____ Eligible to play Y / N

Dean of School Culture's Signature _____

Dress Code

| | | |
|--|--|---|
| <p>We wear clothes that demonstrate dignity and self-respect.</p> <p><i>We understand that ARISE focuses on student voice, empowerment, and creativity. We seek to cultivate the ARISE Warrior Intellectual to hold her or himself with self respect and dignity who takes responsibility for her or his public self.</i></p> | <p>Respect Self</p> <p>Respect Space</p> | <p>Expectation We expect these basic Codes of Public Appearance to be followed by each student:</p> <ol style="list-style-type: none"> 1. Clothing cannot contain images or words that have oppressive/hateful language, curse words, objectification & sexualization, gang references, or drug usage references. 2. Undergarments should not be visible 3. For any clothing worn, we should be mindful about how we represent who we are amongst the people who see us. It is important that we learn how to present our best selves when we are in academic spaces. |
|--|--|---|

Transportation & Parking



Drop off/ Pickup

Traffic can be very challenging during drop off and pick up. We recommend that you drop off your student at the Fruitvale BART Passenger pickup located **BEHIND** the BART station. You can access that location by driving down 35th ave.



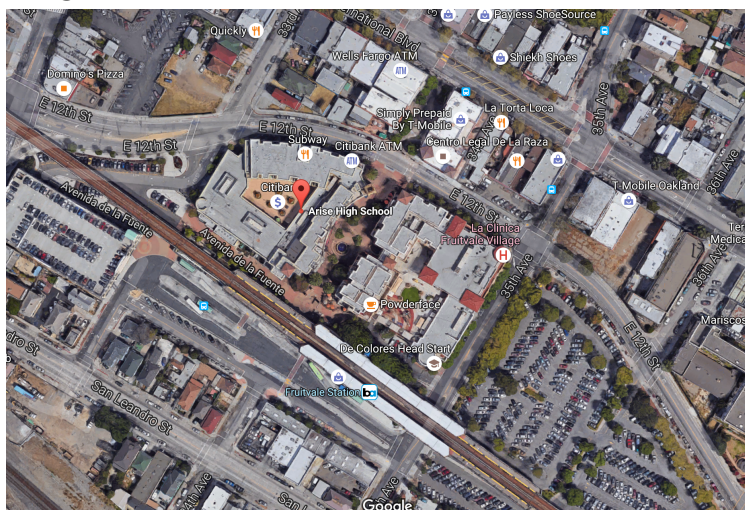
Public Transportation

ARISE is easily accessible by multiple bus lines and BART trains.

Visitor/Parent Parking

**Visitors are currently not allowed on-campus due to COVID-19 until further notice. However, parents are allowed on campus for SLC's or individual meeting purposes to discuss any student attendance or academic concerns.*

There is no private parking available to ARISE parent visitors or students. Parking can be very challenging in this area and meter maids are very active. Please allow yourself at least 15 minutes to find parking. Parking is free after 3pm in the BART Parking lot (entrance on 33rd and e. 12th) and after 5pm in the Douglass Parking Lot located on the corner of e. 12th and 35th.



Technology Use Policy

Appropriate Use of ARISE Technology

In order to maintain the quality of education that we provide our students, we ask that all students and their families sign this agreement in regards to the appropriate use of our technology.

❖ Computer use

Using technology resources is a vital part of providing a challenging and rigorous, and adequate and up-to-date education to the students of ARISE High School . The technology at ARISE High School is meant to provide support in enriching student knowledge about the world through projects, after school activities, independent research, and communication.

❖ Internet Access

ARISE High School believes that the benefits to students and educators from access to the Internet in the form of information resources and opportunities for collaboration far exceed any disadvantages of access. We ask that you support ARISE High School in creating a community of trust and integrity that includes appropriate use of the Internet.

