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RENAISSANCE PUBLIC ACADEMY DIRECTORY

Phone: (503) 759-7002
Fax: (503) 759-7004
Website: www.rpa-molalla.org
Facebook: Renaissance Public Academy (Molalla)
501(c)(3) Non-Profit ... E.I.N. 27-1756201
Physical Location - “Historical Maple Grove” School 39214 S. Sawtell Road, Molalla, OR 97038
Mailing Address – PO Box 208, Molalla, OR 97038-0208

SCHOOL FACULTY AND STAFF

Principal          Mrs. (Nicole) Hans            nhans@rpa-molalla.org
Administrative Assistant         Mrs. (Re’ Anna) Anderson    office@rpa-molalla.org
3rd/4th Grade        Mrs. (Hadassah) Neal            hneal@rpa-molalla.org
5th Grade          Ms. (Mata) Kimmel                 mkimmel@rpa-molalla.org
6th Grade           Ms. (Jessica) Tosti             jtosti@rpa-molalla.org
History/MS/HS       Ms. (Alex) Greaves                agreaves@rpa-molalla.org
Language Arts/MS    Mrs. (Xenia) Murtaugh            xmurtaugh@rpa-molalla.org
Latin               Mr. (Rory) Murtaugh                 rmurtaugh@rpa-molalla.org
Mathematics MS/HS   Ms. (Lori) McKinley               lmckinley@rpa-molalla.org
Physical Education  Ms. (Sonja) Polack                 spolack@rpa-molalla.org
Sciences MS/HS      Mr. (Forrest) Madison             fmadison@rpa-molalla.org
Student Success Coach    Mrs. (Cheryl) Goodson     cgoodson@rpa-molalla.org
Custodian/Maintenance
Instructional Aide

BOARD OF DIRECTORS

Chair              Mrs. (Jeanna) De Risio           jderisio@rpa-molalla.org
Secretary          Mr. (Douhet) Wilcox              dwilcox@rpa-molalla.org
Treasurer          Mrs. (Vicki) Helmig               vhelmig@rpa-molalla.org
Board Member at Large      Mr. (Terry) Muilenburg     tmuilenburg@rpa-molalla.org
Board Member at Large      Mrs. (Anna) Zimmer        azimmer@rpa-molalla.org
Board Member at Large      Mr. (Brit) Zimmer         bzimmer@rpa-molalla.org
PARENT AND COMMUNITY COMMITTEE LEADERSHIP

Parent Service Organization (PSO) Chair (Position open at time of publication)  
Hot Lunch/ODS Fundraiser  (Position open at time of publication)  hotlunch@rpa-molalla.org  
Fundraiser Chairperson (Position open at time of publication)  
Garden Club Mrs. (Michelle) Habeck, Master Gardener michellehabeck@yahoo.com

Renaissance Public Academy is a 501(c)(3) Non-Profit ... E.I.N. 27-1756201

A “Donate” button linked to PayPal has been added to the bottom of our website main page allowing easy access to arrange monetary donations to RPA. Any donations received via this link are placed in the general fund and may be used for anything from filling classroom needs to updating textbooks and technology or helping cover the cost of our First Student Bus Services. Funds received may also aide in providing unique field trips and educational experiences for our scholars. Any donation will be greatly appreciated and is tax deductible.

Perpetual Fundraising

Amazon Smile (smile.amazon.com)  
When making any purchases through Amazon, you have the option of signing on through “Amazon Smile” to have a percentage donated toward a non-profit program of your choice. As a 501(c)(3) non-profit, Renaissance is eligible for awards through the program. Contact the office with questions.

CHK eCycling (Funding for Education)  
Vicki Helmig / vickimoney@yahoo.com  
CHK eCycling items may be brought or sent to the office, noting they are to be directed to Vicki Helmig or Raleen Hungate.
Welcome back RPA Students and Families!

I am incredibly excited to be your new principal! I have worked in the Charter School environment for 7 years and look forward to continuing with the successful history of RPA, while adding flair from my past experiences.

This year, we are welcoming a new Administrative Assistant, Mrs. Anderson. She comes to us with invaluable office experience and is wonderfully helpful in all areas. Fortunately for us, we also have Mrs. Goodson returning in the new role of Student Success Coach. She will be working closely with our middle school and high school students providing them one-on-one support while being their academic advocate.

I am looking forward to getting to know the students, while also watching them connect with our teachers who they established relationships with last year. I am counting on the staff and students at RPA to help me incorporate innovative ideas and provide continuous feedback so we can have the best school year yet!

Additionally, I look forward to meeting student families and working with you in multiple capacities. We have some wonderful opportunities for volunteering, guest speakers, field trips, new ideas and being an overall part of the RPA community.

Thank you all for helping me provide a positive, safe learning environment where all students can thrive socially, emotionally and academically.

Sincerely,

Nicole Hans
Principal
Renaissance Public Academy
RENAISSANCE PUBLIC ACADEMY’S PHILOSOPHY
“A Classical Education for Modern Times”

*Doctrina sed vim promovet insitam, rectique cultus pectora roborant.*

Renaissance Public Academy has deliberately taken a classical approach to education. That is, we adhere to an ancient view of learning and traditional teaching methods. Such a choice might at first seem illogical. Why, early in the twenty-first century, in the age of the internet, in a country that has long been addicted to the revolutionary and the novel, should a forward-looking school root itself so deeply in the past? Isn’t “newer always better?” What can young people learn from old books? We will answer these questions clearly from the outset.

Classical education has a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to a central focus in the Italian Renaissance. The classical inheritance passed to England and then to America through colonists. At the time of this nation’s founding classical education was still thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers’ favorite books was Plutarch’s Lives of the Noble Greeks and Romans. Fellow revolutionaries so admired Washington in large part because he reminded them of the Roman patriot Cincinnatus. Renaissance remains classical by upholding the same standards of teaching, curriculum, and discipline found in the schools of old. English is taught as a classical language. Renaissance thus takes stock in the “tried and true” rather than in the latest fads popping out of the nation’s schools of education.

Renaissance has embraced classical education for at least four reasons that separate it from modern, progressive education. Classical education:

- values knowledge for its own sake;
- upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts;
- demands moral virtue of its adherents; and
- prepares human beings to assume their places as responsible citizens in the political order.

In the following, we will discuss those points as well as consider ways in which parents can support their children’s learning at home.

