

**STUDENT
HANDBOOK**

**20
23**

POIC[®]
+
RAHS[®]





Rosemary Anderson High School Student Handbook

About POIC (Portland Opportunities Industrialization Center) and RAHS (Rosemary Anderson High School)

MISSION STATEMENT

The Portland OIC and Rosemary Anderson Schools are committed to serving at-risk youth until the age of 25, providing the highest quality services in education, mentoring, family outreach, employment training and placement.

Our core values that we expect students and staff to embody include the 4Rs (Reengagement, relationship, rigor, relevance):

We reengage students and meet them where they are, building upon their innate strengths.

We believe in serving the whole student in a holistic matter and therefore we build relationships through the lens of social-emotional, academic and community.

We believe we can strive to push through past academic barriers and build self-confidence to engage in academically rigorous content and conversations.

We work to use the most up to date and current academic pedagogy to provide students with relevant knowledge to successfully become Positive Contributing Citizens

RAHS Educational System

- At RAHS we offer multiple access points for students to enter the educational process
- At RAHS we infuse Social Emotional Learning (SEL) inot all of our core subjects to promote a culture of emotional and physical saftey
- At RAHS students become lifelong learners and we assist in this by providing in-house post graduate opportunites
- At RAHS our inclusive and transformative curriculum supports the continuum of students with disabilities while maintaining racial and equity aligned systems and structures

KEY Educator Essentials

- At RAHS our educators are both consistent and reliable in providing instruction and SEL support to provide students with a holistic approach to education
- At RAHS all educators are provided training and development opportunities to further their racial equity lens. Specifically, teachers use CRT & B as a reference/training book.
- At RAHS our educators lead with inclusion and responsiveness particularly for our most vulnerable and marginalized groups such as ESL, Teen Parent, and SPED
- At RAHS our educators are quick to respond to societal changes and are equipped to adapt to current educational best practices
- At RAHS each educator thrives to build meaningful relationships with all students and families for continued support in and out of the classroom
- At RAHS our educators work with internal and external community partners to create a village of support for students and families
- Teachers use Common Core state standard aligned curriculum
- Staff uses student data to drive best instructional practices and decisions

The History of POIC + RAHS

POIC + RAHS is part of an international network of community based OICs spread over sixteen states, founded by the late Reverend Dr. Leon Sullivan that provides education, training, and job placement services to educationally disadvantaged youth and adults.

From 1967 to 1983, POIC + RAHS served adults ages 17 to 65, operating as a community-based training center. In 1983 POIC + RAHS transitioned into an Alternative High School, serving students between the ages of 14-21 in the Portland metropolitan area. POIC + RAHS is accredited by the Cognia and is registered with the State of Oregon as a private school and has been approved by the Oregon Department of Education to serve children with disabilities.



As a center which endorses the Global Sullivan principles, we will respect the law, and as a responsible member of society we will apply these Principles with integrity consistent with the legitimate role of business. We will develop and implement company policies, procedures, training, and internal reporting structures to ensure commitment to these Principles throughout our organization. We believe the application of these Principles will achieve greater tolerance and better understanding among people and advance the culture of peace.

Accordingly, we will:

- Express our support for universal human rights and, particularly, those of our employees, the communities within which we operate, and parties with whom we do business.
- Promote equal opportunity for our employees at all levels of the company with respect to issues such as color, race, gender, age, ethnicity, sexual orientation, or religious beliefs, and operate without unacceptable worker treatment such as the exploitation of children, physical punishment, female abuse, involuntary servitude, or other forms of abuse.
- Respect our employees' voluntary freedom of association.

- Compensate our employees to enable them to meet at least their basic needs and provide the opportunity to improve their skill and capability to raise their social and economic opportunities.
- Provide a safe and healthy workplace; protect human health and the environment; and promote sustainable development.
- Promote fair competition including respect for intellectual and other property rights, and not offer, pay or accept bribes.
- Work with governments and communities in which we do business to improve the quality of life in those communities-- their educational, cultural, economic, and social well-being and seek to provide training and opportunities for workers from disadvantaged backgrounds.
- Promote the application of these Principles by those with whom we do business.
- We will be transparent in our implementation of these Principles and provide information, which demonstrates publicly our commitment to them.

