



# DA VINCI

## **RISE HIGH**

2020-2021

STUDENT & GUARDIAN HANDBOOK

Da Vinci RISE Students, Families, & Stakeholders,

Welcome to RISE and to a new school year! Da Vinci RISE works with students to identify their personal needs, interests, and goals, and commits to supporting them holistically towards the realization of those aspirations through a highly supportive, flexible schooling framework. From its foundation, RISE has prioritized the needs of students who have struggled to find success in traditional school models, and through the years, RISE has served as a home for youth who are navigating housing instability, foster care, the probation system, and other extenuating circumstances that make it difficult to focus solely on school. Through RISE's comprehensive model, students can recover credits, obtain their high school diploma, receive college and career training, attain internships, participate in extracurricular activities, receive necessary counseling and case management support, and grow in their leadership.

RISE learning sites operate in partnership with social service providers across Los Angeles with the goal of creating a citywide campus that allows consistent access to a real-world, project-based curriculum regardless of transiency or disruptions caused by life circumstances.

This handbook is a guide to our school's programs, policies, and procedures. It provides an overview of courses, schedules, grades, and graduation requirements, along with expectations, community norms, and supports available to ensure student success.

We are excited to have you as part of our RISE family, and we look forward to collaborating with you over the coming school year.

Sincerely,

RISE Leadership Team

Dr. Mary Ring, Executive Director

Kari Croft, Principal

Dr. Rebecca Robertson, Assistant Principal (Hawthorne)

Erin Whalen, Assistant Principal (A Place Called Home)

## Vision

RISE High will graduate individuals who have a strong sense of self and value of community, who are able to think critically about the world around them, who possess the skills and passion to create change, and who feel empowered and prepared to do so.

## Mission

RISE High exists to provide our students an individualized education through the coalescence of their personal and professional goals, their interests, and the academic skills necessary for success in the high-demand, constantly-changing world around them. Our school is a haven for students experiencing housing instability, foster and transition-age youth, and other students traditionally left out of the larger educational narrative. RISE will serve as a home where student voice is amplified and student needs are prioritized, resulting in a family environment where all individuals feel affirmed, valued, trusted, and supported towards their future goals.

## RISE High 4C's

The 4C's are socio-emotional skills embedded and refined via the student's academic experience. Students set goals, refine and track this skill development through their advisory community. The RISE High community is deeply devoted to the development of these skills as an integral component of what it takes to succeed.

|           | Self                                                                | Others                                                                        | World                                                                            |
|-----------|---------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Care      | I can care for myself and my needs.                                 | I can care for others & their needs.                                          | I care about issues that impact the world around me.                             |
| Connect   | I can connect to my own identity, culture, & background.            | I can connect to others & seek to understand their identities & perspectives. | I can connect to the resources I need to overcome challenges facing me & others. |
| Challenge | I can challenge myself to grow & can persevere through tough times. | I can challenge others to grow & support them through challenges.             | I can critique systems around me & challenge those that are oppressive.          |
| Create    | I can create opportunities for myself.                              | I can create opportunities in solidarity with others.                         | I can create just & equitable systems that serve the world around me.            |

## RISE High Core Competencies

We know that all students, including students with significant challenges in their lives, can successfully learn at high levels. They have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college. Our 13 Core Competencies integrate the higher-order thinking and 21st century learner skills that are taught across all contents and levels at RISE High.

These competencies, like our core values, are integrated and represent the key fundamentals necessary for a rigorous and relevant education and success in the 21st century.

- **Literacy & Numeracy** refer to the ability to read, view, write, design, speak, problem-solve and listen through both numbers and linguistics to communicate effectively and make sense of the world
- **Digital Citizenship** is the ability to navigate technology devices and platforms efficiently, responsibly, and safely in order to engage with society in meaningful ways.
- **Analysis** the ability to critically examine an issue in order to best make sense of it.
- **Problem Solving** is the ability resolve difficult and complicated challenges by identifying best possible solutions.
- **Argumentation** is the ability to use facts and reasoning to support an idea, action, or theory.
- **Evaluation & Critique** are the abilities to think critically and productively about the effectiveness of a process, product, or argument given intent and content.
- **Writing** is the ability to use written language to convey ideas and facts in a way that is contextually effective and grammatically sound.
- **Precision & Refinement** are the abilities to improve a product or process through self-correction or feedback cycles.
- **Presentation** is the ability to use visual, auditory, and experiential tools to appeal to an audience and effectively deliver a specific message.
- **Speaking & Listening** are the abilities to understand and learn from what others say while also conveying ideas and facts orally using verbal language and body language that the audience will best understand.
- **Making Connections** is the ability to draw personal and academic connections to drive a deeper understanding and mastery of content.
- **Investigation** is the ability to effectively engage in formal inquiry of systematic study
- **Accountability** is the ability to take ownership over your actions through proactive communication with others.

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## School Information

### RISE at Hawthorne

13500 Aviation Blvd.  
Hawthorne, CA 90250

### RISE at A Place Called Home

2830 S. Central Ave.  
Los Angeles, CA 90011

### RISE at New Earth

6001 Bristol Pkwy, #200  
Culver City, CA 90230

**Main Office Telephone**

310-725-5800

**Fax Number**

310-349-3325.

**Da Vinci Schools Website**

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

**RISE Website**

<https://dvrise.davincischools.org>

**RISE Blog**

<https://dvrise.davincischools.org/blog>

**Student Portal**

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

## Contact Information

| You have a question about...                                                                                                                                                                                                                                           | You should contact...                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Student Discipline</li> <li>• Special Education, IEPs, &amp; 504s</li> </ul>                                                                                                                            | <p style="text-align: center;">Dr. Mary Ring<br/><i>Executive Director</i><br/><a href="mailto:mring@davincischools.org">mring@davincischools.org</a></p>                                     |
| <ul style="list-style-type: none"> <li>• Master Calendar, Master Schedule, Daily Schedule</li> <li>• Instruction/Curriculum/Assessment/Grading</li> <li>• Graduation</li> </ul>                                                                                        | <p style="text-align: center;">Kari Croft<br/><i>Principal</i><br/><a href="mailto:kcroft@davincischools.org">kcroft@davincischools.org</a></p>                                               |
| <ul style="list-style-type: none"> <li>• State Testing (CAASPP, CAST, ELPAC, PFT)</li> <li>• Advisory Program</li> <li>• English Language Learners</li> <li>• Technology Platforms (DreamSeeDo, PowerSchool, SSICA)</li> <li>• APCH Site-Specific Questions</li> </ul> | <p style="text-align: center;">Erin Whalen<br/><i>Assistant Principal, APCH</i><br/><a href="mailto:ewhalen@davincischools.org">ewhalen@davincischools.org</a></p>                            |
| <ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Real-world learning &amp; work permits</li> <li>• CHSPE (California High School Proficiency Exam)</li> <li>• Hawthorne Site-Specific Questions</li> </ul>                                              | <p style="text-align: center;">Dr. Rebecca Robertson<br/><i>Assistant Principal, Hawthorne</i><br/><a href="mailto:rrobertson@davincischools.org">rrobertson@davincischools.org</a></p>       |
| <ul style="list-style-type: none"> <li>• Admissions &amp; Enrollment</li> <li>• SchoolMint</li> </ul>                                                                                                                                                                  | <p style="text-align: center;">Christian Navarro<br/><i>Attendance &amp; Enrollment Coordinator</i><br/><a href="mailto:cnavarro@davincischools.org">cnavarro@davincischools.org</a></p>      |
| <ul style="list-style-type: none"> <li>• College Counseling &amp; Applications</li> <li>• FAFSA (Financial Aid)</li> <li>• SAT &amp; ACT Testing &amp; Fee Waivers</li> <li>• Course Schedules &amp; Credit Recovery</li> <li>• Credit Trackers</li> </ul>             | <p style="text-align: center;">Dynasty Taylor<br/><i>College &amp; Career Counselor</i><br/><a href="mailto:dtaylor@davincischools.org">dtaylor@davincischools.org</a></p>                    |
| <ul style="list-style-type: none"> <li>• Partnerships for Student Support</li> <li>• Case Management</li> <li>• Socio-emotional Counseling</li> <li>• Crisis Management</li> </ul>                                                                                     | <p style="text-align: center;">Cherokee Perez-Rogers<br/><i>Coordinator of Services &amp; Partnerships</i><br/><a href="mailto:crogers@davincischools.org">crogers@davincischools.org</a></p> |

**If you are a student at the Hawthorne Campus, and**

**You have a question about...**

- Attendance
- PowerSchool Access
- Payment for School Events (prom, grad night, etc)
- Records Requests (transcripts, enrollment verification, etc.)

**You should contact...**

Crystal Pojas  
*Office Manager at Hawthorne*  
[cpojas@davincischools.org](mailto:cpojas@davincischools.org)

**If you are a student at the A Place Called Home Campus, and**

**You have a question about...**

- Attendance
- PowerSchool Access
- Payment for School Events (prom, grad night, etc)
- Records Requests (transcripts, enrollment verification, etc.)

**You should contact...**

Ashley Oku  
*Office Manager at APCH*  
[aoku@davincischools.org](mailto:aoku@davincischools.org)

**If you are a student at the New Earth Campus, and**

**You have a question about...**

- Attendance
- PowerSchool Access
- Payment for School Events (prom, grad night, etc.)
- Records Requests (transcripts, enrollment verification, etc.)

**You should contact...**

Karla de la Torre  
*Administrative Assistant*  
[kdelatorre@davincischools.org](mailto:kdelatorre@davincischools.org)

**Hours & Operations**

**RISE Front Office Hours**

The front office opens at 8:30am and closes at 4:30pm Monday – Friday.

**School Hours**

All RISE High sites open at 8:30am and offer classes and programming from 9:00am until 4:00pm. Additional programming may be provided after 4:00pm by wraparound services providers, other Da Vinci schools, and industry partners.

### **RISE at A Place Called Home (APCH) Program Descriptions and Hours of Operation**

A Place Called Home (APCH) is a non-profit youth center that has served the South Central community for 25 years, and has partnered with RISE High to provide our first co-located Learning Site. APCH currently offers children and youth ages 8-21 a variety of programs and services including health and nutrition; creative expressions such as theater, dance, and music; and job readiness training and internship placement. Their educational programs also support RISE High students through an array of opportunities: supportive tutoring, college preparation courses, SAT/ACT tutoring, college counseling, financial aid workshops, and assistance with college applications, scholarships and a full counseling team. Through our partnership with APCH, RISE High students have access to after-school, weekend, and all-day summer programming that includes tutoring and homework support, and a full spectrum of instruction in the arts, athletics, dance and music.

APCH hours of operation are Monday –Friday from 8:30am-6:30pm, and RISE students are able to attend classes from 9:00am - 4:00pm and can participate in optional programming from 4:00pm - 6:30pm. The Teen Center has an unstructured programming component (drop-in) as well as a variety of structured programs and activities for members aged 14-21 years old. All of the programs available are free of charge. The structured programming takes place 3pm to 6:30pm Monday through Friday, with some extended hours for special programming during the week and some weekends. Programming includes a college preparation program, life skills, social justice, community engagement, cultural awareness, job readiness and vocational training and job opportunities, counseling services, group mentoring, workshops and multidisciplinary creative expressions, such as music, dance, art, theatre, digital media, creative writing, etc.

### **RISE at New Earth Program Descriptions and Hours of Operation**

New Earth is a non-profit organization that serves Juvenile Justice and System Impacted youth, ages 13-25, throughout Los Angeles County. New Earth provides youth with mentor-based creative arts and educational programs including poetry, music production, gardening and fitness. Young people become members of the New Earth Arts & Leadership Center (NEALC) in Culver City, CA upon release from incarceration or if they face systemic risk factors. At NEALC they receive career training, paid work experience, a fully accredited High School education program through Da Vinci RISE, mentorship, case management, group therapy, nature expeditions, arts programming and wrap around services that provide youth with a nurturing, supportive bridge to re-enter their communities ensuring a successful transition.

NEALC hours of operation are Monday – Thursday 8:00am – 6:30pm and Friday 8:00am – 5:00pm. Academic services are available 9:00am – 3:30pm, Monday – Thursday. Special after school programming is available 3:30pm – 5:00pm. There are a variety of structured programs and activities for New Earth members/students to participate in 9:00am to 6:30pm Monday through Thursday, with some extended hours for special programming during the week and some weekends. There are also nature expeditions and camping opportunities that takes place over an extended period during the summer. After school programming includes F.L.O.W.(Fluent Love of



Words), D.T.E.(Down to Earth Gardening), Spirit Awakening Programming, Job Development/Job Training, DJing classes, Mentor Groups, Leadership, Boxing, Yoga, Diversion(referral only), etc.

### Attendance

Because Da Vinci RISE is an Independent Study school, formal attendance is based on the time value of the work completed, not on the time spent in a classroom. This means that student attendance is tracked based on the work they complete each day, whether in-person or virtually. Given RISE’s flexible scheduling and hybrid learning model, this work may be completed on or off campus and will be facilitated by teachers to ensure students are engaging in rigorous and relevant instruction. Work completed is tracked via the DreamSeeDo learning platform that RISE has co-created to ensure students have continuous access to relevant and real-world curriculum. Students and stakeholders can track student engagement via the students heat map (pictured below).

By clicking on a specific date, students and families can see a detailed view of work completed via the work journal, which automatically logs all submitted assignments (see below). DreamSeeDo tutorials can be found on the Da Vinci RISE website by navigating to “Resources” and then “Tracking Your Student’s Progress!”