**KNOWLEDGE AND “CORE KNOWLEDGE”**

The classical view of education holds that human beings are thinkers; that we live by our intelligence. We want to learn, to know the truth. From birth, the curiosity of children is astounding. Children observe everything around them. They pick up language at an astonishing rate. As soon as they begin to speak, they ask the question “what is it?” of everything that catches their attention. Children demonstrate what is true of all people: we are natural learners. Any plan of education should take advantage of young people’s natural curiosity.
As children grow, their questions become more complex and their abilities to assimilate their observations
grow more advanced. At every child’s disposal is a veritable cache of mental capacities: memory, reason,
imagination, a sense of beauty, a facility for language. Classical education feeds and directs and
strengthens children’s mental abilities in the same way that sports exercise their physical abilities. The
mind, like the body, atrophies when not well-trained. The emphasis on rigorous mental training is
an important difference between classical and modern, progressive education.

Classical education puts young minds to work. It leads young people to understand themselves and the
people around them. Students do not learn in the abstract. They must acquire concrete skills and gain
knowledge in certain disciplines to participate fully and effectively in their community. To this end,
Renaissance Public Academy has adopted the Core Knowledge Sequence for the K-8 curriculum. Core
Knowledge is based upon E. D. Hirsch’s idea of “cultural literacy.” For people to communicate effectively,
according to Hirsch, they must not only use the same language. To express and understand complex ideas,
they need to possess a reservoir of common facts, ideas, and references known across their culture.
Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his
ideas. Like other Americans on the frontier, he had little formal education. Yet he read extensively the
works of Shakespeare, the King James’ Bible, the fables of Æsop, Euclid’s geometry, and the documents
of the American Founding. Few men in our history have been able to express so forcefully and with such
economy the principles of freedom and human dignity:

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in
liberty, and dedicated to the proposition that all men are created equal.”

Lincoln’s audience at Gettysburg instantly knew that he referred to the “proposition” of the Declaration of
Independence. For this reason, the Gettysburg Address is not only one of the greatest speeches in our
history; it is the shortest. Lincoln did not have to retell the history of the Revolution. His fellow
Americans already knew it.

Cultural literacy is not merely ornamental trivia. Our purpose is not to make Jeopardy champions.
Cultural literacy is essential to a nation and its citizens. A culturally illiterate America cannot live up to
the demands placed upon us by history and the present condition of the world. A culturally illiterate
individual cannot comprehend vast areas of human knowledge necessary for their political, economic,
social, and moral well-being.

By teaching the Core Knowledge Sequence and an advanced liberal-arts high school curriculum,
Renaissance Public Academy has resolved to break out of the cycle modern society and modern
educational theories maintain. The students of Renaissance study the traditional liberal arts. The
curriculum runs from the fundamentals of basic literacy and math skills to the higher orders of thought
and expression. All students are required to complete this classical curriculum. Admittedly, different
children have different talents. Some students “catch on” more quickly than others. We will continue to
challenge every student all the time.

**UPHOLDING STANDARDS**

Each of the liberal arts has its own standard of correctness, logic, beauty, or importance. The study of a
language offers the best example, especially since human beings live by communicating. Everyone can
talk, and almost everyone can read and write on a functional level. A classical education requires more
than functional literacy, however. It teaches students high standards of grammar, precision in word choice, and eloquence. Throughout their education, the student will be exposed to the highest examples of expression by the greatest writers in the language.

“. . . I come to bury Caesar, not to praise him.” Shakespeare “These are the times that try men’s souls.”

Paine

These sentences are entirely grammatical. They could just as easily be used to teach grammar as “I come to help Jane, not to hurt her.” By preferring Shakespeare to an anonymous “See Jane” sentence we teach three things rather than one. We teach grammar. We teach cultural literacy. We also teach beauty. Our purpose is to introduce students to the masters of the language so they will begin to imitate them.

Young people today are in need of standards of thought and of real beauty. At Renaissance, teachers do not shy from presenting students with standards that lift them out of the formless dross of the culture. The logical thinking that comes from mathematics and the sciences is no less important. Upholding standards is a principle of exclusion as much as of inclusion.

EDUCATION- MORAL VIRTUE

Education is a moral enterprise. Young people are put into moral situations constantly. “Should I tell my mother that I broke her favorite vase or pretend like nothing happened?” “Should I copy the answers of the person sitting next to me?” These are the timeless moral questions youth face today and have always faced. Anyone who thinks they are new should read the Confessions of St. Augustine.

All schools must maintain an atmosphere of order and decorum for learning to take place. Schools that try to ignore the character of their students either end up with major discipline problems or teach some forms of character without claiming to do so. As soon as you say “this is right” and “this is wrong” you are teaching virtue. Teachers may use the Socratic format to open up student discussion on values. Predictably, research has indicated that students exposed to open-ended discussions of moral issues are far more likely to engage in vice. (See William Kilpatrick, Why Johnny Can’t Tell Right from Wrong, ch. 4).

Renaissance teaches the classical virtues using traditional methods. We do leave religious questions entirely up to the students and their parents. But we agree with Aristotle’s dictum that one becomes virtuous by practicing the virtues. We believe that every young person has a conscience. We insist that students always be attentive and polite. We teach them how to uphold the school’s pillars of character. When students become capable of discussing virtue, we confront them with the great stories of self-command and self-sacrifice found in literature and history. These narratives show that actions have consequences, and that there is a clear difference between right and wrong. Just as we encourage students to emulate the intellectual virtues of writers and scientists, so we lead them to emulate the moral virtues of heroes and heroines. The history of classical education is quite simply a history of the conjunction of learning and morality. The Roman teacher Quintilian made the connection explicit:

“My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.”

Renaissance Public Academy expects no less of their students.
CIVICS AND CITIZENSHIP

Classical education has always been concerned with the political order. Aristotle defined man as “by nature an animal intended to live in a polis.” Accordingly, for the Greeks education was essentially political. All free citizens bore the responsibility and the privilege of voting in the assembly and defending the polis from invasion. Young boys were taught from an early age how to speak and how to fight. The American Founders similarly hoped that schools would teach young people how to preserve the constitutional republic they had created. They realized that a free government depends not on the decisions of a few politicians but on the wisdom and virtue of a people. Political wisdom and virtue do not come easily. More than two centuries of American history have confirmed that this nation can be sustained only by citizens who understand, serve, and defend her founding principles. As much as they embraced free, constitutional government, the Founders feared the unchecked passions of an uninstructed multitude.

Renaissance Public Academy will provide a political education worthy of this nation’s founding principles. We promote the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. We make every effort to help our students enter the world as citizens familiar with their rights and responsibilities. Such knowledge can only be gained by a thorough study of American history and government. If at times our political instruction verges on the patriotic, remember that James Madison, the father of the Constitution, considered a “reverence for the laws” a prejudice which even the most educated nations cannot afford to be without.