Education

Guidance and Academic Advising

Each Rosemary Anderson campus has an Academic Advisor to help provide planning and guidance toward high school or GED completion. The advising office is designed to ensure all students have a successful school experience. The Academic Advisor will create an educational plan specifically for each student, with the input of that student, to ensure their educational needs are met. If at any time the student's current plan or schedule isn't working the Advisors are there to help problem solve, provide alternative options such as schedule modifications or GED, give details of what those options may look like and how they will impact the student's education. Advising offices are open and available to students daily, on a drop-in basis. If a parent or guardian wishes to speak with their child's advisor, they are encouraged to schedule an appointment by calling their campus' front desk.

Credit Options

There are a variety of ways RAHS students can earn credit. The primary way to earn credit will always be by attending and participating in scheduled classes. Students who are credit deficient will have additional opportunities to earn credit. They may do this by demonstrating proficiency in a particular subject area, participating in extracurricular activities such as sports, music, art, volunteer service, jobs/internships, clubs and more. Students who are passing all their classes may also request an independent study option, but this option is in addition to, and not in place of other classes. Each student will meet with their Academic Advisor to create an educational plan that is specific to their credit attainment needs and high school completion goals.

Grading: Grades earned and received by students are as follows:

A = 90-100 percent

NP =No Pass

B = 80-89 percent

NG=No Grade

C = 70-79 percent

I = Incomplete

D = 60-69 percent

P = Pass

Graduation Guidelines

*These are general guidelines for graduation requirements. You should meet with your academic advisor to create your specific plan for graduation.

Diploma Requirements

Subject	Credits
LA - Language Art	4
MA - Mathematics	3
SC - Science	3
SS/SSC– Social Studies *May also be broken down as:	3
GV - Government	.5
EC - Economics	.5
US - US History	1
GS - Modern World History	1
PE – Physical Education	1
HE – Health	1
FA – CTE/Arts/World Language *May also be broken down as:	3
FA – CTE/Arts/World Language Yr 3	1
WL – World Language	2
EL – Elective	6
Total	24

Rights and Responsibilities

Rosemary Anderson High Schools' students are expected to be safe, respectful, and responsible. Students are expected to act in a way that allows teachers to teach and students to learn.

As a student, you have a right to:

- Talk with your teachers, counselor, and other school staff about any concerns.
- Receive fair discipline without discrimination.
- Report on any incidents of bullying, harassment, abuse, and verbal or physical threats.
- Access your own records, within appropriate guidelines.
- Receive all information in a language you can understand.
- Participate in all school activities if in good standing (safety and conduct)
- Make recommendations for extracurricular activities.
- State your case if you are accused of misconduct.
- A student who believes someone at POIC + RAHS has treated him/her unjustly may file a **grievance**, as explained below:

- Informal Conference – Ask the teacher/administrative staff for “grievance form” to determine if a conference to discuss the grievance is necessary and try to resolve it together.
- Formal Conference – The student may ask for a conference with the administrative staff and school principal. Some situations may warrant the presence of the organization's Chief Operating Officer (COO).
- Request for Hearing – If a solution is not reached through the conference, the student may file, through the COO, a written grievance requesting a hearing. The COO will notify everyone involved of when and where the hearing will be held. Within 7 days after the conclusion of the hearing, the COO will inform everyone involved, in writing, of the decision.
- Higher Appeal – If the COO decision is not satisfactory to the student, the student may appeal to the POIC President/CEO.

As a student you have a responsibility to:

- Attend school regularly, arrive on time, bring appropriate materials, and be prepared to participate in class.
- Do your best.
- Respect the rights, feelings, and property of other students, parents/guardians, school personnel, visitors, guests, and school neighbors.
- Engage in a manner that reflects POIC student expectations regardless of the time of day as not to interfere with teaching and learning while on school grounds, in the community, or at any school-related activity.
- Students who have enrolled with POIC Schools need authorization from the school administrator to be on another school campus. (Sports: Extracurricular)
- Follow classroom, school, and district rules.
- Report on violations of rules.
- Provide your own transportation to and from school or use the bus pass provided for transportation. If a student intends to park on POIC school property, they will need proof of licensure and insurance.