Acceptable Use

ARISE High School believes that all students have the ability to be responsible leaders. Each student will have an individual password and folder on the school server, which will hold their work. Each student is responsible for that password and the content accessed with it, and that folder and the content saved in it. It is recommended that students not share their passwords with others, nor save other students' work within their folders. We expect our student leaders to inform the staff of any issue that may occur in relation to school technology.

Some ARISE guidelines for Internet and computer use are:

- Please avoid downloading, displaying, or sending inappropriate material (such as, pornographic, racist, or offensive in subject)
- Please avoid using inappropriate language
- Avoid behavior that could result in damage to any and all technology
- Do not engage in activity that violates copyright laws
- Avoid using our memory space with files that are not related to school or after-school activities
- Do not play games or view games related websites, unless directly related to a school project
- ARISE High School is an academic environment and our technology is not to be used for personal activity, unless approved by the classroom instructor for class purposes.

Under the Children's Internet Protection Act (CIPA), any violations of CIPA will be handled by the Head of School and legal team.

Students files are password protected, however the ARISE staff has access to all folders. Each student is limited to 10 GB of memory. If a student goes over this limit they will be asked to remove the overage and store it on personal computers or it will be removed with the periodic computer sweep.

All computers will be wiped clean at the end of each semester in order to maintain maximum use of our technology. Students will be reminded of this process and are expected to save the necessary files onto the server before this computer sweep occurs.

Students may lose, or be limited in, their use of ARISE technology if they do not behave responsibly and abide by the guidelines stated here. By signing this paper, students understand and agree to follow ARISE High School technology agreements.

Field Trips

Dismissal

- Students must remain with their class for the entire scheduled school day
 - If your field trip finishes early, you need to return to the school and
- Students **must** be dismissed from ARISE High School, unless:
 - Written permission is given by the parent/guardian allowing for the student to be dismissed directly from the field trip location
 - The field trip is within a 5 mile radius of ARISE high school AND it is more convenient for the student to return home directly from the location (e.g. field trip is to Josie de la Cruz and the student lives behind the park).

Written Permission Only

- Only written permission may be accepted as 'informed consent' to release the school from liability. Verbal permission (calling home) does not qualify and may not be accepted.

Chaperone Policies

- Field Trips must have at minimum a 20:1 student to chaperone ratio
- Chaperones must be 25+
- Chaperones must be fingerprinted if they will be alone with students or if the event is overnight
- Only Staff or Chaperones may drive (students may not)
 - If a chaperone will be driving they must provide a copy of their Driver's license and insurance to the Office Manager AT LEAST 24 hours before the field trip

Emergency Procedures

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example:

“Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place the head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When the quake is over, leave the building if it is determined to be unsafe to remain inside. Do not run. Avoid routes with architectural overhangs. Do not re-enter the building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and DROP, COVER and HOLD ON (if anything is nearby to hold onto).
- ❑ Upon the command DROP, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover the back of the neck with arms and hands.
- ❑ Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ARISE practices Active Shooter drills and other scenarios with students and staff every year.

Medical Procedures

If your student needs to take any prescription medications, you must have:

1. A doctor’s written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication
2. A written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, students are not allowed to have medicine in their classrooms, lunchboxes, backpacks, or in their pockets. All medication must be dispensed through the office.

Parents/guardians may also come and administer medication to your student at the school, if needed. From time to time some parents request that their student be able to take acetaminophen (Tylenol) or ibuprofen (Advil) at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container. (Education Code 49312 & 49480) In order for school personnel to administer medication to students, the following is required:

A signed statement from a licensed physician that includes:

- Name of student
- Name of the medication with dosage and route (oral, topical, etc.)
- Frequency and time of administration
- Date of the order and the discontinuation date, if applicable
- Any known drug allergies or reactions
- Parent signature must be included

Please note that a Parent/Physician Statement must be provided each school year and/or before any medication is given at school. If the medication order is changed during the school year, a new, signed Parent/Physician Statement is necessary.

NOTE: Non-prescription medications may only be given according to the policy stated for prescription medications.