THE HOME - A MOST IMPORTANT PARTNER

Parental support is essential to the success of classical education. We realize parents send their children to Renaissance as a matter of choice. Though our faculty strives to do everything possible to give children a classical education for modern times, we are very aware we cannot do it alone. Teachers and parents must work together to make education effectual. To ensure that students’ learning takes place in both the school and the home, we hope that parents would:

- Demonstrate good character
- Help their children develop effective study skills
- Oversee their progress in reading, writing, and mathematics in the early grades
- Encourage students of all ages by asking questions and discussing what they have learned on a regular basis
- Hold high expectations of student performance
- Support the school by getting children to school on time and ensuring they have the necessary supplies and books
- Understand the mission and philosophy of Renaissance Public Academy

A classical education requires students to engage in serious work at home. The exercises, reading assignments, and test preparation that Renaissance requires of its students are not busy work. They are intended to help the student participate in class. Unfortunately, the modern world presents all sorts of distractions to youth: television, music, video games. We believe that these rivals for students’ attention
have the potential to compromise real learning. We also believe it is essential that students have at home a place to work for a couple of hours of the day free from the distractions of other people or the clamor of the various media.

Young people should, of course, be given a degree of freedom, including free time. At the same time, they ought to be guided towards activities that develop their minds, bodies, and character.

Adapted from Ridgeview Classical Schools

**RENAISSANCE PUBLIC ACADEMY’S FRAMEWORK**

The underlying philosophy of the Renaissance Public Academy is inspired by the following three books: Cultural Literacy by E.D. Hirsch, Jr., *Why Johnny Can’t Tell Right from Wrong* by William Kilpatrick and *The Schools We Need and Why We Don’t Have Them* by E.D. Hirsch, Jr. Framework adapted from Ridgeview Classical Schools Handbook.

A coherent and unified philosophy is one of the key areas of a stable school, and drives everything from assessment to hiring to discipline to textbook selection.

**MISSION STATEMENT**

At Renaissance Public Academy we strive to develop the academic potential and personal character of each student. We seek to empower each student by employing challenging, well-defined educational programs based on core knowledge and classical principles. We hold high expectations for the performance and personal accountability of each student by use of character education and community service. Through a strong emphasis on internship and mentoring programs, we provide the tools necessary for a successful transition to a chosen career or further education.

**PHILOSOPHY STATEMENT**

It is the philosophy of the Renaissance Public Academy that all students benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. The school provides an environment that fosters academic excellence through the habit of thoroughness, the willingness to work, and the perseverance to complete difficult tasks. Through a defined traditional, classical-liberal curriculum students will be prepared to become active, responsible members of their community.

**ACADEMIC STANDARDS**

The Renaissance Public Academy upholds high academic standards for all students regardless of background, socioeconomic status, and ability. The curriculum is content-rich, following the classical-liberal, traditional education model, with provisions to challenge all students to fulfill their individual academic potential. Objective standards are monitored and maintained as defined by the Charter School Law. Promotion and graduation requirements meet or exceed Molalla River School District and state requirements. Students shall take the defined curriculum and must earn promotion and graduation. The student schedules are predominantly occupied by the defined curriculum. Students are
assessed through class-work, regular assignments and periodic tests, the levels of which are calibrated against District, State, and National norms.

CHARACTER EDUCATION

The Renaissance Public Academy’s environment and curriculum are designed to promote and build strength of character in students. The values of a democratic society have been identified and clearly taught. Administrators and faculty encourage and model habits of honesty, respect, social responsibility, and self-discipline to promote these traits. Students are given opportunities to practice and develop these traits. Outstanding people are used as role models throughout the curriculum to teach character.

LEARNING ENVIRONMENT

Renaissance Public Academy provides a safe environment that fosters learning and character development. There is a defined standard of appearance and a regulated campus. Positive student/parent/teacher relationships will be fostered. Extra-curricular activities will be encouraged. Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments. The faculty will be a unified group of professionals focused on student achievement.

STUDY SKILLS

The Renaissance Public Academy provides the opportunity for all students to acquire the mastery of study skills, which make learning possible and encourage self-motivation. Study skills, e.g. time management, research skills, and note-taking are integrated throughout the curriculum. Teachers will evaluate the mastery of study skills.

CORE PRINCIPLES

1. Role of Administrator
   a) The Administrator is the intellectual academic leader of the school with a philosophical understanding of classical-liberal education.
   b) The Administrator implements curriculum as defined by the classical-liberal tradition.
   c) The Administrator makes final decisions on curriculum and is accountable to the Board of Directors.
   d) The Administrator, while chiefly the academic leader, is also responsible for the discipline, moral culture, and financial priorities of the school.

2. School Culture
   a) RPA is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
   b) RPA's practices require a small school atmosphere with a closed campus. This conscious choice ensures that all students are known and educated by caring adults.
   c) The Administrator is accountable for the well-being of every student. Faculty members have a personal knowledge of each of their students and others.
   d) The RPA character pillars are taught, enforced, and modeled by all faculty and staff. Students are to emulate these virtues.
e) RPA upholds an established dress code and is open to adding a specific uniform.

f) Discipline policies are designed to prevent interruption of teaching and learning as well as to reinforce the character pillars.

g) Renaissance classrooms are open for observation at any time.

3. Education

a) Student services and special education provide remediation for all students with academic and behavioral needs. This remediation is generally based on brain-based interventions to achieve RPA’s expectations.

b) RPA resists grade inflation and social promotion. Mastery of core subjects always takes priority. Latin is taught. Successful completion of a senior thesis is a requirement for graduation.

c) Students will be academically prepared to pursue multiple post-secondary options. Students who do not intend to attend college will always be welcome at RPA.

d) Literacy is taught through an explicit phonics program. Math is taught conceptually using the Socratic Method.

e) Standardized tests do not drive our curriculum.

4. Teachers

a) The Administrator employs teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom. Licensure is not a condition of employment.

b) RPA teachers are treated as professionals. Their professional development includes a minimum two- week training prior to the start of the school year, to be coordinated by the Administrator.

5. Parents and Students

a) Parents’ support of the school’s academic and moral mission is essential.

b) The students must be polite, prepared for class, and attentive.

c) Parents and students will uphold all character pillars.

6. Board of Directors

a) The B.O.D. will oversee the Administrator and all areas of accountability.

b) Renaissance plays an active role in state and national educational reform.

7. Finances

a) Our budgeting philosophy is conservative. We do not expend funds until we know they are in our possession.

b) When budgeting, first priority is given to instructional materials, then other areas as deemed important by the Board.
THE RENAISSANCE PUBLIC ACADEMY COMMUNITY

BOARD OF DIRECTORS (B.O.D.)