Our goal is to help students achieve independence and develop positive and useful skills to cope with difficult situations. We ask that all students:

- Develop a sense of responsibility for your actions and an awareness of probable consequences.
- Solve your problems successfully through mature means of conflict resolution and conversation.
- Develop positive relationships with others.
- Become productive individuals.
- Recognize when your actions interfere with the rights of others.
- Recognize your rights within the limits of society.
- Respect and help protect the rights of others.
- Understand and respect other races and cultures.
- Put forth effort to succeed in school by coming to school every day, arriving early, following instructions, completing assignments and homework, and asking for help when you need it, academically or otherwise.

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

Your parent/guardian has a right to:

- Receive regular official reports of your students' academic progress and attendance.
- Make recommendations and give input about educational planning.
Participate in conferences with teachers and/or administrative staff.
- Receive ongoing explanations from teachers about your grades.
- Access your students' school records by appointment within appropriate guidelines.
- Obtain further clarification on student rights, responsibilities, and discipline.
- Receive all information in a language they can understand.

Your parent/guardian has a responsibility to:

- Attend a reinstatement meeting If you are suspended from RAMS/RAHS. You and your parent/guardian are required to meet with the school administration before re-admittance.
- Assist school staff by sharing ideas for improving student learning and preventing or resolving student discipline problems.
- Provide support and supervision for your health, physical and emotional well-being.
- Ensure your attendance is prompt and regular while also providing the school with explanations for your absences or tardiness.
- Attending parent/guardian conferences.
- Help enforce student compliance with school rules.
- Review and discuss student rights, responsibilities, and discipline with you.
- Support and be involved in the process related to school self-discipline and conflict resolution programs.

ATTENDANCE

State law requires schools to withdraw students who are absent ten (10) consecutive school days for any reason.

You ensure your personal growth when you come to school consistently. When you are absent, you compromise your education, miss valuable information, and fall behind.

As a student at Rosemary Anderson Schools, your participation and presence are necessary for your growth and is an integral part of our school culture. When you come to class every day, you learn and help your classmates learn.

We want to ensure your success. If you are absent, a call will be made to your parents or guardian informing them of your absence.

TARDINESS

To ensure the highest quality education for all, students must come to class prepared to begin learning. When barriers occur, it is your responsibility to communicate with school staff your delay.

TRANSPORTATION

POIC/RAHS is easily accessed through Tri-met. Each student enrolled at RAHS is provided with a monthly HOP card. If you lose or misplace your HOP pass it is your responsibility to let the school staff know to obtain a replacement. This process requires coordination with the school district and may take time. Please be patient!

Cell Phone/Electronic Devices Policy

1. Please turn your cell phones/electronic device off/on vibrate while in the building and refrain from talking on your phone while in our common areas.
2. All head gear related to a cell phone/electronic device is considered an extension of your cell phone.
3. During breaks and lunch, you can use your cell phone/electronic device appropriately for the duration of the break.
4. Teachers have the discretion to allow you access and use of your cellphone or electronic device for class related work.

MEDICINES

If a student must take medication at school, the parent/caregiver must take it too the principal or designated staff. The person receiving the medication will explain the rules and arrange for an appropriate staff member to give the student the medicine. Any medication must be in the original labeled container. Students can take their own medication under certain limited conditions but must check with an administrator first.

STUDENT RECORDS

the school keeps records of each student. These are records of student academic progress, student behavior, and other pertinent information relating to the student. These records are confidential. Student records provide information for people such as school personnel and parents/caregivers. Parents/caregivers have rights regarding student records, including the right to view these records and request an amendment of the records. They may always take questions to the principal.

ROSEMARY ANDERSON SCHOOLS DRESS CODE

Clothing may not interfere with the learning process or school climate or disrupt the educational process.

1. Clothing may not be alcohol, tobacco, or drug related, including advertising or advocating the use of such products.
2. Clothing must not be lewd, vulgar, obscene, or plainly offensive.
3. Clothing must not be demeaning to a particular person or group, such that it might interfere with another student's educational opportunities.
4. Students may not wear hats, hoodies or other head coverings during the school day on school property unless they relate to a sincerely held religious belief.