The image shows a screenshot of the DreamSeeDo platform. At the top, there is a year selector set to "2020" and a "Today" button. Below this are three calendar heat maps for January, February, and March. The heat maps use colored circles to represent student activity, with darker shades indicating more work completed. The February 18th date is highlighted in the darkest shade. Below the heat maps is a legend with four colored circles and the text "Less" and "More".

The detailed view for Tuesday, February 18, 2020, shows a list of activities. On the right side, there are three filter buttons: "All", "Portfolio", and "Suggested".

- Student completed **Lesson 3: The Treasure of Lemon Brown** on *English 1: Unit 4 (Connections)* at 4:33pm CST.
- Student completed **Lesson 2: The Lottery** on *English 1: Unit 4 (Connections)* at 4:21pm CST.
- Student made progress on spanish lesson 3 unit 3 at 2:00pm CST.

## **Procedure for Reporting Absences or Tardies**

At RISE we believe communication is imperative for success. Each student works alongside his/her STAC Team (Student-Teacher-Adult (parent)-Counselor/Case Manager; more information on STAC teams provided in “School Programs & Signature Practices”) to develop a personalized learning plan (PLP) – reviewed and updated quarterly in accordance with their priorities and goals that outlines their course schedule. This schedule contains online and in-person workshops, classes, Advisory meetings and group sessions that they are expected to attend. If a student is running late or is unable to keep any of these appointments, the expectation is that they contact the front office and their advisor, and that they follow up with their teachers after to ensure they are accurately informed of their assignments. Students should continue to make progress on their assignments independently.

On days when a student is not scheduled to attend sessions on campus, they may work independently or attend online sessions and still receive attendance credit. **At RISE, an absence is defined as a day in which a student completes no work.** If a student does not complete work and is, therefore, “absent,” the following procedures must be followed.

1. Call the school at (310) 725 – 5800 and leave a message notifying the school of the absence. Please include the name of the student, and the reason for absence in the email or the message. You may also email the office manager at your learning site (see the Contact Info section on page 6).
2. When the student returns to school, please send the student with a note verifying the absence or tardy. All notes should contain the following information. (Please see next section regarding excused versus unexcused absences and tardies.)
  - Student’s full name
  - Advisory Teacher
  - Date(s) of absence
  - Reason for absence
  - Parent/Guardian contact number
  - Signature

## **Excessive Absences**

Whenever a student is going to be absent (with no work completed) for more than three consecutive days, a meeting must be set up with their Advisory teacher to discuss the absences and a plan for managing academic work during the time away.

## **Closed Campus**

All DV RISE learning sites are considered closed campuses, meaning that students are not permitted to leave/return from campus during the school day without special permissions on their individualized schedules to allow for jobs, internships or other admin-approved priorities.

### **Procedures for students aged 18 or older**

Permission is given for 18-year-old students to excuse their own absences and sign themselves into and off of campus once they have submitted the appropriate contract. Please see front office for the appropriate contract. All absences and instances of signing out early will be communicated to parents as described in the contract.

### **Procedure for Picking Up a Student Early**

Students under the age of 18 will only be released during their scheduled sessions to their parent/guardian who is listed in PowerSchool for the student. If a parent/guardian wishes for one of the emergency contacts listed in PowerSchool to pick up a student from their sessions or workshops early, they must make the request in person or by phone. When the parent/guardian arrives to pick up their student, the office will

verify that the person coming to pick up the student is listed on the emergency contact form. The office staff may require photo identification for verification of parent/guardian/emergency contact identity.

The student will only be called out of session when the parent/guardian arrives at the school to pick them up. Students will not be called out from session or dismissed from school per phone requests by the parent/guardian. The parent/guardian must sign the student out of school, indicating time of sign-out and reason for sign-out. A doctor's note (if applicable) should be provided upon student's return to school on the same day or on the next day in which the student is present.

Leaving school early or arriving late often, with or without reason, can be damaging to a student's educational experience and to how their courses are run. If a student often leaves school early or arrives late a conference will be held with the family to discuss potential consequences, including extracurricular activities, dances, etc.

### **Visitors to Campus**

All visitors to campus, including alumni, parents, guardians and family members, must have an ID present. Visitors sign in with security and/or the office manager and are provided with a visitor badge.

### **Consequences for Unexcused Tardies**

Given the flexible scheduling and independent studies model, RISE students are expected to communicate when they will be tardy to one of their assigned sessions (whether in-person or virtual). If there is no communication prior to a tardy, and it does not fall into the "excused absences/tardy category" below, it will be unexcused. If a student is tardy to session three times during a given week, they will be required to engage in a STAC meeting before the end of the week.

Other consequences for repeated tardiness will be assigned based on how often a student is tardy to session. This will not impact the student's attendance, but may impact the Accountability portion of their grade. Attendance is calculated by work completed and will be monitored separately from absences/tardies.

### Excused vs. Unexcused Absences (Truancy) & Tardies

| Excused Absences or Tardies Include the Following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unexcused Absences or Tardies Include the Following:                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A medical, dental, optometric, or chiropractic appointment with a doctor’s note</li> <li>• Personal illness with a parent note</li> <li>• Quarantine with a doctor’s note</li> <li>• Family emergency with a parent note</li> <li>• Appearance in court with a note from the court</li> <li>• Attendance at a funeral with a parent note</li> <li>• College visit with parent note*</li> <li>• Employment conference with a parent note</li> <li>• Observation of a religious holiday or ceremony with a parent note*</li> <li>• Conference with another staff member with a note from that staff member excusing the absence / tardy</li> <li>• Special circumstance approved by administration*</li> </ul> | <ul style="list-style-type: none"> <li>• Any absence or tardy without a note, including being late to a class without a note</li> <li>• Unexpected transportation issues (i.e. traffic issues, flat tire, etc.) – with or without parent note</li> <li>• Oversleeping and /or mismanagement of time</li> <li>• Vacations</li> <li>• Babysitting / taking care of other family members</li> <li>• Anything not listed under “excused absences or tardies”</li> </ul> |

### If students or parents have questions about attendance / tardy records, please do the following:

1. Log into PowerSchool to review student attendance data.
2. Contact the Office Manager at your student’s learning site (see Contact Info on page 6) for attendance information
3. Sign up for SSICA notifications by providing your cell number to the learning site’s Office Manager, who will provide text messages to notify you of student absences.
4. Unresolved questions regarding attendance / tardies will be addressed by school administration.

### **Dropping Off Belongings for Students During School Hours**

Items dropped off for students will not be delivered to the classrooms, and students will not be called out from class or notified by the school to pick up items that are brought in. Items should be left on the drop-off table and labeled with the student's name. The school is not responsible for any items left on the drop-off table.

### **Ordering Food for Delivery**

No food delivery is allowed on either campus.

### **Student Work and Media Release**

Periodically, Da Vinci Schools, its employees, professional partners, and outside media representatives wish to photograph, videotape, interview, or use student testimonials or student work for marketing, fundraising, publicity, recruitment, advertising/promotion, illustration, and other print, digital and broadcast media.

If parents or guardians do not want their child to be photographed, videotaped, audiotaped, or interviewed during school sponsored activities, please contact the school's main office.

## **Weekly Schedules**

Each student is involved in the creation of a Personalized Learning Plan that meets their personal and academic goals and priorities. To ensure that we are meeting students' needs, RISE High exists outside the traditional time and space confines of high school and instead more closely resembles college and the real world. At RISE High, students understand that learning happens in all aspects of life and not just within the four walls of a traditional classroom during specified times each day. Our flexible scheduling model within an independent study structure enables students to both receive instructional time and meet their personal needs outside of school, such as working to support themselves and their families, attending court dates, receiving counseling and mental health services, or caring for their own children or younger siblings. As each student works with their STAC Team to design their PLP, they include a schedule that combines the following learning experiences in a way that best meets his/her individual needs: class time (either in-person or virtual), small group and one-on-one tutoring, advisory meetings, project work time, jobs and internships, extracurricular activities, seminars, and comprehensive service appointments (medical, mental health, or legal).

### **Teacher Office Hours**

All teachers will hold Office Hours during the week, and students are provided with a schedule outlining which teachers are available at which times. Students can voluntarily sign up for Office

Hours via the Calendly links in DreamSeeDo, or teachers may require them to attend for additional small-group and 1:1 tutoring.

### **Arenas and Content-Specific Groups**

All students are assigned an “Arena”, which is a group of students with similar course enrollments who work consistently with one Advisor. Arenas rotate through their class schedule together, working with both content teachers through direct instruction and Academic Coaches to complete their independent work with the support of an adult in the room who is familiar with the content and projects. Teachers may use this time to pull groups of students from across Arenas to facilitate content- and level-specific groups to ensure students are getting personalized instruction that matches their progress, pace, and mastery in a particular course. Teachers also provide the small-group direct instruction necessary for the students to continue with their independent work and project completion. This daily schedule allows students even greater flexibility in their already-personalized schedules by ensuring that if they have to unexpectedly miss an assigned day due to a court date, reassignment of group home, medical needs, family concerns, etc., they can simply attend during another day that week, and their content teachers can pull them for Content Focus Groups accordingly.

Because there is a Special Education teacher at each Learning Site, students with IEPs have multiple opportunities to work 1:1 and in small groups with their Special Education Teacher to receive adequate instructional minutes. Similarly, ELs are pulled for ELD Content Focus Groups in the same manner as with other content areas. Academic Coaches regularly check in with Advisors on student progress and ask questions of content teachers to learn more about the content and projects students are working on. This allows for alignment around the curriculum and ensures Coaches are set up to successfully support students and tailor instruction. Students are assigned to Advisories (led by content teachers) and Arenas in a 1:25 ratio to ensure Advisors and Academic Coaches are able to foster meaningful relationships with their students and have a deep understanding of their academic progress and needs.

### **Advisory**

Advisory is a course in which all students are enrolled with the goal of providing ongoing academic counseling, progress-monitoring, and opportunities for socio-emotional and holistic growth. Advisory is scheduled twice per week, and students are expected to attend regularly and to complete assignments provided.

Advisory time is often spent in community circles that allow students to share what’s going on in their lives, discuss and debate issues impacting them and their communities, and build trust with staff and each other. It also teaches them soft skills that push them to become more effective communicators, fosters active listening and empathy as they hear from their peers, validates the importance of their voice in our space, and builds strategies for managing their emotions in healthy ways. Given our students’ backgrounds and the traumas and inconsistencies they have experienced, this time, and the skills that evolve as a result, are critical to students’ holistic development. RISE Mental Health Team

members, such as Case Managers or Counselors, may join Advisories to support the Advisors in difficult conversations and to identify students who may need follow-up via more intensive counseling services or case management.

## **Seminars**

Seminars provide additional opportunities for students to explore new interests and potential career pathways, as well as to provide supplemental academic support and skill development. Core Seminars may be taken for A-G elective credits, and Non-Core Seminars may be taken by students who are interested in particular topics and want to learn more about them for their own development. Seminars typically last two quarters and require in-person attendance at least once per week, as most are interactive and include performance-based skills (i.e., interview prep for World of Work; direct instruction and read-alouds for Reading Workshop; improv for Theater, etc.). Additional attendance days may be required for Core Seminars. Supplemental work will be made available via DreamSeeDo, and students are expected to complete this work during Arenas and/or independent work time off-campus under the supervision of a parent or caregiver. Students are not required to take Seminars unless they are needed to fulfill elective credit for graduation. Students who opt out of Seminars will continue to participate in afternoon Arenas where they will meet with teachers and make progress on their independent work with the support of Academic Coaches.

## **Transportation**

### **Pick-Up & Drop-Off Procedures**

The doors of the school open for office hours at 8:30am, and students are permitted to wait outside the front doors of the school if they are dropped off before then. The front office remains open for inquiries and appointments for both students and parents from 8:30am – 4:30pm Monday through Thursday, and 9:00am to 4:00pm on Fridays.

### **Student Parking (RISE, Hawthorne Campus)**

Students at the Hawthorne Campus may apply for a parking pass and they will be distributed to students on a first-come, first-serve basis until the slots are filled.

### **Student Parking (RISE at A Place Called Home)**

There are no reserved parking spaces for students at A Place Called Home. If students choose to drive to class, they are responsible for locating parking within the community. RISE is not

responsible and will not be held liable for any parking tickets, vehicle damage, or theft that may occur.

### **Student Parking (RISE at New Earth)**

There are no reserved parking spaces for students at New Earth. If students choose to drive to class, they are responsible for locating parking within the community. RISE is not responsible and will not be held liable for any parking tickets, vehicle damage, or theft that may occur.

### **Skateboards, Bicycles, Scooters, Rollerblades & Other Wheeled Devices**

Wheeled devices are not permitted in classrooms. The school provides places to lock up these items, but the locks are not provided by the school. Students should purchase their own lock to secure their skateboard, bicycle, scooter, or rollerblades throughout the school day. The school is not responsible for any loss or damage to skateboards, bicycles, scooters, or rollerblades brought to campus.

To maintain the safety of all students, students are not permitted to ride their skateboards, bicycles, scooters, or rollerblades anywhere on campus. Signs are displayed prohibiting this behavior at the front of the school and in the parking lot. Students who use skateboards, bicycles, scooters, or rollerblades to get to school can place them in the designated location once on campus.

If a student brings the wheeled device into the classroom, or is found to be using the wheeled device on campus, it may be confiscated and returned only to the student's parent, guardian or individual listed on their emergency contacts list.

## **Course Credits, Grading, Credit Recovery, & Non-Promotion**

### **Student Schedules**

Students' course schedules are created through collaboration between the student, parent/guardian, College & Career Counselor, and site Administrator based on the student's needs and progress toward graduation. Requests for schedule changes require Administrative approval.