The primary responsibility of the initial B.O.D. was to ensure that Renaissance Public Academy’s doors opened. The original B.O.D. held the vision for the school. They were highly committed individuals of various backgrounds that were willing to do what it took to establish Renaissance. The B.O.D. continues to do what it takes to maintain the successful operational practices established for Renaissance. The B.O.D. oversees the educational and operational policies of the school to ensure continued adherence to the mission and philosophy.

The implementation of policies and procedures and daily operations are the responsibility of RPA’s administrative personnel. The Board of Directors meets monthly to discuss school operations. It is during these meetings that they examine operations, establish new policies, and review and change existing policies as needed. Requests, concerns, and information may be offered by parents, students, and teachers during the scheduled community comments times at the Board meetings. All spoken comments must also be presented in writing to the B.O.D. secretary in order for them to be accurately reflected in the B.O.D. minutes.

Board meetings are generally held at the Molalla LDS Church, meeting the second Tuesday of the month, starting at 6:30 p.m., unless posted otherwise. There is a 30-minute “meet and greet” opportunity prior to each regular Board meeting. All meetings are open to the public, and your attendance is not only welcome but encouraged. Meeting agendas are posted 24 hours in advance on the main bulletin board on campus and on the Board’s website. For issues involving personnel, contracts, or other sensitive matters, the Board holds Executive Sessions prior to the regularly scheduled Board Meeting according to Public Meeting Law.

The governance documents (Articles of Incorporation, by-laws, and board policies regarding governance) can be found in the governance section of this handbook.

Candidates for the Board must meet the following criteria:

An applicant must have been a parent of a student or teacher of a public or private school for a minimum of 3 years. An applicant must be a member of the RPA community for two or more years.

An applicant must attend 50+% of board meetings within the current academic year, three of them consecutive (partial attendance does not count), and show a working knowledge of board procedure, board policies, bylaws, articles of incorporation and Oregon State law relevant to charter schools and education.

Have read and support wholeheartedly the views presented in the following three books. (This is optional, highly suggested):


Visit at least one class in each of the schools (Intermediate and High School).

A board member should have demonstrated history and continued commitment to volunteering in the school a minimum of 10 hours per month, excluding transportation, for at least 12 months prior to their
application to run for the board and strong evidence that they embrace the ideals of classical education

PARENTS

At Renaissance Public Academy, parents are an important part of the educational effort. Parents are expected to:

- model good character
- help their children develop effective study skills
- oversee regular reading, writing, and mathematics skill development
- stimulate discussion and exploration of ideas and events with students
- support the school goals through familiarity with the Handbook and Charter
- review homework
- get children to school on time
- hold high expectations and aspirations that contribute positively to the student’s success

Student self-esteem and belonging develop from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.

STUDENT ACCOUNTABILITY

The aim of Renaissance is to teach students. The word “student” derives from the Latin word studère, which means “to give attention to,” “to take pains with,” “to apply oneself to,” “to strive after,” “to pursue,” “to desire.” Students, then, are by definition diligent in, attached to, zealous for, their studies. We simply expect students to live up to their name. The teachers of Renaissance work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Renaissance offers them.

COMMUNITY INVOLVEMENT

We have received much support from individuals and businesses within our local community. Community relations will continue to be important to us, and we are all goodwill ambassadors for Renaissance. We hope to continue creating partnerships with local businesses and pursuing grant opportunities. Any information or expertise you can offer in this area is greatly appreciated. Renaissance may recruit individuals from the community to provide supplementary educational experiences for the students. Renaissance aspires to provide an educational program that serves not only students and parents, but the community as well.

TEACHERS

Teachers are the heart of the school. Without dedicated, competent teachers, the best educational practices will never come to fruition in the classroom. RPA’s teachers are expected to implement the academic mission. In the classroom, the teacher is in charge. Outside of the classroom, teachers receive professional
guidance with respect to specific goals and objectives from the Board through the Administrator. Teachers are professionals. Professionalism refers to conducting oneself with the dignity and gravitas that benefit the activity of learning. Professionalism among teachers also entails continued studies both in one’s area of expertise and in the liberal arts and sciences generally. Every teacher should be the master of his own academic discipline and of the art of teaching. As such, an experienced teacher should be able to convey the best methods of teaching his subject to junior members of the profession.

Teachers have different styles of teaching. Socrates asked questions. Aristotle delivered lectures. The teacher’s style sets the intellectual tone for the class. Teachers may enlist parental support. Indeed, teachers are encouraged to incorporate volunteer efforts in the classroom. Nonetheless, teachers have the ultimate responsibility over the direction and scope of the class. All teachers accept the responsibility for teaching the entire curriculum, both content and skills, in a way congenial to the school’s philosophy.

Because all of us have had educational experiences and most have attended school, we have been immersed in various philosophies whether we have been aware of them or not. A recent book, The Academic Achievement Challenge: What Really Works in the Classroom, by Jeanne S. Chall, (Professor Emeritus at Harvard University, Graduate School of Education), notes the importance of understanding philosophical approaches in education, for philosophy dictates choices from textbook selection to approaches to student discipline. Educators and parents since the end of the 19th century have aligned themselves with one or the other of two fundamental positions. The historian, R. Hofstadter, terms the first “Intellectualist” which defines the primary goal of education as the mastery of core academic subjects by everyone. The other position may be termed “Anti-Intellectualist” and defines the primary goal of education as “meeting the needs of individual students, which may or may not include a primary emphasis on academic learning.” (Stevenson & Stigler, 1992) These positions have also been termed “Teacher-Centered” and “Student-Centered.” Both positions are illustrated in the following approaches to learning, moral development, curriculum, work habits, promotion, and teacher’s background. (Summarized from Chall’s book):

Learning:

Teacher Centered/Intellectualist
Acquiring knowledge from the past, present, and recognizing patterns that may occur in the future; skills important for the individual and society; core curriculum

Student Centered/Anti-Intellectualist
Learning based on the student’s interests; no core curriculum; emphasis on integration

Moral Development:

Teacher Centered/Intellectualist
Students learn right from wrong from their studies, from adult guidance, and from extra-curricular activities

Student Centered/Anti-Intellectualist
Morality develops from the individual’s experience; it is best learned when not taught directly
Curriculum:

Teacher Centered/Intellectualist
Core subjects are taught separately; history and geography are defined; explicit phonics used to teach reading

Student Centered/Anti-Intellectualist
Any subject can serve to develop problem-solving abilities and creativity; social studies combines history, sociology, anthropology, and geography

Work Habits:

Teacher Centered/Intellectualist
Students are expected to learn what is taught; students come to school with good and questionable habits and attitudes and must be helped to become good citizens and learners

Student Centered/Anti-Intellectualist
The best learning comes when students are interested in what they learn; therefore, teachers are to encourage students to follow their own interests in learning; students are assumed to have good habits

Promotions:

Teacher Centered/Intellectualist
Promotion is largely by achievement; student may be retained if achievement is too low

Student Centered/Anti-Intellectualist
Social promotion is preferred; student is promoted with age group even if achievement is too low

Teacher’s Background:

Teacher Centered/Intellectualist
Education in subject matter being taught is preferred; of course, excellent teaching methods are also required to help students learn the content

Student Centered/Anti-Intellectualist
Teacher’s mastery of subject matter is considered less important than an understanding of child and adolescent development

At Renaissance Public Academy, education is derived from the philosophies found in the left hand column. By enrolling your child at Renaissance you will witness firsthand the quality and benefits of a Classical Education utilizing Core Knowledge and a specific Character curriculum.

ADMINISTRATOR

The Administrator is accountable to the B.O.D. of the school as the authority in charge of (1) implementing the mission and philosophy of the school, (2) maintaining the academic integrity of the
school, (3) managing the school and faculty, and (4) supervising the students. In addition, the Administrator should set budget priorities and have general knowledge of the school’s fiscal status. As the leader of the school, the Administrator must have high moral character and embrace the virtues of a democratic society. He is the executive decision-maker for the operation of the School and is ultimately responsible for the success of the education of the pupils in accordance with the principles established in the charter document and the vision of the B.O.D. The Administrator's resources are a faculty of professional teachers and classroom aides, and a small administrative staff. The Administrator will also utilize volunteer staff organized into boards and committees. The following expands on the four main areas of responsibility previously introduced.

**Implementing the Mission and Philosophy**

In order to implement the mission and philosophy of the school, the Administrator is expected to:

- Facilitate an understanding of classical education among the B.O.D., faculty, staff, parents, and students
- Adopt and promote the vision of the B.O.D. and the principles of the charter
- Represent the school to the community in a way that upholds the schools mission and philosophy
- Approve all curricular purchases and programs
- Ensure all extra-curricular activities
- Uphold the mission and philosophy of the school

**Maintaining Academic Integrity**

In order to maintain the academic integrity of the school, the Administrator must cultivate the talents of teachers, see that the curriculum is implemented, and set the intellectual tone of the School. The Administrator is expected to:

- Ensure that the curriculum and its delivery is academically sound and consistent with the Core Knowledge sequence (K-8) and the High School sequence as defined by the charter application
- Ensure that teaching methods and contents are consistent with the philosophy of the school
- Cultivate and reward excellence in teaching
- Develop and oversee the implementation of character education throughout the school
- Ensure the values of a democratic society are taught in appropriate and sanctioned ways
- Plan for the academic and professional growth of faculty
- Oversee students’ academic progress
- Stress the importance of education to students and families
- Recognize academic excellence
- Assist students in college selection and admissions

**School and Faculty Management**

School and faculty management consists in providing direction to and evaluation of students, faculty, and staff. For example, the Administrator is expected to:
• Recruit the best teachers to work for Renaissance
• Recommend new faculty and staff positions to the B.O.D.
• Evaluate personnel performance
• Motivate and unify faculty and staff in a non-threatening environment
• Foster collegiality among faculty and staff
• Work closely with parent groups and committees
• Advise the B.O.D. and Faculty regarding the management of physical resources
• Recommend corrective action to address recognized problems
• Facilitate communication among B.O.D., faculty, staff, parents, and students
• Ensure the professionalism of the faculty and staff
• Oversee creation of the student handbook in cooperation with the Board of Directors
• Inform registrar of course offerings and their respective instructors
• Ensure that faculty are uniformly and consistently implementing the academic policies

Supervising Students

In addition to the academic performance of the students, the Administrator will have discretion over the non-academic operations of the school including student life, school environment, and athletics. With the help of faculty and staff the Administrator will develop a school culture that is both enjoyable and conducive to learning.

Finances

The Administrator assumes a supervisory role for the monetary obligations of the School and is expected to:

• Authorize expenditures in accordance with the annual budget
• Consult the B.O.D. regarding extraordinary expenditures
• Oversee and approve teacher contracts
• Review monthly the ordinary administration of the School and the implementation of the budgets.
ACADEMIC PROGRAM AND SCHOOL ENVIRONMENT

Educational Priorities

The Board of Directors desires that all students receive a classical, liberal education. To this end the B.O.D. has determined the following educational priorities:

- Basic cognitive skills: reading / writing / mathematics
- Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics
- Other classical subjects: music, art, Latin
- Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences
- Extracurricular activities of any type as defined by Administrator.


Grades 3-8

This curriculum follows the Core Knowledge Sequence, occasionally diverting from the Sequence to raise the standards in teaching a particular skill or subject. The Board of Directors and Administrator will determine these instances. The Administrator will ensure all skill areas in the 4-8 Core Knowledge Sequences are taught at some point in grades 4-8.

High School – Grades 9-12

The High School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial “covering.” The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses, priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. In all subjects textbooks will be used as a resource, not as the basis of the curriculum. The curriculum will exceed the State Content Standards. Teachers must develop a curriculum under the direction of the Administrator who is accountable to the Board of Directors.

Special Education

The special education and IEP services are retained by the Molalla River School District.

MRSD Policies referenced

EXPANDED OPTIONS PROGRAM

The Expanded Options Program (Senate Bill 300) provides eligible high school students access to credit for college level coursework funded by RPA. Eligible students may receive, at no cost, college credit by a program established between RPA and Clackamas Community College.

- Is currently enrolled in four or more courses at RPA.
- Is only allowed to enroll in up to, but not to exceed, 6 credit hours at CCC
- Will be in grade 11/12 during the school year in which they enroll in the Expanded Options Program
• Will be 16 years old or older at time of enrollment in a course under the Expanded Options Program
• Has an educational learning plan on file with the high school
• Has not successfully completed four years of high school Is not enrolled in our high school as a foreign exchange student

As in the past, students who are eligible for the Expanded Options Program as well as students who do not qualify for the program may continue to take college credit coursework off campus at their own expense and apply it towards graduation requirements as allowed in the district graduation policy. If a student qualifies and is interested in this program, they need to contact administration and the counselor.