Fire Drills

In a drill, someone will be yelling "FIRE"

- Grab emergency kits (if available) and your keys
- Students should wait for further direction and when prompted calmly leave the room
- Follow the emergency exit path in your emergency kit to the your designated evacuation location with your class
- At designated evacuation location, make sure your class stays together

Visitors

ARISE has an open door policy and encourages community members who are interested in learning more about ARISE or becoming a part of ARISE's development or community to schedule a visit.

Due to the COVID-19 pandemic we might have times where visitors are not allowed or asked to test and submit vaccination based on community spread and positivity rates.

Parents/Guardians are always welcome at ARISE and do not need to schedule an appointment to visit the school, unless the parent has previously been disruptive to the educational environment. See below for more information regarding visiting our campus. It is the expectation that students will be welcoming to all visitors and treat all visitors with respect. When visitors are on campus, all ARISE rules apply.

Parents and Guardians

Parents are encouraged to visit ARISE throughout the year to become familiar with the ARISE college prep environment and to keep track of their student's progress. Parents are welcome to visit their student's classes or other school events during the school day. To ensure student safety, parents must sign in at the front office and receive a visitor's pass.

An appointment is not required to visit ARISE. If you would like to speak with a specific administrator or staff member, it is suggested that you make an appointment in order to ensure the staff member's availability.

If parents are interested in visiting classes other than their student's classes, parents are encouraged to contact an administrator to arrange for a classroom tour. Please note that classroom visits may not be permitted if they are disruptive to the student learning (eg. During exams).

Other adult visitors

If you would like to be guaranteed time with an administrator, make an appointment at least one day prior to the visit

- Check in at the front office
- Wear a visitor's badge and be escorted to your destination

Non ARISE Student Visitors

All non-ARISE student visitors who are not part of the recruitment program may not be on the school campus during any part of the school day. If at any time any student visitor is disrupting the learning environment or in any way disturbing the community, he or she will be asked to leave. Visitors should be aware that ARISE campuses have a no tolerance policy in regards to gang related or gang affiliated dress or behavior. ARISE will not hesitate to notify the appropriate authorities.

Students who are interested in attending ARISE may visit ARISE during the school day only as part of the recruitment program. Students are allowed to participate in the shadow program where they will accompany a ARISE student throughout the school day to determine if attending ARISE is an appropriate decision. If a shadowing student disrupts the learning environment in any way, a parent will be called to pick up the student.

To shadow a student at ARISE:

- The parent/guardian of the non-ARISE student must make an appointment in advance
- The student must follow our dress code

- A student should bring a lunch from home or money for lunch—contact the school for the exact amount

Guests to School Events

Students who wish to bring a guest to school dances must complete a guest pass and submit it at least 72 hours in advance.

GUEST BEHAVIORAL EXPECTATIONS

The following are expectations of all who attend ARISE High School dances.

1. ARISE students may bring one guest to a dance and a completed Guest Pass Application must be submitted to the Office Manager at least 72 hours in advance. This includes acquiring the administrative or supervisor's information and signatures from your guest's school or employer.
2. ARISE reserves the right to refuse entrance to dance to any guests. .
3. The use of tobacco, drugs, or alcohol are prohibited prior to, and while in attendance of dance.
4. Guests must be at least a high school freshman to attend ARISE dances. College-age guests must have prior permission from the student's parent/guardian and an ARISE Administrator to attend. These guests are required to present a photo ID confirming their birth date prior to admittance. No guests over the age of 20 will be approved.
5. Guest attendance at ARISE activities must be approved in advance by an administrator prior to purchase of tickets. It is the ARISE student's responsibility to confirm the approval of their guest.
6. The administrator will not approve guest passes if the student has a past disciplinary incident or if their school or work supervisor does not recommend him/her.
7. Students and their guests must present their student identification cards or a valid photo ID upon entering the dance. Guests must enter and leave when the host student leaves.
8. ARISE students are responsible for the behavior of their guest, and guests may be required to leave the event for misbehavior or violations of ARISE rules and regulations.
9. *If Senior prom guests must understand that the senior prom is a formal event, appropriate attire includes suits and tuxedos with dress shoes (no athletic shoes or sandals), semi-formal and formal outfits. Shoes must be worn at all times.