5. Clothing or displays may not be gang related or gang affiliated.
6. Tattoos that violate the dress code must be covered.

If it is determined that a student's clothing is inappropriate, the school may provide alternatives to remedy the situation.

Discipline Policy

Redirection and intervention will always be our first response to the following rule violations. In the case that redirection does not work students will be sent out of class and may be sent home for the remainder of the day. In more extreme situations or in repeated violations of the rules, students will be suspended. We have outlined behaviors below, some of which have a zero-tolerance attached. Disciplinary action can include but not limited to suspension (1-10 days), safety plan, parent meetings, or other forms of mediation and conflict resolution. Final disciplinary actions will be at the discretion of the school administration.

The following actions will result in the above-mentioned results:

Abusive Language: Verbal messages that include swearing, name calling, or use of words in an inappropriate way.

Verbal threats: Threatening to harm another person or arrange for others to harm him/her/them.

Fighting/ Physical Aggression: Student intentionally engages in actions involving physical contact where injury occurs. Example, hitting, punching, throwing objects, etc.

Bullying: Unwanted aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated. Includes verbal, physical, emotional or cyber.

Harassment: Aggressive or hostile (can include sexual, racial, gender identity/ sexual orientation or other protected classes).

Lying Cheating: Student delivers message that is untrue and/ or deliberately violates school rules.

Disruption: Sustained voice level above what is expected; or noise, yelling, noise w/materials, horseplay, sustained out-of-seat, etc.

Possession or Use of Illegal Substance: If you are found to be using or distributing substances such as but not limited to alcohol, prescription medication, marijuana, or other controlled substance.

Theft: Taking something (including confiscated items) without permission.

Property Damage: Destruction or damage of something that does not belong to you.

Leaving School Grounds: Student went to an area where they do not have access to re-enter the main building.

Instigating Altercation between students: Behavior that encourages/ motivates students to have a conflict/ fight.

Disruption of School or Class Activity: A severe disturbance at an intensity that prevents learning for all and presents a safety concern.

Suspension Detail/Procedures

All suspensions will range in time from 1-5 days and in some cases a termination hearing may be required.

- Minor Suspensions are defined as ... 1-3 days.
- Major Suspensions are defined as ... 4 or more days.

POIC + RAHS staff will always attempt to contact a parent or guardian prior to sending a student home. If we are unable to contact a parent or guardian, or emergency contacts students will still be sent home.

Suspension means that a student cannot attend school or school related activities. Suspensions can last up to ten school days. Parents/guardians are notified when students are suspended.

Students who are sent home for the day will not be permitted to participate in any after school or extracurricular activities.

Students who are suspended administration will coordinate with families for access to academic materials and mental health support.

For readmittance a student/parent-guardian must meet with school administrator before the student is permitted to return to Rosemary Anderson High School and Middle School. When needed, interpretation services must be provided for students and/or parents/guardians. During any suspension, students are expected to complete homework and may request missed assignments.

A student or parent/guardian requesting an appeal to a suspension should contact the COO to arrange a conference.

Return to District Policy

Sometimes placement at RAHS/RAMS schools is not successful. If this happens and it is determined a student cannot be supported, they will be referred to their neighborhood district for new placement options.

Expulsion Procedures

Expulsion means enrollment is terminated and a student cannot attend any POIC or Rosemary Anderson schools or school activities. Gun violations automatically require an expulsion. Prior to a student being expelled, a hearing will be held with parents/guardians, the student, district representation, school administrator and the Chief Operating Officer (COO). The COO decides if a student will be expelled, and if so, for how long. When needed, interpretation services must be provided for students and/or parents/guardians. A student or parent/guardian may ask for a review of the decision to expel if:

- There is new evidence or
- The expulsion hearing procedures were not followed

Discipline of Students with Disabilities

In cases where the disciplinary action includes a suspension or expulsion, the school administrator must notify parents/caregivers/surrogates in the same manner as non-disabled students. The Special Education Department will notify the parents/caregiver of any special education meetings. They are subject to disciplinary procedures to promote positive behavior changes and protect others. For students with an IEP, a formal Section 504 plan, or who have been identified for a special education referral, additional procedures may need to be followed to determine whether the student may be excluded for disciplinary reasons.