### **Course Credit**

All students who show mastery of the competencies and content within a course and resultantly earn a C- or higher will be awarded 2.5-5 units of credit per quarter for most courses. Da Vinci RISE does not award or use "D" grades.



RISE High students are given credit for what they know, not for how long they sit in class. All students engage in a standards-aligned academic model that allows them to move at their own pace, ensuring they are mastering content in a rich and complex way that meets their learning styles and needs. The model incorporates personal and real-world competencies to support students' holistic growth and prepare them for success in their college and career pursuits.

RISE High has 13 core competencies that are taught and assessed across content areas and levels: literacy and numeracy, digital citizenship, analysis, problem-solving, argumentation, evaluation and critique, writing, precision and refinement, presentation, speaking and listening, making connections, investigation, and accountability. Each course offered at RISE High aligns the content standards to the core competencies to ensure that, as a student progresses through the RISE High curriculum, he/she is being given multiple opportunities to learn and practice these higher-order, transferable skills across content and contexts, thereby ensuring that once the students graduate, they are adept at applying these skills to new challenges and more likely to succeed in learning new content.

Students complete summative assessments (publisher and teacher-created) to demonstrate their mastery of content and competencies before they move on to the next lesson or unit. Through a transparent, student-driven approach using formative assessments as part of the learning process, students (and teachers) see which competencies and content standards they have mastered and which they need to complete. Students have an opportunity to relearn the material in different ways, including online curricula/skills practice (with either the same, or different items on the DreamSeeDo platform), working with teachers in small groups or one-on-one, tutoring or other interventions and support to help them succeed. Demonstrations of mastery/competency of a particular lesson or unit may include, but are not limited to, exams, presentations of learning (such as Exhibition), essays, lab reports, and research papers. If a teacher determines a student has not demonstrated sufficient competency based on the rubric, the student will continue to study that lesson or unit and then try again to demonstrate mastery. Frequent formative feedback on assignments will be provided through online curricula and assessments, teacher and publisher-created rubrics, checklists and written comments.

### **Credit Recovery**

All students who have received a “F” in core courses and are not on track for graduation must enroll in credit recovery courses in order to graduate on schedule. Families and students may choose to recover credits through summer school, intersession, classes embedded into the school day or through approved outside providers including outside summer school options. Students and families will meet with counselors in order to determine their best path for recovering credits. The RISE High instructional model has been crafted to address credit recovery through students' individualized pathways, and most students are able to catch up through attendance, work completion, and demonstration of mastery in their regularly-scheduled courses.

## Mastery Based Grading

Mastery based grading (MBG) is a system that provides meaningful feedback to students and parents so that excellence can be achieved. Mastery based grading pushes students to focus on skill development and showing evidence of their mastery rather than calculating points necessary to achieve a letter grade without reference to academic progress. MBG gives students and parents specific feedback about what skills they have learned and not learned, which can be used to direct learning. Students are graded on a four point scale:

| Points | Meaning                                                    | Letter Grade Equivalent |
|--------|------------------------------------------------------------|-------------------------|
| 4      | Evidence demonstrates detailed understanding               | A                       |
| 3      | Evidence demonstrates understanding                        | B                       |
| 2      | Evidence demonstrates basic understanding                  | C                       |
| 1      | Evidence demonstrates partial understanding                | I                       |
| 0      | No evidence (Generally a missing or incomplete assignment) | I                       |

Grades become final at the end of each quarter, at which point the final grades the student earns that semester goes on the student's transcript. The first quarter ends 9 weeks into the school year; the second quarter ends before winter break in December; the third quarter ends 9 weeks after winter break; and the fourth quarter ends in June before summer break. Transcripts reflect the letter grade students earned in a course in one quarter. Students must earn a C- or higher in an academic course in order to earn credit for that course. If a student has a grade of "I" in a course at the end of the semester, that grade will be reported on the transcript as a grade of "F" and the student will not receive credit for that semester of the course.

## Grade Appeals

Teachers are solely responsible for assessing the level of mastery their students have demonstrated on each of the essential skills of the course. If a student or parent wishes to appeal the student's demonstrated level of mastery on any of the essential skills, they should notify the school administration and make an appointment for a meeting at which the teacher and a school administrator may be present. The final decision with regards to the grade will rest with the teacher. Grade appeals must be made via email within one month of the end of a quarter.

## Retention / Non-promotion

Student Average Daily Attendance (ADA) is based on academic outcomes rather than time “in seat.” Accurate tracking and completion of daily work is mandatory for all students attending Da Vinci RISE High and will be supported via the DreamSeeDo student platform. Work records will be monitored carefully by the school and work samples will be collected every work journal period (approximately 30-35 school days). For the 2020-2021 school year, we will collect daily engagement work journals and student work samples on the following dates, representing a total of 177 instructional days:

- Quarter 1: August 10 – October 9, 2020
- Quarter 2: October 19 -9 December 20, 2020
- Quarter 3: January 11 – March 25, 2021
- Quarter 4: April 12 – June 9, 2021

## Graduation Pathways & Requirements

At RISE High, we seek to offer a spectrum of graduation options for our students, all under one roof. Thus, graduation requirements will vary from student to student depending on their chosen path. The following details the requirements for each diploma option and the courses that meet the requirements:

| Subject                             | A-G Requirements                                                                 | RISE High                                                               | State Minimum                                                           |
|-------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <i>Social Science</i>               | 3 years (including World History, US History, or Government/Economics)           | 3 years (including World History, US History, and Government/Economics) | 3 years (including World History, US History, and Government/Economics) |
| <i>English</i>                      | 4 years                                                                          | 4 years                                                                 | 3 years                                                                 |
| <i>Mathematics</i>                  | 3 years (including geometry)                                                     | 2 years (including Algebra 1)                                           | 2 years (including Algebra 1)                                           |
| <i>Science</i>                      | 2 years (including Biology, Chemistry and/or Physics)                            | 2 years (including biological and physical science)                     | 2 years (including biological and physical science)                     |
| <i>World Language</i>               | 2 years (same language)                                                          | 2 years (may be 1 year for each course or 2 years in one course)        | 1 year in either course                                                 |
| <i>Visual and Performing Arts</i>   | 1 year (dance, music, theater, or visual arts)                                   |                                                                         |                                                                         |
| <i>College-Preparatory Elective</i> | 1 year (any additional college-preparatory course from the courses listed above) | None                                                                    | None                                                                    |
| <i>Electives</i>                    | Additional 20 credits                                                            | 1 year in a Career Development course                                   | None                                                                    |
| <b>Total Credits</b>                | 180                                                                              | 140                                                                     | 110                                                                     |

To be eligible for the State Minimum Diploma Path, which is an exemption of RISE High’s graduation requirements in accordance with AB216, a student must meet the following eligibility requirements pursuant to EC § 51225.1:

1. The student is one of the following:
  - a. In foster care, as defined in EC § 51225.2(a)(1)
  - b. Is a homeless youth, as defined in 42 USC § 11434a(2)
  - c. A former juvenile court school student, as defined in EC § 51225.2(a)(3)
  - d. A child of a military family, as defined in EC § 49701
2. The student transfers between schools any time after his/her second year of high school
3. The student is not reasonably able to complete RISE High's graduation

Within thirty (30) days of transfer, RISE High shall notify the student and parent of the availability of the AB216 exemption and whether the student is qualified for the exemption. The notification includes how the exemption will affect the student's ability to gain admission to a post-secondary educational institution and will provide information about transfer opportunities available through the California Community Colleges. A qualified student may decline the exemption initially, and then choose to accept the exemption at a later date. Once exempted from RISE High's graduation requirements, an AB216 eligibility verification is provided, and the exemption cannot be revoked even if the student transfers to another school. If the student meets the requirements under the State Minimum Diploma Path before the end of his/her fourth year of high school, he/she may remain in attendance at RISE High to complete additional coursework. No student shall be denied enrollment in, or the ability to complete, courses for which he/she is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for the State Minimum Diploma Path.

RISE High also supports students who are interested in and qualify for the California High School Proficiency Exam (CHSPE). Interested students and families can reach out to Dr. Rebecca Robertson for more information.

### **Graduation Ceremony**

The graduation ceremony for seniors at Da Vinci RISE will be held twice a year; once after second quarter (in December) and once after fourth quarter (in June). In order to participate in the graduation ceremony, the following qualifications must be met:

- Completed graduation requirements\*
- No discipline issues or suspensions during last three months of school
- No misconduct at any school-sponsored events / activities during the last 3 months of school
- Completion of senior POL
- In good standing per senior contract (if applicable)

Failure to meet any of these requirements may result in removal from the graduation ceremony at administrator discretion.

*\*Certain exceptions may apply for students with Individualized Education Plans (IEPs). For more information, please contact Executive Director, Dr. Mary Ring.*

**Student Privacy**

School staff do not discuss student information, including attendance and academic progress, with persons other than the parent/guardian listed in school records, unless the parent/guardian is also present.

**School Programs & Signature Practices**

**Parent, Guardian, and Family Involvement**

RISE values and recognizes the importance of parent/guardian involvement in their student’s education, and as such we expect all families to attend certain school events and highly encourage families to attend others if possible:

| Events parents/guardians are expected to attend                                                                                          | Events parents/guardians are highly encouraged to attend                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Student-Led Conferences (SLC)</li> <li>● Exhibition</li> <li>● Site Council Meetings</li> </ul> | <ul style="list-style-type: none"> <li>● Back to School Night/Orientation</li> <li>● College Information Sessions</li> <li>● STAC Meetings (more information on page 25)</li> <li>● Senior Meetings</li> <li>● Family &amp; Stakeholder Collaborative Meetings</li> </ul> |

**Family and Community Volunteers**

RISE High believes firmly that active parent/guardian, student, and employee participation in school operations and governance helps foster a public school’s long-term sustainability as a successful program. Due to the diverse family structures of RISE High students, we recognize a student’s “family” can be complex and may not always resemble a traditional family structure. To value this diversity, we include both family members and other adults who support students as valued members of a student’s experience, such as social workers, probation officers, Court-Appointed Special Advocates, mentors, and more. Parents/guardians, teachers, and others who care about the student are all a part of the team, and are asked to participate in their student’s educational experience. We ask, but do not require, student supporters to attend the following events:

- Student-Led Conferences
- Exhibition
- Site Council Meetings

Whenever possible, we ask volunteers to participate in additional activities such as:

- Volunteer in LCAP committee
- Guest speak for a Real World Skills Series
- Lead a Project Group
- Assist with the Annual Giving Campaign
- Chaperone a field trip
- Write a thank you email to a teacher
- Take your student on an educational field trip
- Take your student to see a college or university with an official admissions tour
- Attend a College Night
- Help a teacher with a specific project
- Translate documents into other languages

### **Background Checks**

Although parental involvement is encouraged and can support the success of the student and the school, parents of all applicants and enrolled students will be notified that parental involvement is not a requirement for acceptance to, or continued enrollment at, RISE High. Furthermore, in accordance with EC § 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, RISE High will not mandate parental volunteer hours as a criterion for admission or continued enrollment. RISE High is responsible for screening of volunteers for the protection of students. Registered sex offenders under Section 290 of the Penal Code may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers working on campus or when students are present and who will be unsupervised by certificated personnel at any time, must submit to a criminal background check pursuant to EC § 45125. All volunteers who work on campus during school hours must comply with current TB testing requirements as issued by LACOE.

Per our employee handbook, as a condition of employment, all applicants are required to submit to a live scan criminal background check as part of the application process. Da Vinci Schools/RISE High will not employ a person who has been convicted of a violent or serious felony, or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. Conviction of a crime before or during employment may result in denial of employment or in termination of current employment, at the discretion of Da Vinci Schools/RISE High.

All fingerprint and background information must be completed and cleared by the Department of Justice (DOJ) before the first day of employment. Vendors/contractors who are not under the direct supervision of a RISE High employee and have more than limited contact with students will complete background checks. (Education Code Section 45125.1(a),(c)(d) and (g).)

## **SIGNATURE PRACTICES**

### **Project Based Learning (PBL)**

RISE High courses are taught using a project-based learning pedagogy. Project-based learning is learn-by-doing curriculum that integrates core subjects with real-life problems to be solved. Teachers work in teams with one another to identify content area essential skills that need to be addressed at the grade-level. Teachers work backwards to plan their curriculum, creating engaging, interdisciplinary projects that center on a big idea and a real-world connection that is rigorous, relevant and meaningful to students' lives. Students work in teams to create a final product that demonstrates mastery of content standards and a demonstration of key skills such as critical thinking, collaboration, and communication.

### **Real-World Learning**

RISE High seeks to make education relevant and engaging for all students by providing opportunities for thinking about how their education will apply to their life and career beyond school. Through partnerships with local industries and organizations, students will have opportunities to participate in exciting internships and earn work experience that will prepare them for jobs they wish to pursue in the future. Students will also be connected to paying jobs where possible if they need financial support, and will be prepared and supported through work readiness and financial literacy courses. Skills learned in real-world experiences can result in mastered competencies and count towards course credit. In addition to internships and workplace-based experiences, students continually engage with projects that are built to expose them to a variety of career pathways and options. As a signature component of Da Vinci's PBL approach, teachers work with industry leaders throughout the project design and implementation process to identify as many ways as possible to bring the workplace to students.

### **Student Led Conferences (SLCs)**

Student Led Conferences occur each quarter and provide students the opportunity to share their academic progress with their family and stakeholders in a structured setting, focusing on content mastery and growth over the semester and year. Student led conferences occur after school on minimum days, and families/stakeholders are expected to sign up for and attend their student's SLC twice per year.