Mandated Reporting

ARISE is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services,

ARISE's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of ARISE must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

If the employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The principal or designee does not need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect.

The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3)

When a social worker or police officer takes a suspected child abuse victim into custody, the principal or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Uniform Complaint Policy

ARISE High School recognizes that the school is primarily responsible for complying with applicable state and federal laws and regulations governing education programs. The appropriate charter school representative shall address complaints alleging unlawful discrimination, harassment, intimidation and bullying, etc., against any protected group and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures. (5 CCR § 4620) Protected groups are enumerated by Education Code 200 and 220. Additionally, it is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC 231.5)

Human Resource Advisors:

Karla Gandiaga
Head of School
3301 E. 12th Street, Suite 205
Oakland, CA 94601
Phone: 617-816-4721
E-mail: karla@arisehighschool.org

Complete the form below in its entirety

I. Contact Information

First and Last Name:

Student Name (if applicable):

Student Grade (if applicable): __ Date of Birth (if applicable):

Address:

City/State/Zip:

E-Mail:

Home Phone Number:

Work and/or Cell Phone:

School/Office of Alleged Violation:

II. Complainant

You are filing this complaint on behalf of:

Yourself

Your Child

Student

Group

Name:

Name:

Name:

Name:

III. School Information

School Name:

Head of School's Name:

Address:

City/State/Zip:

IV. Basis of Complaint:

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Migrant Education
- Special Education
- Pupil Fees
- Bilingual Education
- After School Education and Safety
- Consolidated Categorical Aid
- Child Nutrition
- No Child Left Behind Programs
- Every Student Succeeds Act Prog.
- State Preschool
- Local Control Funding Formula/ Local Control and Accountability Plan
- Career/Technical Education
- Foster/Homeless Youth
- Regional Occupational Programs
- Tobacco-Use Prevention Education
- Lactating Pupils
- Economic Impact Aid
- Juvenile Court School Pupils

Please check the following box(es), based on the type(s) of discrimination, harassment, intimidation and bullying you experienced. (Education Code 200 and 220)

- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Gender / Gender Expression / Gender Identity
- Ethnic Group Identification
- Race or Ethnicity
- Genetic Information
- National Origin
- Religion
- Color
- Ancestry
- Mental or Physical Disability
- Age
- Medical Condition
- Immigration Status/Citizenship
- Marital Status
- Based on association with a person or group with one or more of these actual or perceived characteristics

Association with any of these categories

- Sexual Harassment
- Sex (Title IX)
- Other:

Details of Complaint:

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, including the events or action in as much detail as possible.

List any of the individuals in the incident(s) complaints of:

List any witnesses to the incident(s):

Describe the location where the incident(s) occurred:

Please list the date(s) and time(s) when the incident(s) occurred or when the alleged acts first came to your attention:

Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

What steps, if any, have you taken to resolve the issue before filing a complaint?

| |
|--|
| |
|--|

| | |
|--------------------------------------|-------------|
| Signature of Person Filing Complaint | Date: |
| Received by: | Date Filed: |
| Title: | |

The Uniform Complaint Policy Filing Process is as Follows:

1. Complete Form
2. Submit Electronically or via US Mail to the Head of School and/or the Director of Operations and Finance. Address and contact information listed on Page 1.
3. Meet with the Head of School and/or the Director of Operations and Finance
4. An internal investigation occurs within 5 days of the complaint, with written response to follow within 60 days.
5. Resolution plan is determined as indicated in the written response.
6. If the complaint is not resolved at this level, the complainant has the right to appeal to the California Department of Education by following the link:
<https://www.cde.ca.gov/re/cp/uc/>