3.7 COLLEGE COURSEWORK – OAR 581-022-1363 3.7.1.1 Students participating in coursework on a college campus or through college distance learning options through the Expanded Options Program will be reported using quarter-credit equivalent hours. See OAR 581-022-1360-1370 for additional information on the Expanded Options Program requirements. Student instruction in high school regular or alternative programs will continue to be reported as specified in Sections 3.5 and 3.6. ADM for these students will be capped at 1.0 by the Department.

American Citizenship Award - RPA is pleased to offer the Presidential Citizenship to deserving students. To be eligible for this award a student must show exemplary service to their school and/or community. Recipients are chosen by administration and/or staff.

Presidential Excellence in Education Award - RPA is pleased to offer this award based on academic achievement. To be eligible a student must maintain a minimum of 3.75 GPA, a less than 5% absence rate, be a model of good behavior and character and have received a 90% or better on any subject within standardized tests such as the PSAT, SAT, or ACT.
GRADING POLICY

Grades are a useful tool to evaluate the extent to which a student has mastered a particular skill or course. Therefore grades will be assigned in all subjects. Renaissance will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In this scheme the following letter grades have these meanings:

A = Mastery  B = Proficiency  C = Sufficiency (Competency)  D = Insufficiency  F = Failing

In addition to these general parameters, we will be using a 4.0 grading scale. The letter and numerical grades for this system are listed below:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Range</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

This grading scale is utilized for all students. Incompletes will only be given under special circumstances as determined by the Administrator. Parents and students should remain informed of the student's progress. To be in good academic standing the student must obtain a 2.0 GPA and be eligible.

For students who transfer into Renaissance Public Academy, they may need to be evaluated by a team to determine academic eligibility. The student may need to be in a position of pass / fail. The pass / fail would be investigated on a case by case situation. Each student would be evaluated by an academic team consisting of administration, teachers and parents all consulting to ensure the child’s best interest.

Eligibility

The Board recognizes co-curricular and extracurricular activities as an extension of the school day, when properly planned and conducted in an appropriate, safe environment, representing essential educational experiences.

Students are ineligible for RPA extracurricular activities / co-curricular activities. Academic eligibility will be determined with trimester-ending grades. Ineligible students will remain ineligible for the remainder of the following trimester. Two disciplinary referrals in one trimester will render a student ineligible for any extracurricular activities and functions for the remainder of the trimester. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. The Administrator may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct. Note: RPA works with the students’ school of residency and will coordinate any disciplinary actions with those resources as well.

The following are considered part of the extra-curricular activities; student government, musical festivals, contests, speaking activities, all interscholastic competitions and special interest clubs.

Adopted policy IGD MRSD 1/14
Eligibility Off-site Extra-curricular Activities

Any and all RPA off-site extra-curricular activities must be registered with the B.O.D. All adults present at these activities must be registered RPA volunteers. Once established, a list of all sanctioned RPA off-site extra-curricular activities will be maintained and updated by the B.O.D. and copies will be available for RPA parents.

Eligibility for Athletics

The board believes that participation in athletic events complements, reinforces and extends academic programs and offers opportunities for students to grow physically, intellectually and socially. To remain eligible for participation, students must meet and maintain Renaissance Public Academy standards in the following areas:

- Attendance
- Behavior: and Academic achievement.

 Adopted policy IGDJA MRSD 11/14

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and personal organizational skills. Homework’s immediate educational purpose is:

- to reinforce skills and concepts learned in class;
- to develop study skills and habits;
- to practice skills and knowledge in ways not readily accomplished in the classroom and to inform parents of what is being taught in the classroom.

The expected homework time allotment for each grade is as follow:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>20 minutes reading time</td>
</tr>
<tr>
<td>4th</td>
<td>20 minutes reading time</td>
</tr>
<tr>
<td>5th</td>
<td>50 minutes + reading time</td>
</tr>
<tr>
<td>6th</td>
<td>60 minutes + reading time</td>
</tr>
<tr>
<td>7th</td>
<td>70 minutes + reading time</td>
</tr>
<tr>
<td>8th</td>
<td>80 minutes + reading time</td>
</tr>
<tr>
<td>9th-12th</td>
<td>2 hours + reading time</td>
</tr>
</tbody>
</table>

The above designated times serve as guidelines and may vary depending on the work assigned on any given day, the schedule, the student’s organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Supervised study times are provided for all grades. Parents are expected to support their children in this endeavor. Advanced, honors or college credit classes may require additional homework time. For poor or incomplete work, teachers may require students redo assignments. Whether such work is given any credit is at the discretion of the teacher.

Homework is an essential part of education. As such, students at all grade levels will have assignments to
work on and complete on a daily basis. Parents should be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media. Homework should be an opportunity for practice or for acquisition of background material. Parents are not expected to “teach” material to students.

In order to take an AP class, all students must first get parental approval on the required AP Class Request Form as well as the teacher's recommendation for that class which is at the bottom of the AP Class Request Form. These classes will require anywhere from 30 to 60 extra minutes of homework per night beyond the usual amount required for high school.

9th-through 12th grade students may elect to be scheduled in an additional study hall in lieu of an elective. No credit will be awarded for study hall. Students who do not use this time wisely will be required to enroll in an elective.

In order to give 9th through 12th grade students adequate time to write papers and prepare for tests, the last week of each trimester, starting the preceding Friday, will be a “Quiet Week.” No field trips or other major events will be scheduled during this time without prior approval by the Administrator. These weeks are especially important to the student’s grades.

Homework and late work is at the discretion of the teacher for credit. Medical conditions are the only routinely excused absences. Students have one school day for each day missed to turn in assignments and make up missed work. Absences for any other reasons must be excused by the Administrator.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

There will be a qualified teacher overseeing the Academic progress of our students.

**HOMEWORK CLUB**

A homework club is offered on Tuesday of each school week from 3:30-5:30 at Molalla Public Library. Bus transportation is available. A permission form is available through the office and must be provided prior to attendance. It also informs the parent’s authorization for how the student will get home. Homework Club sessions are supervised by RPA staff.

**FRIDAY SCHOOL**

For the 2018-2019 school year, RPA has scheduled 6 “Friday School” events on the calendar. Students, Parents, or Teachers may initiate attendance on these days. Friday School provides the opportunity for additional one-on-one with teachers for students who may benefit. Bus transportation is available; hours are 8:30-11:30. Teacher initiated participation will be coordinated with the parents. Parent or student initiated participation must be coordinated through the office.
PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. Students progress academically only by receiving comments and corrections on work they turn in and by taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is their own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others’ ideas and labor. **Plagiarism is defined as the appropriation of another’s ideas or words in order to present them as one’s own.** An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply re-phrasing an author’s words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment. When a student has been caught plagiarizing, the following process will be followed:

- The teacher will keep a copy of the student’s assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will write a brief description of the instance of plagiarism.
- These materials will be placed in the student’s permanent record.
- The teacher will inform the Administrator of the plagiarism.
- Either the teacher or the Administrator will inform the student’s parents of the plagiarism.
- The student will receive an F on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- A disciplinary referral will be issued if plagiarism has occurred.