Procedures: must be followed for students with disabilities or formal Section 504 plans who are suspended for more than ten (10) days in any school year, for additional exclusions of up to ten (10) school days that do not constitute a pattern, for separate acts of misconduct, which constitute a pattern, or if the student is being considered for expulsion.

General Information

Authority of the School

The school assumes full authoritative responsibility for the safety, security, and wellbeing of each student while at school during the regular school day, at any school-related activity, regardless of time and location, and while being transported in school-provided transportation.

Metal Detector Screening Procedures

Metal detector screenings of students and their belongings shall be conducted in an orderly and safe manner, consistent with industry standards for use of the detectors, and consistent with minimizing intrusion into students' privacy rights.

Students and their personal belongings shall be screened by POIC + RAHS employees using a hand-held metal detector (wand) owned by POIC + RAHS.

The screening should be conducted, when possible, by an employee of the same sex of the student.

At least two school employees (one female/ one male) shall be present during any search. The scope of the search should be focused on detecting a weapon.

Consistent scanning techniques shall be used for each student.

The POIC + RAHS employee conducting the metal detector search should not contact the student's body with the wand. Screening people for weapons using a handheld metal detector requires no body contact. The operator doesn't need to touch the subject in any way as the metal detector is passed over the outside of the subjects clothing, close to their body, but not touching them.

Tutoring

Tutoring is available to students at Rosemary Anderson Schools through Catalyst Education Services. Students may be required to participate in tutoring if test scores and grades indicate additional help is warranted. Students are expected to attend until such a time when the student can prove, with grades or proficient test scores, that additional educational assistance is not necessary.

Testing

All 6-12 grade students are required to take a MAP testing 3 times a year in the Fall, Winter, and Spring.

All students 6-8 take the OSAS state testing and again in the 11th grade

Any student who is a Language Learners program (ELL), will be required to complete the ELPA test.

Lunch Program

We supply free breakfast and lunch from our state-of-the-art kitchen to all Rosemary Anderson Schools and GED students.

Visitors

All visitors must report to the reception area and are required to wear a visitors' badge.

Closure of Facilities

In the event of severe weather conditions or other emergency conditions Rosemary Anderson Schools may cancel school and all school related programs. We follow the ruling of the district you are in. If you are at RAHS North, Lents, New Columbia, and middle school – PPS determines school closure, at RAHS East, closure of Centennial School District will determine closure.

POIC Program Outline

Work Opportunities Training (WOT)

Work Opportunities Training was the original charter of POIC + RAHS, and today provides a practical career planning and work experience supplement to Rosemary Anderson High School students.

Many of our scholars need to work to support themselves and their families. WOT Career Coaches connect students with part-time internships in the short-term, but more importantly can work with trainees up to three-years to develop long-term career directions through work experience, job site tours mentoring and workshops, year-round internships, and job application skills training.

WOT also manages career training for older high school graduates and provides ongoing support and ‘system of care’ services through the age of 25.

POIC + RAHS is always looking for business partners to connect our work trainees to tours of businesses, job shadows, internships, and work opportunities.

WOT programs include Career Prep (transition out of High School) Program, Re-Entry and Employment Program, Homelessness/Housing and Employment Programs, POIC Construction Pre-Apprenticeship Program, POIC Culinary Arts Training, Tech Career Coaching, and POIC Natural Resources Program.

Implemented in 2007 this program provides support to Rosemary Anderson High School graduates, to ensure they continue with career development and further education to the age of stable maturity at 25.

Community Healing Initiative (CHI)

CHI works directly with families to reduce recidivism rates and keep youth from entering the juvenile justice system. Families find safety, stability, and establish healthy social connections. CHI is a Community-centered, whole family-focused collaboration designed to address root causes of youth violence and works in partnership with the Multnomah County Department of Community Justice.