Restorative Praxis

ARISE High School utilizes a Restorative Praxis to discipline. Central to a practice of Discipline that Restores (DTR) is the understanding that an implicit social curriculum (Inlay, L., 2010) exists in schools - that teachers teach more than content, they teach who they are. ARISE High School acknowledges the existence of this curriculum and the preparation needed to create healthy, loving, rigorous, and challenging classrooms and schools. Through intentional preparation of teachers and production in our classrooms, ARISE High School fosters a culture which leads to increased community satisfaction, buy-in, and academic achievement. Grounded in the work of Keinfeld (1975), Ware (2006), Hollie (2011), Inlay (2010), and Claassen (2008), ARISE High School has developed a multilayered system that explicitly recognizes the work of educators as producers of culture. This culture is rooted in the ARISE Core Values of Respect, Persevere, Build, and Lead. Within the Core Value of Respect, ARISE High School has developed the "Warrior Intellectual Codes of Respect: Respect Self, Respect Others, Respect Your Word, Respect Space."

Classroom Environment

There are three major components necessary for our Restorative Praxis program to be successful. These include approaching our teaching in the following ways:

1. **Warm Demander** - Teachers develop their students as human beings first
 - Family & Culture - Teachers understand and honor the strengths of the community
 - Authenticity - Teachers model the vulnerability, humility and the Codes of Respect, they serve as allies
 - Clear Boundaries - Teachers show strength, listen and affirm, challenge and offer a choice
 - Growth Mindset - Teachers believe in the “impossible” and embrace failure
2. **Safe Classroom Community** - Teachers protect their students in a potentially dangerous world
 - Prevention - Teachers hold clear expectations, talk about values, and review the Restorative Praxis flow chart (see below)
 - Core Values - Teachers develop class norms based on these so that students are clear about when they are upholding them and when they are not. They ground discussions on culture and behavior in the Core Values.
 - Routines & Rituals - Teachers practice Mindfulness, Talking Circles, and Systems for Student Success (See Organization & Structure)
 - Intervention - Teachers assume positive intent, keep things in perspective, and deliberate escalation, when to stop the curriculum, and when/how to remove students
3. **Knowledge of Students** - Teachers start where their students are, not where they want/imagine them to be
 - Prior Knowledge - Teachers take time to become familiar with who is in their classroom. They pay attention to how they interact with the space, materials, and each other. They explore what students know, their experiences, and their misconceptions.
 - Student Voice - Teachers explore what students care about and think
 - Individual Needs - Teachers differentiate without tracking, adjusting instruction based on form

Restorative Discipline

While we strive to build a community in which all students experience a sense of safety, belonging, and connectedness, we recognize that there are times in which the norms of our school community may be violated. When a violation of our Codes of Respect occurs, there must be an educational & restorative process by which the person(s) who did the violation can reflect and gain insight as to how to restore value in and of the space we call ARISE. The response to these violations depends on the needs that are created by the harm. This response can look like a restorative conversation with the person(s) harmed, community restitution, or, for significant violations, may result in temporary exclusions.

Suspensions and Expulsions

Temporary Exclusion at ARISE is based upon the restorative justice principle that says when a violation of the central values (i.e. Warrior Intellectual Codes of Respect) occurs, the person(s) who did the violation will likely need time and space in order to reflect and gain insight as to how to restore value in and of the space we call ARISE.

Prior to a temporary exclusion, a school leader MUST dialog with the student(s) and elevate to consciousness how the student's actions devalued the ARISE Codes of Respect. The dialog must be rooted as an act of learning whereby the values of the school are stressed as central to how ARISE is working to counter oppressive forces & actions that might be normalized elsewhere.

Automatic Recommendation for Expulsion

The following offenses will automatically lead to suspension and a recommendation for expulsion:

- Possession, sale or otherwise furnishing a firearm when an ARISE employee verifies firearm possession
- Brandishing a knife at another person
- Sale of a controlled substance listed in Health and Safety Code 11053, et. seq.
- Committing or attempting to commit sexual assault or committing sexual battery

Please note that the list of offenses listed above is not meant to be comprehensive and there are other offenses that could have serious or severe consequences, which may include temporary exclusion or expulsion.