____________________________________

CHEATING

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else’s work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing their own work. Cheating comes in many forms. One student copying off another, a student using a “cheat sheet” to answer questions on a test, and a student trying to pass off another student’s work as their own are examples of cheating. Whenever a teacher suspects two students of cheating, they should confront the students individually before speaking to them together. Otherwise, the same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy their work will also be held accountable in the same fashion. A disciplinary referral will be issued if cheating has occurred.

____________________________________
REPORTING OF STUDENT STANDING THROUGHOUT THE SCHOOL YEAR

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student’s academic progress:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Trimester report cards will be mailed or sent home.
- Scheduled in each trimester, a parent-teacher conference opportunity will occur allowing for discussion of the student’s academic progress.
- Through teachers, parents will be provided access to an online gradebook (Parent Vue in Synergy) for monitoring of grades.

Grades will be posted within 7 business days after the due date. Missing assignments can be monitored by parents online and/or by communication with the teacher(s). Parents are encouraged to notify the teacher if they are unable to find assignment/grade information for any particular academic subject or course.

Mid-term Reports and Report Cards

Mid-term Reports are sent home half-way through each trimester to students with a “C-” grade or lower in any subject. Student Report Cards are completed at the end of each trimester. They will be sent home with students or mailed. Final Report Cards will be mailed after school is out in June.

Student Enrollment

The general process flows as follows:

Phase 1 – The pre-enrollment process for returning students and new siblings toward the following School Year begins in February.

Phase 2 – of enrollment opens in March, including new student enrollment and lottery entry for students residing within Molalla River School District.

Phase 3 – begins mid-March and is Open Enrollment. As we reach or exceed the number of open spaces we have per grade, priority is given to siblings of current students and MRSD residents, and, students are entered in a Lottery toward potential placement. The projected date for any required lottery is the first week of April, with notification to parents by the end of that week.

School Calendar (posted on the RPA website and included herein)

RPA’s calendar will closely resemble the Molalla River School District calendar. RPA may have fewer in-service and vacation days in order to protect a continuum of the learning process.

Grade Level Placement of Newly Enrolled Students

The grade level placement policy is designed to promote educational excellence and fairness by placing student’s at the most appropriate level for instruction. If students new to RPA are found to be reading more than 1 grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the teacher and Administrator.
If the parent chooses that the student is placed at the grade level in which the student originally enrolled against the advice of the teacher and the Principal, a signed document of this choice will become a part of the student’s permanent file.

Adopted 8/2008 Readopted 11/2014

Re-Admittance

Students who have left Renaissance Public Academy due to retention in a grade and later choose to re-enroll will be re-admitted based on the retention.

Once placed in the lesser grade, if the Renaissance Public Academy teacher observes mastery of the skills and materials by that student, the student may then be placed in the next grade. If approved by the Administrator a formal evaluation may occur to determine appropriate placement in lieu of the placement in the lesser grade.

Adopted 8/2008 Re-adopted 2014

PROMOTION

3rd-6th Grade Students Our primary goal at the elementary levels is solid literacy. A child cannot go on to more complex studies if he or she does not have adequate reading skills. A student may pass to the next grade if he reads just above grade level.

To avoid loss of reading skills over the summer, a vacation reading program may be instituted. This will consist in reading specified works and completing written assignments. These assignments are due the first day of school and will be evaluated.

In addition to literacy, 3-6 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year and attained at least a C average. Competence is attained by not only knowing the material, but by completing assigned work. Completion of work demonstrates not only the ability of the student in the various subjects but also the mastery of study skills necessary for academic and personal achievement. Students whose grades or skills fall below the requirements of their grade level will be retained. “Borderline” cases will be decided by the teacher and the Administrator.

Intermediate and High School Students (grades 7-12) It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses. A student must attain a 1.7 GPA in core courses (English, history, math, and science) to pass to the next grade level. Students who make a C in a single class may retake that class with the approval of the Administrator. The student may be required to retake that class based on the recommendation of the teacher and Administrator. Failing a core course will require the student to retake the class. A student who fails an elective course may retake that course with approval of the Administrator.
**High School Classes for 8th Graders**

Renaissance public encourages student to perform at the highest level possible in their course work. Recognizing that some upper level middle school age students are able to master existing high school curriculum, it is the policy to allow eighth grade students, who are qualified, to take designated high school course /classes. High school credit may be granted. Credits taken before grade 9 may be used to reduce units of credit to be completed in grades 9-12 for high school graduation.

*Adopted policy IKAC MRSD 11/2014*

**Repeating Classes**

Students who retake a class multiple times in the upper school may only receive credit for the class once. They may, however, take the highest grade earned.

*Adopted 6/2008 Re-adopted 11/14*
GRADUATION REQUIREMENTS

The graduation requirements will meet or exceed those mandated by the District and State. Renaissance offers two levels of diploma: Proficient and Advanced. All students are encouraged to pursue the level of diploma in keeping with their goals and needs.

The Administrator, or a designee, will review transcripts of students transferring to Renaissance's high school to determine which requirements have been met and what further courses are needed to graduate.

The academic year at Renaissance's high school will consist of trimesters. Completion of one trimester of a course with a passing grade will earn 1/3 credit. A full load of courses in an academic year is 7 credits.

All high-school coursework completed will appear on the student’s high school transcript and will be used to calculate the student’s grade point average. A passing grade in a course signifies completion of the content standards delineated for that course. In order to participate in the graduation ceremony, the required credits must be satisfactorily completed before the date of graduation. The diploma will be that of Renaissance Public Academy and the District.

At Renaissance the majority of student coursework will be in required subjects that will develop core knowledge of the liberal arts and sciences. Renaissance continues to build on an electives program so students will have the opportunity to direct their learning into areas of individual interest and personal development.

At the discretion of the Administrator, a student may be required to complete remedial courses in order to graduate. The Administrator has the right to waive any graduation requirements except those meeting state/district requirements. Once enrolled full-time at Renaissance, a student will not receive credit from any other institution without the prior approval of the Administrator.