CHI programs include:

Prevention - Reaching out to Black and African immigrant youth aged 11-16. Youth and families at high risk for gang involvement, or who already know that life, receive support and assistance to stop the cycle.

Early Intervention - Now serving Multnomah and Washington Counties! A community diversion program for youth and their families provided by culturally-specific organizations via POIC and Latino Network. We know that pro-social activities and teaching skill development are supportive tools that work.

Probation - African American youth in Multnomah County who are on probation and involved in high-risk activities with gangs or gun violence can get help. Our culturally-specific services, like intensive case management, parent support and mentoring, meet the needs of the individual and their family.

Elevate- African American males aged 17-25 with gang involvement and criminal records receive the support they need to prevent further time in the justice system. Assistance in gaining employment, with education, and one-on-one mentoring can make a difference.

Youth Services

All Youth Services Programs are designed to provide enrichment opportunities for students in addition to what is provided during regular school hours. The overall goals are to: **ENRICH** the students' lives through creative endeavors; **ENHANCE** academic standing through tutoring, college prep and academic counseling; **ENCOURAGE** growth towards career goals through workshops, job shadows/internships and guest speakers; and have the students **ENJOY** themselves in an environment that is flexible, informal and dynamic.

Youth Services Programs include:

After School Programming

Extended academic support for students via Sports, TiE, Robotics, Tutoring, college and career exposure. We support study hall efforts on campus and provide support for students seeking credit recovery options in their journey toward graduation.

Leadership

Leadership is available for students interested in peer mentoring, volunteer service and social activities designed to help younger students in elementary and middle school with personal development and enrichment.

Mentoring

The RAHS Mentoring Program matches high school students with volunteer adult mentors at all three campuses. Our mission is to foster quality based mentorship that enhances students' academic, personal, and professional success. Research shows that mentoring can influence a wide range of positive outcomes among high-risk youth. By creating a safe, encouraging, and culturally supportive environment, RAHS mentors offer youth the opportunity to engage in trusting and positive relationships. The mentor program is in support of school goals.

Food Closet

We provide this all-system support option for families, students and program participants in all POIC+RAHS programs. This provides non-perishable items along with gift certificates to local meat markets. We program incorporates participant voice in product selection via survey and offer prepacked reusable bags monthly to families who are interested.

Highlights of some of the things Youth Services students access are:

- **The Arts** – Possible activities: Music classes, art classes, dramatic arts/theatre, dance, photography, etc.
- **Lifetime Sports/Fitness** –Possible activities: Basketball, football, bowling, biking, hiking, yoga, aerobics, etc.
- **Cultural Exposure/Outings** – We organize field trips to the Portland Zoo, OMSI, plays, museums, and other interesting destinations in/around Portland.
- **Career Preparation** – We have classes and workshops that will help students with: resume-writing; interview skills; workplace behavior; etc.
- **College Preparation** – We assist with college applications, financial aid/scholarship applications, campus visits, etc.

- **Life Skills** – We help students acquire the basic life skills that are required in order to function as self-sufficient adults, such as: money management/budgeting; building credit; home rental/ownership; starting a family; and basic organizational skills for school/work/personal application.
- **Academic Enhancement** – We provide peer-to-peer assistance, tutoring, and academic counseling for students who are falling behind and/or who wish to raise their overall competency level.
- **Community Service** – We teach good “citizenship” through a variety of volunteer service projects within the community
- **Social Outlets** – We also provide an environment in which students can play informal games (chess, cards, board games, etc.), hang out, listen to music, and strengthen their personal relationships in productive & sustainable ways.

Community Cares Team

Provides an array of services to youth and families. Public safety is our value proposition to the community.

A Street Level Outreach

Meet youth where they are; at school, community centers, sporting events, etc. Making connections and building relationships means those we serve get a better chance at stability in their lives.

Intervention + Prevention

Team members help reconnect youth with their schools, employment, and social support services. The Community Care Team reduces the stressors linked to the high rates of violence and trauma that youth of color face.

Healing Hurt People

This program provides in-hospital support for victims of violence and their families during traumatic events. HHP Team members advocate for patients and help bridge the gap with hospital staff to help families navigate the resources needed to recover.