### **Exhibition**

Exhibition at Da Vinci RISE is held once or twice per year, dependent on the scope and timeline of the interdisciplinary project. Exhibition provides students the opportunity to show off their final products and demonstrate their mastery of content and competencies across their courses. All families are expected to attend to see the students' work.

## **Personalized Learning Plans (PLPs)**

All students at RISE work with their families and the RISE staff to co-create a Personalized Learning Plan that outlines their graduation pathway, course enrollments, flexible schedule, growth goals, and holistic service provision. This PLP is created upon enrollment and shared with the student and their family/stakeholders via Google Docs. It is meant to be a living document that is updated regularly with progress on credit attainment, attendance, behavioral/socio-emotional growth, and academic achievement metrics such as Lexile level and competency mastery. PLPs are the guiding document for Student-Led Conferences

## **Extracurricular Activities**

### **Athletics & Creative Expression**

Students at the APCH and New Earth sites have the opportunity to participate in extracurricular programming that is offered both during the day and after school. These opportunities include creative expression such as theater, media design, creative writing, and music, as well as athletics, leadership, gardening, and more. Students at DV RISE in Hawthorne are encouraged to reach out to their teachers to learn more about local opportunities to participate in sports and arts.

### **Clubs**

Students are encouraged to join or start a student club on campus. Clubs are student-run, overseen by a faculty sponsor and generally meet after school once or more per week. Clubs change each year, and in the past have included class committees, cultural clubs and glee and honors society among many others.

### **Off Campus Courses**

Some courses offered each semester, generally seminar courses, involve significant time off campus. For these courses parents will be informed via a permission slip and be given the option to opt out of the course. If parents opt-out of the course students will be enrolled in an alternate seminar if possible.

### **Stop and Reflect Retreats**

Stop and Reflect Retreats are used for students and staff to come together as a community and to reinvigorate our sense of purpose, reaffirm our goals and to see that the skills we are learning are required in the world beyond our school. All staff and students are encouraged to attend. The retreats



are at no cost to the students and do not have grade requirements. Students who have been identified as “high risk” (current affiliation to drugs, self harm, fighting etc.) are not be allowed to attend without a stakeholder or counselor present to partner with the student to ensure they remain safe. This is for the protection of the school and our ability to serve the other students. Students who cannot attend will engage in an on campus enrichment activity to build culture and help them to address the challenge they are facing that served as the reason for their exemption from the trip. On-campus and local retreats are also offered to ensure students with extenuating circumstances are able to participate.

### **Field Trips and College Visits**

Students may attend off campus field trips throughout the school year. Under the California Education Code and Board Policy, teachers and support staff may take students on field trips to enrich and complement their educational experience. Such trips are always under the supervision of at least one teacher and/or school administrator, or certified athletic coach in the case of a same day athletic event, and all precautions are taken to ensure each student’s welfare. Teachers and the school may ask parents for a donation for some field trips. Such donations are always voluntary, and a student’s grades or academic standing will never be affected by their ability to pay for a field trip or activity.

### **Work Experience**

Students may enroll in the work experience program, which generally takes place during the seminar period of the day. Students in the work experience program are placed in a professional workplace, usually for two days each week. Students are responsible for their own transportation to and from their workplace, and can organize transportation with other families by completing an authorization form. Students are held to high professional expectations when participating in this program, and if any issues arise with the workplace or Work Experience coordinators or staff, the student may be immediately removed from the Work Experience Program.

## **Student Services**

### **STAC TEAM**

Each RISE student has a personal STAC Team that helps shape and guide their progression through high school. STAC is an acronym that represents the stakeholders included in the team: Student – Teacher – Adult (parent or designated family member; typically the Ed Rights Holder) – Counselor or Case Manager.

STAC Teams differ from SSTs (Student Success Teams) in the following ways:

- STAC Teams are formed for all RISE students, while SSTs are typically formed for in-depth examination of specific student concerns around academic, behavioral, or socio-emotional progress

- STAC Teams can meet for a variety of reasons, including as responses to behavioral infractions or for updates around extenuating circumstance; SSTs meet primarily to analyze data around academic, behavioral, or socio-emotional concerns
- SSTs often collect data for the goal of assessment or evaluation; STAC teams serve as ongoing supports

Further definition of each role is included below:

- **Adult:** The student's parent, or, if one is not available, a designated family member or adult mentor who assumes responsibility for monitoring the student's independent study contract. This person is typically the Educational Rights Holder, which allows for legal decision-making authority in the student's life. To this end, the adult on the STAC team may be a foster parent, grandparent, older sibling, or Court-Appointed Student Advocate (CASA).
- **Teacher:** A RISE High teacher functioning as the certificated employee who has been designated as having the general supervision of independent study as set forth in EC § 51747.5. The teacher will supervise the student's academic progress and focus on building a close relationship with student to support his/her development and achievement of personal goals. This teacher will also serve as the student's Advisor.
- **Counselor or Case Manager:** A member of the Mental Health Team (MHT), such as a licensed counselor, social worker, or psychologist; or a trained Advocate Counselor (job description included below) will work alongside the teacher with a group of up to 25 students. The MHT member will be aware of students' social services/wraparound support needs, and will serve as the point person for DCFS, probation, children/family attorneys, and other service providers. The MHT member will regularly check in with students and families regarding wraparound services, counseling and holistic care to ensure the best outcomes for our students. If the student does not currently have a social worker or case manager, but would benefit from one, RISE High staff will conference with A Place Called Home or New Earth staff to determine how the partnership can provide adequate services for the student.
- **Mentor:** When possible, through our partnerships with A Place Called Home and New Earth, RISE High students have access to trained volunteers from the community. Some volunteers may have industry experience that is relevant to our students' personal goals, or they may have similar backgrounds and experiences as our students. While the Mentors will not be required to meet with the student's STAC Team, they are encouraged to do so when their schedules allow. Regardless, they will have frequent communication with the STAC Team members and serve as an additional layer of support for each student. Students can request a mentor if they are interested, or teachers may refer students for mentoring if they believe it would be beneficial for the students' growth. Once the process is initiated, A Place Called Home steps in to begin the matching process, and provide comprehensive training, support and monitoring of the mentors and their relationships with their mentees.

## **504 Plans**

Da Vinci RISE provides 504 plans for qualifying students. A 504 plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. It is a plan for the provision of regular education and related aids and services designed to meet the student's individual educational needs. To qualify for a 504 plan, a student must have a documented disability that causes a substantial limitation on the student's ability to learn or another major life activity.

## **English Language Learners**

RISE High offers full-inclusion support for students with English Language Learner designation. These students take the regular A-G sequence of courses offered by the school with all native English speakers.

RISE High meets all applicable legal requirements for ELs as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. In accordance with the new English Learner Roadmap adopted by the California State Board of Education in 2017, RISE High is committed to “the education of English learners as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum...and respects the value of English learners’ primary language and culture.”

RISE High will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness, as well as follow state guidelines for program placement.

## **Process for Identifying ELs**

After a student enrolls at RISE High, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), if one has not already been completed at a prior school. The purpose of the HLS is to determine if a language other than English is used in the student’s home. The student’s cumulative file will also be checked for information about the student’s English language proficiency status.

Scholars from homes where the primary language is not English (as determined by the HLS and other data) will take the English Language Proficiency Assessments for California (ELPAC) within thirty days of enrollment and at least annually thereafter until re-designated as fluent English proficient, unless the school has proper documentation of the student’s re-designation as fluent English proficient. The ELPAC (along with scores on the Smarter Balanced ELA/Literacy test, MyOn tracking of lexile level, NWEA MAP testing and teacher-created MAP-aligned benchmarks, and English Language Arts grades) will be used for the annual assessment of each student’s ELD level.

RISE High provides parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent's primary language (whenever possible and practical; or required pursuant to EC § 48985). Within the first month of the school year (or within thirty days of the student's enrollment), RISE High will notify the parents of its responsibility for ELPAC testing, student's prior ELPAC results if available, EL identification, program placement options, student's academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and RISE High will notify parents of student's ELPAC results within thirty days of receiving the results from the publisher.

## **EL Redesignation**

Each English Learner who meets the established redesignation criteria is reclassified as Fluent English Proficient (R-FEP). Each former English Learner who has been redesignated as R-FEP has demonstrated English language proficiency comparable to that of an average native English speaker and will participate equally in the school's regular instructional program. Da Vinci utilizes the CELDT, grade history and teacher recommendation as a basis for evaluating and redesignating students.

## **HEALTH**

### **Lunch at Da Vinci RISE, Hawthorne Campus**

Lunch is served and managed through an outside vendor. All students need to complete a lunch application after submitting their enrollment application. The application determines the student's eligibility for free meals, reduced-cost meals, or full-priced meals. Meals must be paid in advance online or in the school office. Cash, checks and credit card payments are accepted. MealTime Online can be found at [www.mymealtime.com](http://www.mymealtime.com).

Students are responsible for paying the full cost of lunch until their application is processed. Students who need to pay can do so at the school office or can charge money on the student's account throughout the school year. Parents are encouraged to deposit money ahead of time in their student's lunch account. The price of lunch will be advertised at the beginning of each school year. Students with outstanding lunch balances may forfeit permission to participate in extracurricular student activities.

### **Food/Meal Service at Da Vinci RISE at A Place Called Home, South Central Campus**

Food is provided by the Teen Center. Meals are served during regular meal times ; between meals youth may request a snack from the Galley. The Galley will close everyday at 7pm. Accommodations will be made on a case-by-case basis.

When a Teen member is hungry, they will receive nutritious, healthy food. If they are still hungry, there is more. Any member/student arriving after meal service may receive a late meal pass from

our security office upon entry. Anyone needing food during class time may request a snack pass from their instructor 15 minutes after class starts.

The Galley will operate as a warming and service kitchen for regular meal and snack service as posted.

The Mezzanine kitchenette is available for participants to prepare their own food. It is expected that anyone utilizing the kitchen clean up after themselves. No food or drinks permitted in spaces other than the Dining area and the Mezzanine.

### **Food/Meal Service at Da Vinci RISE at New Earth**

Meal service is available to students at the New Earth site through vendored services. On site daily breakfast and lunch services will be made available for RISE students at New Earth in the kitchen area. The New Earth kitchen area also has a warming and service option for regular meal and snack services per the New Earth home food service procedures.

All RISE students enrolled at the New Earth site will need to complete a lunch application after submitting their enrollment application. The application determines the student's eligibility for free meals, reduced-cost meals, or full-priced meals. Meals must be paid in advance online or in the school office. Cash, checks and credit card payments are accepted. MealTime Online can be found at [www.mymealtime.com](http://www.mymealtime.com).

Students are responsible for paying the full cost of lunch until their application is processed. Students who need to pay can do so at the school office or can charge money on the student's account throughout the school year. Parents are encouraged to deposit money ahead of time in their student's lunch account. The price of lunch will be advertised at the beginning of each school year. Students with outstanding lunch balances may forfeit permission to participate in extracurricular student activities.

### **First Aid & Student Medications**

The front office staff is the health center point of contact. They have first aid kits and EpiPen Auto-Injectors available for student use. Upon parent or guardian written request, the school can store a supply of prescription medicines for the students to keep on hand in case of an emergency. There is a form to complete and all medication must be in its original container clearly marked with the name of student, the name of medicine, and the appropriate dosage instructions as prescribed by the doctor.

Students may keep in their possession, unless parents or guardians wish to make other arrangements, inhalers for asthma conditions, EpiPens and over-the-counter medicines and supplements, such as Tylenol and glucose tablets. These may not be shared with other students.

For all medical-related concerns, please see the school site's Office Manager.

## **Student Handbook Summary of Suicide Prevention Policy**

Suicide is a leading cause of death among youth and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, RISE High shall adopt a policy on student suicide prevention intervention, and postvention in consultation with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations. As appropriate, the measures and strategies specified in the policy shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are LGBTQ youth.

Protecting the health and well-being of all students is of utmost importance to RISE High. The Da Vinci Schools board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur during advisory.
- Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline – 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org)

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis. For a more detailed review of policy changes, please see Da Vinci Schools full suicide prevention policy.

## **Da Vinci Schools Civility Policy**

Members of Da Vinci Schools staff will treat parents and other members of the public with respect and expect the same in return. The Da Vinci Schools are committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Da Vinci employees, parents and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting Da Vinci employees as positive role models to the students, as well as the community, Da Vinci Schools encourages positive communication and discourages volatile, hostile or aggressive actions. Da Vinci Schools seeks public cooperation with this endeavor.

### **Disruptions**

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave the school property promptly by the school administration.
2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the school employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on school premises, the offending person will be directed to leave promptly.
3. When an individual is directed to leave under circumstances outlined in paragraphs 1 or 2, the administration shall inform the person that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Codes 415.5 and 626.7 if he/she reenters any school facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the administration may notify law enforcement officials (CF 5131.4 Campus disturbance) (CF. 9323 Meeting Conduct).

### **Safety and Security**

1. The principal will ensure that a safety and/or crisis intervention techniques program is provided in order to raise awareness on how to deal with these situations if and when they occur.
2. When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report.

3. An employee whose person or property is injured or damaged by willful misconduct of a student may ask RISE High to pursue legal action against the student or the student's parent/guardian.

## **Documentation**

1. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence.
2. Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a report of the incident.

# **Special Education**

## **Overview**

Da Vinci RISE offers a full continuum of services to meet the unique needs to students with disabilities. Special Education teachers provide support in the general education classes, lead Resource seminars, provide Specialized Academic Instruction, and collaborate with general education teachers in accordance with each student's Individualized Education Program (IEP).