Personal & Community Expectations

ARISE High School believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

ARISE High School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

ARISE High School expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so.

Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, ARISE High School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during the lunch period, whether on or off campus.

The ARISE Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Harassing, intimidating, or annoying another person via electronic communications is considered "cyberbullying."
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

STUDENT COMPLAINT FORM

At ARISE High School we hold our students and all staff to professional expectations. We take any student complaint very seriously.

If you are to file a student complaint please provide the following;

Date of Incident:

Name of Student:

Summary of Incident:

The Dean of School Culture will follow up regarding this complaint within 48 hours or two full business days. If the complaint is an urgent matter, DoSC will follow up at the end of business day.

Conflict Resolution

ARISE High School believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, ARISE High School will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

ARISE High School will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peacefully.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators (give location where listing of designated staff and students is posted).
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

Vandalism

Willfully damaging, defacing, or stealing any part of school property or private property is unacceptable and will not be tolerated. Students found damaging the school campus, private property or any property associated with ARISE in any way such as by tagging, littering, destroying foliage or writing on desks will meet with the head of school and are subject to suspension or expulsion, pursuant to the suspension and expulsion policy listed in this handbook.

Students and their parents/ guardians will be responsible for the cost of the damages or loss. If any accidental damage or loss occurs as a result of inappropriate behavior, a student and their parent/guardian are financially responsible for damage or loss.

Harassment

ARISE is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, gender identity, gender expression, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

Respect Agreements

| Respect Self looks like... | Respect Others |
|--|--|
| <p>We are here and on time.</p> <p>We stay focused, productive, and make thoughtful choices that bring success to everyone.</p> <p>Students recognize they're always learning and growing.</p> <p>Students love themselves and protect their reputations.</p> <p>Teachers prepare engaging and educational lesson plans and materials everyday, ahead of time.</p> | <p>We share one mic, we listen to each other, we disagree, and we accept each other's differences.</p> <p>Students treat others like they'd like to be treated.</p> <p>Students step up to help each other in the learning space.</p> <p>Teachers have trust in students, treat them with respect, and work to reach their goals.</p> |
| Respect Words looks like... | Respect Space |
| <p>We use a tone of voice and language that is positive, encouraging, and empowering.</p> <p>Students use respectful language, address each other by name, and don't put each other down.</p> <p>Teachers use respectful language, speak 1 on 1 with students, and respect student privacy.</p> | <p>We clean up after ourselves, keep our space organized, and work up to keep our space beautiful.</p> <p>We recognize that this is a shared space and work together to its success.</p> <p>Students keep space clean, develop good habits, and help maintain school without asking and help maintain school.</p> <p>Teachers set up a classroom where students can work together and respect each other's space.</p> <p>Teachers keep their classrooms clean and organized.</p> |

Academic Honesty

We expect ARISE students to take responsibility for completing their own work. Students choosing to compromise their own academic integrity or the academic integrity of others through cheating, copying, plagiarizing or anything related is unacceptable. Students who cheat, copy or claim credit for work that is not theirs disrespect our core values, the ARISE Community, and themselves as learners. Assisting others in any form of academic dishonesty is also considered cheating.

ARISE does not tolerate cheating and will respond with significant consequences. Any form of cheating will result in zero credit on the assignment, immediate contact of the family, and a restorative process in which the student is responsible for restoring the harm done to the community. In the case of a major assignment both parties will be placed on an academic integrity contract.

Sequence of consequences related to plagiarism:

- A student receives an NC for the assignment and is unable to resubmit it
- Teacher communicates plagiarism to Dean of School Culture and advisor of student
- Teacher calls home and communicate to parents what happened and the implications of that action or other consequences (for instance, another student is only allowed to submit essays written during office hours)

We cannot exclude parents from these important formative conversations. It is our responsibility as a school to maintain an open and honest dialogue with families or we lose their trust.