## **Rights of Students with Disabilities**

In California, students with disabilities can be eligible to receive special education services between the ages of 3-22. Federal and state laws protect families and their child throughout the process of evaluation and identification for special education placement and services. Parents of children with disabilities have the right to participate in the development of the student's Individualized Education Program (IEP), and be informed of the availability of a free, appropriate, public education and of all available programs, including public and non-public options. Da Vinci RISE will operate as a member of a SELPA.

## **Special Education Procedures**

All children will have access to Da Vinci Schools and no students shall be denied admission due to disability. Students with disabilities will be provided services in accordance with his/her last agreed upon



and implemented IEP. Referrals for assessment for special education are accepted from parents, general education teachers, Student Success Teams, and all other school staff. Once a referral is received, the School Psychologist and Special Education Director will review the referral and all relevant student records to determine the appropriateness of the referral. If assessment is deemed necessary, the school team will comply with the 60 day assessment timeline once the assessment plan is signed and returned. When a student with an IEP transfers to Da Vinci RISE, the school will provide comparable services for a period of 30 days. Within 30 days, the school will hold a 30 day review meeting to adapt the previously approved IEP or develop a new IEP based on the needs of the student and services of our school.

RISE High provide a full continuum of supports to students with disabilities. Our goal is to provide supports to students in the least restrictive environment, and our goal is to include our students with disabilities in the general education setting to the greatest extent possible. In addition to providing meaningful supports for students with disabilities, we strive to provide accurate information to parents about the complex special education system and how it functions. For additional information regarding the special education process, please visit <http://davincischools.org/special-education.shtml>

### **Search and Serve Process**

If you believe your student may have a disability, please contact a teacher, the Special Education department, or an administrator at your student's school. Federal and state laws require public schools to provide free and appropriate education for students with disabilities. The site team at your child's school can assist you with making a request for special education assessment in writing.

## **Student Code of Conduct**

This Code of Conduct shall be interpreted consistent with Da Vinci RISE High's charter petition. If there is any inconsistency between the two, the charter petition's terms shall prevail.

### **Focus on Restorative Justice**

As relayed in our charter petition, RISE High is committed to serving its students in a holistic way that prepares them both to be successful in their personal post-secondary pursuits and to positively contribute to the world around them through actions that lead to a more equitable society. We believe this commitment requires intentionality in the planning of our entire program – from academics to wraparound services to student behavior support. Data has shown that traditional means of school discipline have been disproportionately leveraged against students of color, students who identify as LGBT, students who have disabilities, and EL students, resulting in the following statistics (citations included in Da Vinci RISE High Charter Petition):

- Black students are suspended and expelled at a rate 3x greater than that of white students
- Girls of color are suspended at higher rates than any other race or ethnicity and most boys
- Students with disabilities are twice as likely to receive out-of-school suspension than those without disabilities

- Black students represent 16% of student enrollment, but represent 27% of students referred to Law enforcement and 31% of students involved in school-related arrest
- “Two in five LGBTQ students reported receiving detention, in-school or out-of-school suspension and/or expulsion from school. LGBTQ Black/African American, LGBTQ Hispanic/Latino, and LGBTQ Multiracial students; LGBTQ students experiencing homelessness; and LGBTQ students with disabilities experienced higher rates than others”.
- “Compared to cisgender LGBTQ students, transgender students were more likely to receive school discipline and over three times as likely to report that they might not complete high school. Among LGBTQ students, the most common reason cited for not planning to graduate high school or being unsure if they would graduate was an unsupportive or hostile school environment.”

These disciplinary actions serve to deepen the academic opportunity gap and increase the number of students directed into school-to-prison pipeline, which The National Education Association as “the policies and practices that are directly and indirectly pushing students of color out of school and on a pathway to prison, including, but not limited to: harsh school discipline policies that overuse suspension and expulsion, increased policing and surveillance that create prison-like environments in schools, overreliance on referrals to law enforcement and the juvenile justice system, and an alienating and punitive high-stakes testing-driven academic environment.” Given that RISE High’s demographics consist primarily of the students most impacted by these discipline practices – and that many of our students have already had interaction with the juvenile justice system – it is imperative that we pursue different means of student behavior support.

All RISE High staff are trained to fully implement Restorative Practices, which consists of two core practices that live in the day-to-day activities and experiences across the school:

1. The building of healthy relationships and the fostering of a strong sense community and trust
2. The protecting and restoring of these relationships and trust when a breach occurs

In order to build relationships and community, RISE High staff establish clear boundaries around the ways we treat each other and what our community non-negotiables are. All students participate in RISE High Orientation, which provides an overview of the rules we have agreed to, including the creation of a safe space that is drug- and weapon-free, that does not participate in bullying, and that respects those around us through the use of our language. RISE students all participate in an Advisory, which provides additional supports to ensure a safe and healthy environment.

In order to provide an effective, safe, focused, and enjoyable learning environment, RISE High has behavioral expectations for all students. The following is an outline of what is expected for our students.

Please adhere to the Da Vinci Code of Conduct at all times.

- I will treat everyone with courtesy and respect.
- I will treat personal and school property with respect.
- I will help create and maintain a positive and safe environment.
- I will come to school prepared for learning.
- I will act responsibly and accept consequences for my actions.
- I will connect and contribute to the community and world around me.
- I will strive to make my community a safe, healthy learning environment for all.

## **STUDENT BEHAVIOR SUPPORT PROCEDURES**

RISE High focuses on behavior support rather than “discipline” measures that have traditionally subjected students to more punitive consequences. The goal of behavior support is to understand the root cause of the behavior and find effective alternatives to punishment in order to correct that behavior. Examples of these behavioral supports include, but are not limited to, advising and counseling students, conferring with parents and stakeholders, and determining appropriate consequences and means of restoring relationships and trust. It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat.

The main objective in assigning consequences for misbehavior is to assist students in making good choices. When a student is unsafe, interrupts learning, or clearly does not respect the needs of others, the following course of action occurs:

- Students are reminded of the expected behavior and previously agreed-upon school standards.
- Staff shall enforce behavioral expectations and procedures fairly and consistently amongst all students and afford all students with similar rights to due process.
- Should the behavior continue, the teacher will conference with the student to determine good decision making.
- When the inappropriate behavior does not change, the Principal and/or counselor will be consulted to determine appropriate action.
- Finally, a conference will be called with the parent and/or STAC Team in order to assist the student in meeting the school’s expectations for behavior.

## **Suspension at RISE**

Suspension means removal of a student from ongoing instruction for adjustment purposes, and this practice has historically resulted in the loss of instructional time, the breakdown of trust in

school staff, and a decrease in motivation to return to and engage in school. For these reasons, RISE is committed to pursuing alternatives to suspension for all discretionary suspendable offenses to ensure that, rather than being pushed out, students receive increased support in the aftermath of making harmful decisions. This commitment is rooted in our understanding of the ways trauma can manifest in decision-making, and in our belief that all students are capable of learning and implementing peaceful conflict resolution skills.

California Education Code provides the following grounds for discretionary suspension:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.
- 3) Possessed, sold, or otherwise furnished an object that could be deemed dangerous, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or his/her designee.
- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.
- 7) Caused or attempted to cause damage to school property or private property.
- 8) Stole or attempted to steal school property or private property.
- 9) Possessed, smoked, or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his/her own prescription products.
  - A. "Smoking" has the same meaning as in subdivision (c) of Section 22950.5 of the Business and Professions Code
  - B. "Tobacco product" means a product or device as defined in subdivision (d) of Section 22950.5 of the Business and Professions Code.

- 10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- 12) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- 13) Knowingly received stolen school property or private property.
- 14) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 15) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- 16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 17) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- 18) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- 19) Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- 20) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- 21) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial

disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

22) Made terroristic threats against school officials and/or school property. "Terroristic threat" includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his/her immediate family.

23) Engaged in an act of bullying. The following terms have the following meanings:

A. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as described in #19-21 above, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- I. Placing a reasonable student in fear of harm his/her person or property.
- II. Causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health
- III. Causing a reasonable student to experience substantial interference with his/her academic performance.
- IV. Causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by the school.

B. "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- I. A message, text, sound, video, or image.
- II. A post on a social network Internet Web site, including, but not limited to:
  - a. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (A).

- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (A). “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        - c. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (A). “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
      - III. An act of cyber sexual bullying.
        - a. “Cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in paragraph (A). The photograph or other visual recording must include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
        - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- C. An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- D. “Reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her exceptional needs.

California Education Code provides the following guidance as grounds for non-discretionary suspensions:

A student shall be suspended when there is evidence that the lives, safety or health of other students and/or school personnel are otherwise in clear, present, and continuing jeopardy or danger as a result of any of the following acts committed by the student:

- 1) Caused serious physical injury to another person, except in self-defense.
- 2) Committed assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- 3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil.
- 4) Brandished a knife at another person.
- 5) Committed robbery or extortion.
- 6) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code that is more than one avoirdupois ounce of marijuana, and/or the possession of the controlled substance is not the first offense of this nature.
- 7) Unlawful sale of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 8) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an alcoholic beverage, or an intoxicant of any kind.
- 9) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

### *Suspension Procedures*

Only the Principal or the Principal's designee(s) may suspend a student from RISE High. The "designee" is one or more administrators at the Learning Sites specifically designated by the Principal, in writing, to assist with disciplinary procedures. The Principal may, in writing, also designate a certificated employee as a secondary designee to assist with disciplinary procedures when no administrator is at the Learning Site at which the suspension needs to be issued. The Principal may designate only one certificated person at a time for each Learning Site.

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the student waives this right



or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

At the conference, the student shall be:

- Informed, orally or in writing, of the charges against him/her, including the other means of correction that were attempted before the suspension.
- Provided with an explanation of the evidence that supports the charges.
- Given the opportunity to present his/her side of the story.

### *Notice to Parents*

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent by telephone or in person. Whenever a student is suspended, the parent shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the student and indicate the date and time when the student may return to school. If school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice will request that the parent respond to such requests without delay.

No penalties may be imposed on a student for failure of the student's parent to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent at the conference.

A student shall not be suspended from school for more than five (5) consecutive school days, and not more than twenty (20) school days in any school year. These restrictions on the number of days of suspension do not apply when the suspension is extended pending an expulsion.

A student with an IEP or Section 504 Plan may be suspended from school in the same manner as all other students. However, after ten (10) days of suspension in the same school year, where the student is removed from his/her current placement, a manifestation determination meeting must be held with a team comprised of the Charter School, the parent, and relevant persons to review the student's IEP or Section 504 Plan, any teacher observations, and any relevant information provided by the parent to determine if the conduct was:

- (1) Caused by, or had a direct and substantial relationship to, the student's disability; or
- (2) The direct result of the Charter School's failure to implement the IEP or Section 504 Plan.

### *Suspension Appeals*

A parent may appeal a suspension within five (5) school days from the date the suspension was issued. The request is to be submitted to the Principal to correct or remove any information (regarding the

incident and circumstances that resulted in the suspension) recorded in the student's record which the student or parent alleges to be any of the following:

- (1) Inaccurate.
- (2) An unsubstantiated personal conclusion or inference.
- (3) A conclusion or inference outside of the observer's area of competence.
- (4) Not based on the personal observation of a named person with the time and place of the observation noted.
- (5) Misleading.
- (6) In violation of the privacy or other rights of the student.

Within thirty (30) days of receipt of an appeal, a neutral officer or a hearing panel shall meet with the student and parent and any pertinent school personnel. A hearing panel shall be composed of the following persons, provided that the parent or adult student has given written consent to release information from the student's records to the members of the panel so convened: a school administrator of a school other than RISE High, a certificated employee, and a non-certificated employee.

If the neutral officer or hearing panel sustains any or all of the allegations, the Principal shall be ordered to correct or remove and destroy the information regarding the incident and circumstances that resulted in the suspension from the student's records. If the neutral officer or hearing panel upholds the suspension, the matter is closed. The parent or student has the right to include in the student's record a written statement or response concerning the disciplinary action.

For suspensions that are not pending an expulsion hearing, RISE High shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the period of suspension.

## **Grounds for Expulsion**

Expulsion means the removal of a student from the immediate supervision and control, or the general supervision, of school personnel at RISE High. A student may be expelled when his/her behavior is related to a school activity or school attendance occurring at RISE High or at any other school, regardless of when it occurs, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

### *Discretionary Expellable Offenses*

The Principal may recommend the expulsion of a student for any of the following acts, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction could appropriately address the conduct:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.
- 3) Possessed, sold, or otherwise furnished an object that could be deemed dangerous, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or his/her designee.
- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.
- 7) Caused or attempted to cause damage to school property or private property.
- 8) Stole or attempted to steal school property or private property.
- 9) Possessed, smoked, or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his/her own prescription products.
  - a. "Smoking" has the same meaning as in subdivision (c) of Section 22950.5 of the Business and Professions Code
  - b. "Tobacco product" means a product or device as defined in subdivision (d) of Section 22950.5 of the Business and Professions Code.
- 10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

- 12) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- 13) Knowingly received stolen school property or private property.
- 14) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 15) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- 16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 17) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- 18) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- 19) Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- 20) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- 21) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- 22) Made terroristic threats against school officials and/or school property. "Terroristic threat" is defined above in discretionary suspension offenses.

23) Engaged in an act of bullying. See suspension section above for relevant definitions.

### *Mandatory Expellable Offenses*

The Principal shall recommend expulsion of a student that is determined to have committed any of the following acts:

- 1) Possessed, sold, or otherwise furnished a firearm. The act of possessing an imitation firearm, as defined above, is not an offense for which expulsion is mandatory.
- 2) Brandished a knife at another person.
- 3) Unlawful sale of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 4) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- 5) Possessed an explosive.

### *Expulsion Procedures*

#### Extension of Suspension

Upon a recommendation for expulsion, the student and parent will be invited to a meeting with the Principal to determine if the suspension should be extended, beyond five (5) days, pending an expulsion hearing. That determination shall be based on a finding that either the student's presence would cause a danger to persons or property or a threat of disrupting the instructional process.

If a student is a foster youth, as defined in EC § 48853.5, the Principal or designee shall also invite the student's attorney and appropriate representative of the county child welfare agency to participate in the extension of suspension meeting

#### Authority to Expel

Only the Principal can recommend the expulsion of a student from RISE High, and only the Administrative Hearing Panel ("Panel") may order the expulsion following a hearing before it. The Panel shall include three or more certificated persons – none of whom are members of the Board or on the staff of the Learning Site in which the student is enrolled – that are familiar with the state and federal laws governing the suspension and expulsion process. Panel members may include teachers, school administrators, Chiefs or Directors from Da Vinci Schools, one of whom shall be

identified as the presiding officer. Da Vinci Schools shall be responsible for assembling the Panel that will hear and determine the outcome of each expulsion matter. The Panel's decision in the matter is final.

#### Notice of Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent at least ten calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date, time, and place of the hearing.
- (2) A statement of specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of RISE High's disciplinary rules that relate to the alleged violation.
- (4) A statement of the student's or parent's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- (5) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
  - (a) "Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
  - (b) "Nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or parent to provide assistance at the hearing.
- (6) The right to inspect and obtain copies of all documents to be used at the hearing.
- (7) The right to confront and question all witnesses who testify at the hearing.
- (8) The right to question all evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

If a foster youth, as defined in EC § 48853.5, is recommended for expulsion, the notice of hearing must also be provided to the student's attorney and an appropriate representative of the county child welfare agency at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If a homeless youth, as defined in 42 USC § 11434a(2), is recommended for expulsion, the notice of hearing must also be provided to the Da Vinci School's designated homeless liaison at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

#### Expulsion Hearing

Students recommended for expulsion are entitled to a hearing before the Panel, as described above, to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense. The student is entitled to one postponement of an expulsion hearing, for a period of not more than thirty (30) calendar days. Any additional postponements may be granted at the discretion of the Da Vinci Schools for good cause.

The hearing shall be conducted in a session closed to the public, unless the student submits a written request, at least five (5) days prior to the date of the hearing, to have the hearing conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in closed or public session, the Panel may meet in closed session to deliberate and determine whether the student should be expelled.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A decision of the Panel to expel must be documented in its findings of fact based upon substantial evidence relevant to the charges presented at the hearing. No decision to expel shall be based solely on hearsay evidence, except when the Panel, upon finding that good cause exists, determines that the disclosure of either the identity of a witness and/or the testimony of that witness at the hearing would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

If the Panel decides not to order the expulsion of a student who committed a discretionary offense, the student shall be immediately reinstated and permitted to return to his/her educational program at the Learning Site from which the expulsion referral originated, unless the parent or adult student requests another Learning Site in writing.

If the Panel decides not to order the expulsion of a student who committed a non-discretionary offense, the student shall be immediately reinstated and may be referred to his/her prior Learning Site, or another Learning Site.

Additional procedures may apply for expulsion hearings involving Allegations of Sexual Assault or Sexual Battery per the charter petition.

#### Record of Expulsion and Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

RISE High shall maintain a record of each expulsion, including the expulsion order and the causes for the expulsion, in the student's mandatory interim record. The record shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the new school for the student's records.

#### Written Notice to Expel

Within three (3) school days after the hearing, the Principal shall send written notice of the Panel's decision to expel, including the findings of fact, to the student and parent. This notice shall also include the following:

- (1) The specific offense committed by the student.
- (2) A statement of the student's or parent's obligation to inform any school which the student seeks to enroll of the student's expulsion.
- (3) The date when the student can be reviewed for readmission, and a description of the process by which readmission is conducted.
- (4) A copy of the rehabilitation plan
- (5) The education alternative placement to be provided to the student during the time of expulsion.
- (6) The right to appeal the expulsion to Da Vinci Schools Board of Trustees, including the timeline and manner in which an appeal must be submitted.

#### Rehabilitation Plan

At the time of the expulsion order, the Panel shall establish a rehabilitation plan for the student, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The plan should include the specific conditions that the student must satisfy during the period of expulsion and can include improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs. The stipulated conditions should be reasonable for the student to meet based on his/her specific circumstances, address the act(s) for which the student was expelled, and not require a cost or fee to the student or parent. The student may not be required to enroll in a drug rehabilitation program without parental consent.

#### Placement

RISE High shall be responsible for the appropriate interim placement of students pending the outcome of the expulsion proceedings and shall facilitate the placement of an expelled student. When appropriate, the Charter School shall work with LACOE for the interim or post-expulsion placement of a student at a county community school or other alternative program. If a parent chooses a different placement not determined by RISE High, the Charter School shall ensure that the student will be able to meet the conditions of the rehabilitation plan through that placement.

#### Period of Expulsion and Readmission

At the time of the expulsion order, the Panel shall set a date not more than one (1) calendar year from the date the expulsion occurred, when the student shall be reviewed for readmission to RISE High. In determining the period of expulsion, the Panel shall consider the nature of the act that resulted in the student's expulsion, including, but not limited to, the severity and intent of the act, the student's specific circumstances, and the safety of the student and others at RISE High.



Ten (10) calendar days prior to the date set for readmission, the Principal or designee shall contact the expelled student at his/her last known address to schedule a readmission meeting with the CEO. The student shall be asked to provide documentation of proof that he/she has satisfactorily met the conditions of the rehabilitation plan. RISE High shall follow all other readmission requirements set forth in the charter petition.

### *Expulsion Appeals*

The parent may appeal the expulsion by submitting a written request to the CEO of Da Vinci Schools within ten (10) calendar days from the date of the written notice to expel. The request must specify the reason(s) for the appeal and include any supporting documentation.

Upon receipt of a timely request, the CEO shall convene a hearing before the Board of Trustees ("Board") within thirty (30) calendar days. Notice of the hearing shall be provided to the student and parent at least ten (10) calendar days prior to the date of the hearing. The notice shall include all of the following:

- (1) The date, time, and place of the hearing.
- (2) A statement of specific facts and charges upon which the expulsion is based.
- (3) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
- (4) A statement that the appeal shall be heard in closed session, unless the parent requests in writing at least five (5) calendar days prior to the hearing that it be conducted at a public meeting. If such request is made, the hearing shall be held in public session as long as the privacy rights of any other students would not be violated by doing so.
- (5) The right to provide a five-minute oral presentation before the Board, summarizing the reason(s) for the appeal.
- (6) A statement that failure to pursue the appeal with diligence within the time frames established by RISE High may be deemed an abandonment of the appeal and the CEO may dismiss the appeal.

The Board's review is limited to the record of proceeding of the Panel. Unless evidence was improperly excluded or, in the exercise, no evidence other than that contained in the record of proceeding may be heard.

The Board's review of the Panel's decision shall be limited to the following questions:

- (1) Whether the Panel acted without or in excess of its jurisdiction (e.g., the hearing was not commenced within the time periods established by RISE High, the expulsion order is not based on an expellable act, the act is not related to school activity or school attendance).

- (2) Whether there was a fair hearing before the Panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing (e.g., school officials did not meet the procedural requirements established by RISE High, the decision to expel is not supported by the prescribed findings, the findings are not supported by substantial evidence).
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing.

The Board may either reverse or uphold the decision of the Panel. If the Board enters a decision to reverse the Panel's decision, the Board may direct RISE High to expunge any references to the expulsion action in its records and that of the student, and the expulsion shall be deemed not to have occurred. The Board's decision shall be final. Within three (3) school days of the hearing, the student and the RISE High Principal shall be notified, in writing, of the Board's final order.

RISE High students are encouraged to review the Da Vinci RISE High charter petition for other details about the disciplinary process, including special considerations for students with disabilities.

### **Involuntary Withdrawal**

**A student shall not be involuntarily removed by RISE High for any reason unless the parent has been provided written notice the intent to remove the student no less than five (5) school days before the effective date of action. "Involuntary removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.**

### **Respect for Self and Others**

RISE High students, parents and guardians, and staff are expected to respect others and support teaching and learning. Prohibited behavior by any member of this community includes using offensive language, ignoring a staff request, disrupting the learning process, disrespecting a staff member, employing intimidation, threatening another with physical or other harm, slander, sexual harassment or misconduct, lying, theft, and fighting. Anyone engaging in prohibited behavior may be subject to discipline including the possibility of being subject to an expulsion hearing. Willfully causing physical harm to another member of our school community is grounds for immediate expulsion. Any student who steals from the school, another student, or staff member is subject to suspension and may be subject to an expulsion hearing. Respect for the rights of others is expected from all members of the school toward other school members, school neighbors, nearby businesses, and other schools.

### **Dress Code**

Da Vinci RISE strives to promote a safe educational environment. With that in mind, dress code is focused on the safety and security of the learning community and does not strive to limit student's creativity, self-expression or gender expression. We also recognize that clothing is often tied to identity and access and will strive to be responsive to the individualized needs and experiences of each community member when monitoring dress code. There are times when students are encouraged or required to dress professionally, and RISE High will work with students to ensure they have access to this clothing. With that in mind, the following rules and regulations must be followed to ensure a safe and conducive learning environment.

- No Gang-Related clothing
  - These may include gang colors, head coverings like a do-rag or hat, jewelry, emblems, or clothing depicting gang symbols or graffiti of any kind
- Appropriate Messages
  - Clothing promoting alcohol, tobacco, drugs, hate speech, objectification, violence, or weapons is not allowed. This includes offensive words and designs, violence (blood, death, weapons), sex, playboy symbols, hate groups, tobacco products, drugs, and alcohol.
- Inappropriately revealing clothing is not allowed.
  - This includes but is not limited to sheer clothing, clothing that reveals the chest or upper thigh/rear. These regulations apply to students regardless of gender identity.

**This dress code is adopted pursuant to Education Code section 35183 in order to foster a safe and healthy learning environment for all students.**

### **Personal Electronics**

All personal electronics must be on silent/vibrate or turned off during class time, unless the teacher specifies otherwise. If a student is using their device without permission in class, their devices may be confiscated by the teacher and returned at the end of the day. If the student is repeatedly using an electronic device without permission the device may be confiscated and given to the school administration, who will contact the parent/guardian. Repeated offenses may lead to the electronic being returned only to the student's parent or guardian. Da Vinci Schools is not responsible for lost or damaged personal electronics items. Students bring these to school at their own risk.

### **Academic Honesty**

Da Vinci RISE values academic honesty and ethical behavior in the learning environment in order to promote honesty, courtesy, consideration, and integrity. Consequences for not following the code of academic integrity may include receiving a zero on the assignment, a family meeting, completing academic work or a reflection paper, service hours, failing the course, disciplinary action, suspension or expulsion. Teachers or administration, based on severity and whether it is a

repeated offense, will use their professional judgment to determine the consequences, subject to the appeal process in this handbook.

### **Cheating**

Cheating is defined as the act of obtaining or attempting to obtain credit for academic work not one's own, or assisting others in doing so. Cheating includes copying from another's test, submitting plagiarized work (see guidelines below), submitting work previously graded without approval by the faculty member accepting the work, altering grades, or aiding another student who is cheating.

### **Plagiarism**

Any of the following actions, without giving full credit to the original source, is plagiarism:

- Direct duplication - by copying (or allowing to be copied) another's work, whether from a book, article, website, video, another student's assignment, a test, or any other source
- Paraphrasing another's work so closely that the essential meaning and form should be credited to someone else
- Piecing together sections of the work of others into a new whole
- Producing assignments in conjunction with other people which should be your independent work

### **Discriminatory Harassment Policy**

Discriminatory harassment is a particular form of personal disrespect that RISE High DOES NOT TOLERATE among students, among employees, or between employees and students. All community members should report any type of harassment by other student(s) to a teacher, counselor, or principal. Da Vinci Schools is committed to providing a safe and empowering educational environment free of discriminatory harassment. This policy defines discriminatory harassment.

Discriminatory harassment of a student includes harassment/bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

It is unacceptable to retaliate against any individual making a complaint of discriminatory harassment or for participating in a harassment investigation. Retaliation constitutes violation of this policy. Students who violate this policy may be subject to disciplinary action, up to and including expulsion. All students shall cooperate with any investigation or restorative justice process authorized or conducted by Da Vinci RISE High into any alleged act of discriminatory

harassment. Da Vinci RISE may, at the discretion of the administration and/or counseling staff, require that students attend mediation/restoration with other students, staff members or stakeholders to ensure that safety and trust are regained in the community.

Discriminatory harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit or even specifically directed at the victim.

No student shall create or assist in the creation of a hostile or offensive work environment for any other person by engaging in any discriminatory harassment or by tolerating it on the part of another student.

All students shall report any conduct, which fits the definition of discriminatory harassment, to the Principal or other appropriate authority figure.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal complaint procedures as set forth in our UCP except when disclosure is necessary during the course of an investigation, in order to take subsequent remedial action and to conduct ongoing monitoring.

RISE High will not discriminate against any student or employee on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, age, citizenship, or any other basis prohibited by law. Harassment under Title IX (sex), Title VI (race, color, or national origin), and

Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by Da Vinci Schools.

Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating. This nondiscrimination policy covers admissions or access to, or treatment in, RISE High's programs and activities. The lack of English language skills will not be a barrier to admission to or participation in RISE High's programs or activities. It is the intent of RISE High that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. Any inquiries regarding this nondiscrimination policy or the filing of discrimination/ harassment complaints may be directed to the Chief Executive Officer or Principal.

### **Sexual Harassment Policy**

Da Vinci Schools is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of sexual discrimination in that it constitutes differential treatment on the basis of sex assigned at birth,

sexual orientation, or gender, and, for that reason is a violation of state and federal laws and violations of this policy.

Da Vinci Schools considers sexual harassment to be a major offense, which can result in disciplinary action to the offending or the suspension or expulsion of the offending student. Any student of Da Vinci Schools who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the appropriate administrator so that prompt action may be taken to investigate and resolve the problem. Da Vinci Schools prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complaint is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Da Vinci Schools further defines sexual harassment as including, but not being limited to:

- Unwelcome verbal conduct such as suggestive comments, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments, pestering for dates, making threats, or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written materials, cartoons, or drawings, graffiti of a sexual nature, or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault, or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.

- Threats and demands or pressure to submit sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Sexual harassment can be grounds for discipline, up to and including expulsion, even for a one-time offense.

### **Anti-Bullying Statement**

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. RISE High staff shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

*Cyberbullying* includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law and school policy governing the development of comprehensive safety plans and shall be incorporated into such plans.

To the extent possible, RISE High strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

RISE High may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Principal or designee may increase supervision and security in areas where bullying most often occurs.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) When appropriate, the Principal or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures.

### **Bullying on Campus**

Bullying includes threats, name-calling, intimidation, hazing, inappropriate touching, cyberbullying, gestures, symbol display or verbal/non-verbal/written communication that makes a student feel uncomfortable or unsafe even if the person engaging in such behavior does not feel he/she is harassing/bullying. This includes harassment/bullying of a racial, sexual, or non-sexual nature. If faculty or staff observe, or are made aware of, behavior that meets Da Vinci Schools definition of bullying, they may take some of the following actions:

- Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of the behavior.
- Listen and provide support to the person who enacted the bullying to get to the root of the issue and to stress the seriousness of the behavior. The perpetrator will also be asked to engage in a restorative process to regain trust and safety within the community. A part of this process includes engaging in a facilitated conversation with the person who was bullied.
- Bring concerns to school counselor, the involved student's advisory teacher(s) and to school leadership
- Inform parents, guardians and stakeholders of the students involved and engage them as part of the solution
- Set up specific written goals and/or behaviors that need to be adhered to and that are monitored regularly
- Establish a time period in which the change needs to be seen
- Engage the students, parents/guardians and other stakeholders in a restorative justice process to regain trust and safety in the relationship.
- Set up a limited schedule for the student to attend school until targeted behaviors improve
- Discipline student pursuant to suspension and expulsion procedures described above

In some cases, Da Vinci Schools may not be equipped to meet the needs of the student engaged in bullying behavior. The student may be asked to leave the school at any time during the school year if, for example



- The continued behavior becomes a threat to the safety and productivity of the learning community
- The behaviors have not improved during the specified time period
- There is a repeated or significant safety issue in having the student around other students
- The student requires an extensive amount of one-on-one behavior support that can't be fulfilled by current staff

### **Bullying off Campus**

Sometimes, events that occur off campus have repercussions on campus, affecting members of the community and learning environment. Conduct occurring off school grounds, whether bullying or cyberbullying, that causes or threatens to cause a substantial disruption at school, or substantially interferes with the rights of students or employees to be secure and benefit from their school environment, could be subject to discipline and merit similar consequences as those above. In some cases, if warranted, Da Vinci School may also feel it necessary to report incidents to the police. *The Administration, in its sole discretion, shall determine whether conduct violate the policies set forth above.*

### **Vandalism**

All students are expected to treat the school property with care and respect. No one is to injure, destroy, deface, or trespass on school property. Parents and guardians may be responsible for paying for any damage done to the building by their child. Writing or spray painting, inappropriately on or around campus, carving on school furniture/fixtures, mishandling a book, damaging technology, destroying equipment are all infringements on the right of the Da Vinci community.

### **Controlled Substance Policy**

Unlawfully possessing, using, selling, being under the influence of or otherwise furnishing to others a controlled substance or alcoholic beverage, or intoxicant of any kind, at any school activity or on any county office of education, school district or adjacent property, is considered to be a threat to the educational process. For these offenses, the student may be subject to community service, suspension, expulsion and/or an obligation to complete a counseling requirement.

### **Prohibited Items**

**Students may not bring the following items on campus:**

- Weapons of any kind, including items that appear to be weapons, could be used as weapons or are toy weapons
- Drugs or drug paraphernalia
- Tobacco or tobacco-related items

- Alcohol or alcohol-related items
- Vaporizers or vaporizer related items

Guns, knives, Tasers, explosives, or weapons of any type are not permitted in the school, on the campus, or at school functions on or off the premises. Violations may lead to a recommendation for expulsion as discussed above. Items that appear to be weapons are also prohibited.

### **Teacher Notification of Dangerous Students**

The Principal or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. Teachers will receive instructions in order to comply with this policy. The above information shall be made available for teachers to read, and a copy shall be kept in the student's file

## **Technology Use Policy**

We are pleased to offer our students access to the school computer network. Access to the Internet and e-mail enables students to explore thousands of online resources, libraries, and databases while exchanging messages with Internet users throughout the world.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access undesirable materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic and other resources.

Classrooms will be networked with each other and with the school office for ongoing efficiency in communication. Classroom teachers will use the data system for managing grades, student performance data, and internal school and network communication. Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in

a considerate and responsible manner. Access is a privilege not a right. Access entails responsibility.

Individual users of the computer networks are responsible for their behavior and communications over these networks and must comply with school standards. Beyond the clarification of such standards, Da Vinci is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network administrators may access storage areas to review files and communications, maintain the integrity of the system, and ensure that users are using the system responsibly. Students should have no expectation of personal privacy in any matters stored in, created, received, or sent over the school computer networks, computers, e-mail system, the intranet, Internet, or any other school technology equipment. These are subject to review by the school at any time, with or without notice, with or without cause and without the permission of any student, parent, or guardian. The school reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other school equipment, without notice and without the permission of any user.

To protect the integrity of technology systems and the users against unauthorized or improper use of these systems, the school reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the school director or his or her designee.

Students are prohibited from using technology for any unauthorized or unlawful purpose. Using technology to send, save, view, forward, or create harassing or offensive content or message is strictly prohibited. Offensive material includes, but is not limited to pornographic, obscene, or sexual material or comments, jokes or images that would violate the school policies. The school policies against harassment and discrimination apply to the use of technology.

Students must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material without the prior written authorization of the director of technology or his or her designee.

The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion.

### **Monitoring of E-Mail/Internet/Computer Usage**

Activity in the Da Vinci Schools computing resources is not confidential. The system administrators or other employees can and will access user files at any time. User files may also be subject to search by law enforcement agencies under court order. All computer usage, including, but not limited to, e-mail, word processing, or internet usage is subject to monitoring and recording. Users are notified that the network administrators, system operators, or the administration may and will access the system and any files located thereon, including data files, in order to monitor the activity

on the Da Vinci School owned network. **This system is to be used for academic and administrative purposes only. While using the system there are no confidential and/or private messages or usage.**

### **Technological Device-Use and Borrower Policy**

Da Vinci RISE High is a 1:1 school. This means that all students are lent a tech device and power adapter/extension in good working order. It is the Student/Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment. This equipment is, and at all-time remains, the property of RISE High School, and is herewith lent to the Student/Borrower for educational purposes only for the academic school year. Student/Borrower may not deface or destroy this property in any way. Inappropriate use of the machine may result in the Student/Borrower losing his/her privilege to use this computer. The equipment will be returned to the school when requested by RISE High School, or sooner, if the Student/Borrower withdraws from RISE High. prior to the end of the school year. Failure to return the device may result in withholding of diploma and/or loss of privilege to walk at graduation.

The computer may be used by the Student/Borrower only for noncommercial purposes, in accordance with the District's policies and rules, the RISE High Handbook, Laptop Computer Use Agreement, the Standards for Proper Computer Care as well as local, state, and federal statutes. The Student/Borrower may not install or use any software other than software owned or approved by the District and made available to the Student/Borrower in accordance with this Receipt and Agreement.

One user account with specific privileges and capabilities has been set up on the laptop for the exclusive use of the Student/Borrower to which it has been assigned. The Student/Borrower agrees to make noattempts to change or allow others to change the privileges and capabilities of this user account. The Student/Borrower agrees to make no attempts to add, delete, access, or modify other user/system accounts/settings on the laptop and on any school-owned computer.

### **Student/Borrower Student Responsibilities**

Your device is an important learning tool and is for educational purposes only. In order to take your device home each day, you must be willing to accept the following responsibilities.

- When using the device at home, at school, and anywhere else I may take it, I will follow the policies of the RISE High, and abide by all local, state, and federal laws.
- I will not use my device to post or create anything considered to be bullying or harassment.
- I will notify a school staff member immediately if I accidentally access inappropriate material on my device. If the inappropriate material is accessed at home, I will email a school staff member or bring it to a staff member's attention as soon as school is in session again.

- I will treat the device with care by not dropping it, getting it wet, leaving it outdoors, leaving it in a car in extreme weather conditions, or using it with food or drink nearby.
- I will not load any software onto the device without seeking permission for a school administrator.
- I will not remove programs or files from the device.
- I will not clear my browser history
- I will honor my family's values when using the device.
- I will not give personal information when using the device without prior approval of a staff member or parent/guardian. (Personal information includes your full name, address, phone number, any financial account information, Social Security number, school name, address, phone number, or anything else that can be used to identify you, including photos.)
- I will bring the device to school every day.
- I agree that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication.
- I will keep all accounts and passwords assigned to me secure, and will not share these with any other students or adults, except my parents and/or legal guardians.
- I will return the device when requested or upon my withdrawal from RISE High.
- I will place the device in its protective bag when not in use and while it is being carried from class to class.
- I will place my device in a secure location when not in use (locked up when possible)

Making and/or distributing audio or video recordings of a student or staff member against their wishes

is prohibited and may constitute harassment. Live streaming of video or audio is prohibited on campus and at all school-sponsored events.

## **Meaningful Use of Technology**

Given the independent nature of our learning model, technology is used to support student learning in many ways, including via DreamSeeDo – RISE High’s curriculum and communication portal, which houses students’ PLPs. DreamSeeDo creates a consistent online environment where students can connect to school, staff, and peers at all times. Specifically, the platform will enable 24/7 access to academic support and comprehensive services by:

- Allowing students to access their projects and complete their schoolwork at anytime
- Scheduling office hours
- Contacting teachers and academic coaches with questions
- Providing a case management tool for teachers and the Mental Health Team
- Looping parents and other student supporters into student work and progress
- Facilitating communication between students
- Communicating with a mentor
- Locating resources nearby, such as shelters who have open beds for the night; meals on days and times when school is closed; scheduling medical, counseling, legal appointments; accessing health and safety emergency services; and accessing health and wellness opportunities, such as free fitness classes or health workshops.

DreamSeeDo also serves as students’ Work Journals for Independent Study compliance, tracking their daily engagement via a heatmap that provides an overview of how often students are working, as well as a daily log of assignments completed.

Students have access to digital versions of their course texts and curricula through DreamSeeDo and through their teachers’ websites. The course curriculum, which includes direct instruction, formative assessments, and project guidance, has been designed and curated by RISE High teachers to ensure the content is both academically rigorous and culturally relevant. Each student’s PLP will include tailored connections to supplemental resources necessary to complete their coursework and projects for each class, including online textbooks, novels, non-fiction sources, recorded lectures, and complementary, interactive online curriculum (such as Khan Academy, MyOn, or Achieve3000). This ensures students have access to the resources they need through a laptop, rather than needing physical books or paper worksheets to complete their assigned lessons. The majority of the curriculum is housed online, allowing students to progress at their own pace, reviewing lessons they did not grasp the first time, or advancing beyond the standard pace of curriculum, all while receiving immediate and individualized feedback on their work. Throughout each course, teachers have indicated the points at which students must check in with them to receive small-group or one-on-one instruction, as well as when they must participate in science labs, Socratic seminars, debates, and group project work time. Computer-based instruction does

not take the place of teacher-facilitated learning, but rather supports student learning by personalizing the pathway and allowing for access and advancement even when the student is unable to attend in-person instruction.

Each student is assigned a Chromebook to ensure access to the curriculum; students may request to take their laptops home with them, and mobile wi-fi devices are available for those who may not have consistent access to the internet at home. Students will be supported in the use of their technology through Wi-Fi connections, outlets, and charging stations at each of the Learning Sites (including the MLC). This means there are a variety of physical locations – or hotspots – where students can connect, open their DreamSeeDo account, and work on projects, connect with classmates, access online curriculum, visit their teacher’s class web pages, or even meet with their teachers, tutors, or mentors via Skype or Hangouts.

All core subjects have accompanying diagnostic and formative assessments delivered via computer in a secure manner. These assessments are directly linked to the RISE High Core Competencies and to the CCSS for each content area and grade level. Through frequent progress reviews by the Advisors in collaboration with the STAC Team, students’ progress towards mastering course content is consistently monitored. Parents and other family members or stakeholders identified by the student can create DreamSeeDo accounts, which gives them access to students’ daily assignments, their completed coursework, and their progress towards mastery and credit. This creates greater parent and stakeholder investment and understanding of the content and competencies their students need to acquire. This model provides for an academic support network while also encouraging student self-management and a sense of personal drive.

RISE High subscribes to the Christensen Institute’s definition of blended learning: a formal education program in which a student learns at least in part online, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience. Students will have access to their teachers via email and video-conferencing, and in later years, will be able to visit the MLC to receive additional in-person tutoring if the MLC is more easily accessible than a Learning Site. Technology will be integrated into classrooms in meaningful ways, such that it adds to the engagement and the rigor rather than being incorporated just for technology’s sake.

Our vision of technology use is to leverage technology as a tool to expand access to learning and personalize the experience; to strengthen relationships and align communication; to tighten logistics; to provide for easier access to comprehensive services; and, ultimately, to contribute to the creation of a safe, consistent, thriving culture where learning and engagement are “always on.” Online courses also provide a wealth of data on student achievement and skill acquisition. This data helps teachers focus their time on identifying skill gaps, providing direct support to struggling students, and developing personalized plans to encourage growth of students’ higher order cognitive abilities. Students and teachers have comprehensive technology access to effectively leverage technology as both a tool for, and subject of, student learning.

All students will participate in Tech Safety workshops, and Digital Citizenship – one of RISE High’s 13 Core Competencies – will be incorporated throughout classes and across content areas and projects. This will ensure students are developing critical lenses around the ways we use technology and that they are growing in their technology skill sets in a way that provides transferability across professional fields. Parents will likewise receive training to be familiar with the online and tech supports for students so that they can effectively assist in at-home independent learning when necessary.

## **Behavioral Support**

**Consequences and support for negative behavior choices may include:**

- Verbal warning
- Teacher-student conference
- Detention
- Guardian phone call
- Campus beautification
- Service assignment
- Participation in mediation
- Participation in restorative circles
- Mandated attendance of behavioral enrichment courses
- Behavior contracts
- Guardian meetings
- Guardian shadows
- Home visit
- Class suspension
- In-school suspension
- Out-of-school Suspension
- Expulsion

*Consequences may or may not proceed in this order*

### **Detention or School Service Hours**

Detention or service hours may be assigned by an administrator or teacher for not adhering to the school’s code of conduct. Other immediate consequences may coincide with the assigned detention if directed by an existing behavior plan and/or is connected to other, more severe school policy violations. Detention and service assignments vary in length depending on the behavioral issue. Teachers may organize, assign, and conduct their own detention or service assignments in their classrooms.



## Emergency Procedures

The school's staff is trained in order to provide for the safety of students, staff, and visitors during an emergency. Emergency preparedness includes fire, earthquake, and lockdown drills. These drills are run throughout the year so that students and staff know what to do in the event of an emergency. All alarms are treated as real; false alarms, emergency drills, and real alarms should elicit the same response by all staff, students, and visitors. Student failure to follow emergency procedures or the willful attempt to compromise emergency preparedness are grounds for consequences, including expulsion from school. In the case of a major emergency, parents and guardians should expect a telephone call from the school and an update posted to the school's website (<https://dvrise.davincischools.org>) with further information regarding the emergency and the procedure for retrieving students from school.

### Fire Alarm

If the fire alarm goes off, all students and staff are to evacuate according to the safety plan at their respective site (Hawthorne New Earth & A Place Called Home). Students line up and staff members take attendance, noting any students who are missing. When the staff determines the drill is completed or that there was a false alarm, students return to classes.

## Admissions and Lottery Policies

"Admission policy and procedures, consistent with [Education Code 47605.6(e)]." [EC § 47605.6(b)(5)(M)]

RISE High will be open to all students who wish to attend the school, as prescribed in EC §47605.6(e)(2)(A). RISE High will not charge tuition, and will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, 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, including immigration status. RISE High shall receive ADA funding for pupils over nineteen (19) years of age only in accordance with applicable State law.

### No Admissions Testing

At the time of enrollment, assessments may be administered to determine a students' placement in appropriate courses or need for instructional interventions; however, such assessments will not be used as a means to prohibit or discourage any student from attending RISE High.

### Application and Enrollment Process

RISE High establishes an annual recruiting and admissions cycle, which includes reasonable time for all of the following:

1. outreach and marketing;
2. orientation sessions for students and parents;
3. an admissions application period;
4. admissions lottery, if necessary; and
5. enrollment. RISE High may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process. RISE High has developed a standardized application form required of all prospective students.

### **Admission Policy**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year as indicated on Lottery Application form. Following the open applications period each year, applications shall be counted to determine whether any Learning Site has received more applications than availability. Since RISE High is a unique, alternative program, space availability will not be determined by grade level but rather by the total capacity of each Learning Site. If the number of applications does not exceed spaces available, all students that have applied before the deadline will be enrolled at RISE High. Throughout the school year, when space is still available, students are enrolled on a first come, first serve basis.

In the event that demand exceeds capacity, RISE High will hold a public random drawing in accordance with EC § 47605.6(e)(2)(B), to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year. Parents of all applicants will be informed of the rules to be followed during the lottery process. Public notice will be posted on the school's website and at all Learning Sites regarding the location, time and date of the drawing at least two weeks prior to the lottery date. The public random drawing will be scheduled in the month of March either on a weekend or after 6:00pm on a weekday so that as many parents and interested parties as possible are able to attend. Notice to parents, in particular, will inform them that attendance at the drawing is not a requirement for the selection and enrollment of their students. The drawing will be held in a secure meeting room that is large enough to accommodate all parties that wish to observe the process.

Enrollment preferences in the case of a public random drawing shall be as follows:

1. Student residing in the Los Angeles County; specifically defined as a student:
  - a. Who is a foster child, as defined in EC 48853.5, or is a homeless child or youth, as defined in 42 USC § 11434a(2)
  - b. With history of school non-attendance and/or is significantly credit deficient
  - c. Who has dropped out of school
  - d. Who is currently on probation
2. Siblings of students admitted or attending RISE High
3. All other applicants Notification of admission status will be mailed to all applicants within two weeks of the public random drawing. Enrollment packets will be sent to students selected from the drawing and, with the exception of homeless and foster youth, will have five business

days from the date of notification to accept the enrollment offer. Considering their unique needs, homeless and foster youth will have at least fourteen days to accept the enrollment offer and staff shall use numerous means to notify the family (e.g., mail, phone, and e-mail).

After the available spots have been filled, remaining students will be placed on a numerical waiting list, as determined by the drawing, and utilized as space becomes available throughout the school year. These students will be informed of their waiting list priority number. Whenever a student is admitted from the waiting list, he/she will be notified by phone call and written communication from RISE High's Office Manager and will generally have five business days from the date of notification to accept the enrollment offer. School staff will be available to assist families in completing the enrollment packet, if needed.

Presuming there is space available, homeless and foster youth shall be immediately enrolled upon submission of enrollment packet and notified of their admission and enrollment status, even if all records required for enrollment are lacking. If the homeless and foster youth needs assistance in obtaining or completing necessary records the Principal or designee ("Liaison") will work with school staff to enroll the homeless student, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. The Liaison will help contact the school last attended by the student to obtain these records. If the student needs to obtain immunizations or does not have immunization or other medical records, the Liaison will assist the parent/guardian in obtaining the necessary immunizations or records for the student.

Students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied whenever enrollment is impacted during the school year. The waiting list will not carry over to the following school year.

Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be filed at RISE High. Results and waiting lists from the public random drawing will be readily available in the main office at Learning Site #1 for inspection upon request. Each applicant's admissions application will be kept on file for the academic year, with his/her assigned lottery number, in the school database.

### **Waitlist Management**

All students who do not receive a placement during the random, public lottery will be placed on a waiting list to enroll should space become available. Wait list ranking will be assigned in the order selected. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available.

### **Transfer Policy**

No Da Vinci School will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school.

Transfers between Da Vinci RISE educational programs will be possible when student circumstances necessitate a transfer to a closer site, as determined by the student's case management team and approved by the principal. Students who wish to transfer must have parent/guardian consent and make the request in writing via a Transfer Request form. Transfers across sites are granted depending on available space, student and family need, and principal approval.

### **Voluntary Withdrawal Policy**

As discussed above, Da Vinci Schools does not restrict the ability of families to voluntarily withdraw their child and/or transfer their child to another school of their choice. Da Vinci RISE High will accept written evidence of voluntary withdrawal from parents/guardians of minor students or adult students (e.g., students eighteen years old or emancipated minors with educational rights). A form is available at the main office for this purpose. There may be some instances where Da Vinci RISE High may need to withdraw students involuntarily based on their enrollment decisions (e.g., student enrolls in another school without telling RISE High staff).

We will provide notice to a withdrawing student's district of residence as required by law and charter; this is typically accomplished through the transfer of educational information to the school the student intends to enroll in after RISE High. If a student elects to withdraw from RISE High, our staff will pay careful attention to the transfer of pertinent records to promote the success of the student and prevent harmful disruptions to their educational progress.

## **Notifications and Compliance**

### *ANNUAL NOTIFICATION OF UNIFORM COMPLAINT PROCEDURES (2018-2019)*

#### **For students, employees, parents/guardians, school and charter advisory committee members, and other interested parties**

This notice is provided by Da Vinci Schools, including Da Vinci RISE High, (the "School") annually to our students, employees, parents or guardians of its students, school advisory committees, appropriate private school officials (if applicable), and other interested parties of the School's Uniform Complaint Procedures ("UCP") process.

The School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, pupil fees, Local Control Accountability Plan ("LCAP") compliance and the following programs and activities, to the extent offered by the School:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Child Care and Development
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition
- Consolidated Categorical Aide
- Economic Impact Aid
- Every Student Succeeds Act / No Child Left Behind (2001) Programs
- Foster and Homeless Youth Services
- Migrant Education
- State Preschool
- Tobacco-Use Prevention Education

A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code §49011. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints must be filed in writing with the following School employee (“Compliance Officer”) responsible for processing UCP complaints:

Matthew Wunder,  
 CEO Central Office  
 201 N Douglas St., El Segundo, CA  
 90245 (310) 725-5800  
 mwunder@davincischools.org

Pupil fee complaints must be filed no later than one (1) year from the date the alleged violation occurred and may also be filed with the Compliance Officer or designee. Complaints alleging

discrimination, harassment, intimidation, or bullying, must be filed within six (6) months of the alleged misconduct or the date the complainant first obtained knowledge of the misconduct. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant.

The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal the School's decision concerning complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders, may be available to the complainant under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency
2. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH)
3. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the CDE

All School students have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General and available on the California Attorney General website here: <https://oag.ca.gov/immigrant/rights>.

The School shall inform students who are victims of hate crimes of their right to report such crimes.

## **CHILD ABUSE REPORTING POLICY**

State law requires all School employees to report suspected cases of child abuse or neglect. Employees of the School are not allowed to call or contact parents to investigate this matter. The law specifically states that the local law enforcement agency has jurisdiction to investigate any report of child abuse. All staff will abide by the State law and school policy in reporting suspected cases of child abuse or child neglect. Staff should report any such abuse to the Principal or his/her designee for review. All School employees will receive annual training on the mandated reporting requirements within six weeks of the first day of each school year or their first day of employment.

**ESSA NOTIFICATION**

Your child is attending a school receiving federal funds through the Every Student Succeeds Act (in English, referred to as ESSA). This Federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

- 1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
- 2. The education level and subject area of the teacher's college degree(s).

If you would like this information, please contact the Principal.

**ANNUAL NOTIFICATION OF FERPA RIGHTS AND DIRECTORY INFORMATION**

This serves as the notification of rights under FERPA for Da Vinci RISE High (hereinafter "School"). The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit written requests for access to the Principal. This written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should send a written request to the Principal. The written request should clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §

99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The School may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student for limited circumstances, including, but not limited to –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, attorneys, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when



such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of  
Education 400  
Maryland Avenue, SW  
Washington, DC 20202

The School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

**Directory Information Policy:**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the School may disclose appropriately designated “directory information” without written consent, unless you have advised the School to the contrary in accordance with the School procedures. The primary purpose of directory information is to allow the School to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education

Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want the School to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the School in writing by the first day of the school year. The School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- , honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Please note no directory information of a student identified as a homeless child or youth as defined in Section 11434a of Title 42 of the United States Code shall be released, unless the parent/guardian or the adult student has provided written consent that directory information may be released. For any other student, directory information shall not be released if his/her parent/guardian notifies Da Vinci Schools in writing that such information not be disclosed without the parent’s/guardian’s prior consent. (Education Code 49073; 20 USC 1232g, 7908)

Post 12th grade Students who are enrolled in Da Vinci Extension should consult the guidelines and procedures for that particular program. Please contact Marc Pioch ([mpioch@davincischools.org](mailto:mpioch@davincischools.org)) or Sylvia Soria ([ssoria@davincischools.org](mailto:ssoria@davincischools.org)) with any questions or concerns.

**Da Vinci partners with accredited universities to offer you high quality degree paths. You get:**

- A rigorous, relevant and affordable college education.
- On-the-job work experience - Students gain on-the-job work experience in high-skill, high-demand jobs through paid and unpaid internships that are aligned with your interests.
- Professional mentoring and connections to industry partners - You will form one-on-one mentoring relationships with industry professionals, meeting monthly to discuss career development and personal growth.  
Continuous support and a sense of belonging - Students form strong connections with each other and with Da Vinci faculty, administrators, and college professors through group projects, real-world learning experiences, weekly tutoring, advising, and more.

**DVX Pathways:**

UCLA Extension

Southern New Hampshire University

El Camino