Adopted 8/2008 Re-adopted 8/2011

Add/Drop Classes:

RPA students in grades 9-12 are able to withdraw from one scheduled class and enroll in another within the first two days of a trimester. After those two days, administrator and teacher approval is required to drop, change, or add classes.
<table>
<thead>
<tr>
<th>GRADUATION REQUIREMENTS</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA - Math</td>
<td>3 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Students must successfully complete 3 credits of Algebra I and higher. <strong>Those planning to attend college are encouraged to earn 4 credits of math.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN - English</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>SC - Science</td>
<td>3 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Min. of 1 Scientific Inquiry and 2 Labs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR – Second Language, Arts, Communications/Technology/Career. Required:</td>
<td>3 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>1 Credit of Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit of Career Development (includes portfolio preparation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS – Social Studies</td>
<td>3 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Required:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.5 American Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.5 Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit of History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit of Western Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HE – Health</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>E – Physical Education</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>6 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24 credits</td>
<td>28 credits</td>
</tr>
</tbody>
</table>

**BYU Online High School Independent Study Courses** - In order to help fulfill ODE graduation requirements, RPA will purchase online Independent Study Course for students in grades 9-12. The only courses that RPA will purchase are those necessary for graduation that RPA does not currently and does not have plans to offer in the time remaining toward a student’s expected graduation. If a student withdraws from the course, RPA or fails the course, RPA will require reimbursement of the full amount.
**Graduation Requirements** (off-campus credit which requires pre-approval) - Students may take pre-approved elective courses off campus and apply the credits to their high school transcript. Normally no more than four credits of off-campus experience may be applied towards graduation and all courses must be pre-approved.

**PE Credit by Proficiency** - To provide flexibility in our students’ program of study, RPA allows high school students to earn P.E. credit by proficiency through participation in a high school or community school sport. Students may only earn one PE credit by proficiency even if they have logged more than the necessary hours. At this time ODE requires 130 hours of participation for one credit earned. Activities that count towards the 130 hours are practices and participation in games, events, and etc. Travel time and watching other games does not count and should not be logged. The student’s coach is required to sign off on the logged hours. A record of the hours must be turned into the school office. To receive proficiency credit, a student must, at the beginning of the season, complete the appropriate paperwork and then participate in an approved high school or community school sponsored sport. Once the sport has been completed and paperwork submitted, Proficiency Credit for P.E. will be added to the student’s transcript. The student will earn Pass/Fail and it will not count towards their GPA.

- A student is to meet with the counselor or administration to discuss the decision to apply for proficiency credit. Students must submit paperwork by third week of the trimester for fall or winter sports. Spring sport paperwork must be submitted by third week of third trimester.
- Proficiency credit does not count as one of five courses OSAA requires students to be enrolled in to participate in athletics and activities.
- Proficiency Credit does count as one of five classes a student must pass to participate in an upcoming sport/activity per OSAA guidelines.
- If a student is cut from a team, he/she will have the option of joining another team or having his/her application withdrawn without grade penalty.
- If a student is injured during the season, he/she can request to have his/her application withdrawn without penalty. Each student is responsible for notifying the counselor immediately.
- Paperwork submitted after the end of a trimester will not be eligible for a passing grade.

**Graduation Requirements (Testing and Essential Skills)**

As an accredited public school RPA upholds the standards set by the Oregon Department of Education. RPA students must pass all Oregon Statewide Assessments and Personalized Learning Requirements.

**Oregon’s Statewide Assessment**

All students will have one opportunity in grade 11 to complete the Smarter Balanced assessments in reading, writing and mathematics. Beginning with the 2016-17 academic year, the grade 12 test opportunity for Smarter Balanced will only be available for students who have not yet met the Essential Skills achievement standard. Each eligible student has one assessment opportunity (generally in February) for the grade 12 administration of Smarter Balance.

There are other options for students to meet the required standard but choose to opt out of Smarter Balanced Testing. Students who wish to opt out their junior year must meet with administration and the counselor to devise a plan to meet the requirements. All requirements must be met by the beginning of 3rd trimester of the student’s senior year.
**Personalized Learning Requirements**

These requirements are met through regular forecasting and goal-setting, a required senior project, and the Applied English Communications class offered to students their senior year.

- **Education Plan and Profile**
  Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.

- **Career-Related Learning Experiences**
  Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

- **Extended Application**
  Students apply and extend their knowledge in new and complex situations related to the student’s personal and/or career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

**CREDIT FOR COURSES COMPLETED PRIOR TO NINTH GRADE**

Students may earn high school credit for accelerated courses taken prior to ninth grade that were equivalent to high school courses in Algebra, Geometry or World Language. A student who takes Algebra and/or Geometry will be allowed to have those classes count as part of their total of 24 credits, but the student must still complete three credits of Math while in high school. Students who take Latin I in middle school will receive one credit of two credits required at the high school level. The second credit of Latin must be completed while in high school.

These courses will count into a student’s high school GPA. The Pre-Ninth Grade Credit Form that must be completed by the course teacher and school administrator.

**Early Graduation**

Students who desire early graduation may receive a Diploma from Renaissance if they have fulfilled the graduation requirements listed in the chart above and noted below.

**Proficient Diploma**

Students will have earned 24 credits, and the requirements for the core classes met as outlined in the charter or a subsequent revision.

**Advanced Level Diploma**

Students will have earned 28 credits, and the course work meets or exceeds the requirements outlined in the charter or a subsequent revision. The Administrator or B.O.D. designee will evaluate a student’s transcripts and inform the student of the viability of early graduation upon receipt of a written request signed by the student and parent.

**Class Rank, Valedictorian, Salutatorian**

In determining class rank for graduating seniors, there is obviously a difficulty. Some students will have attended Renaissance full time all four years of high school, whereas others will have attended only for one year. The question is which manner of ranking students is the most just if, as we believe; standards at
Renaissance are much higher than in other schools. It would seem that a system by which students are ranked “head to head” is the most appropriate.

To this end, final class rank for seniors will be based solely on the classes taken at Renaissance by full-time students. Only students who have attended Renaissance for at least the complete junior and senior years will be given a class rank. Students who come just for the senior year may graduate but will not be ranked. The system of ranking students who have attended for different numbers of years will be as follows:

- The students who attend full time for four years will all have their cumulative grade-point averages compared.
- The students who attend full time for three years will have their cumulative grade-point averages compared to the three-year averages (sophomore-senior) of the above students.
- The students who attend full time for two years will have their cumulative grade-point averages compared to the two-year averages (junior-senior) of the above students.
- The students who attend full time for only one year will not be ranked. Nonetheless, in writing letters of recommendation to colleges, the college counselor or principal will inform admissions officers of what the student would be ranked in his or her graduating class.

The purpose of this policy is to keep Renaissance’s four-year students from being penalized for what sometimes is a relatively difficult freshman year. At the same time, students who come to Renaissance in their last two or three years of high school will be ranked according to how they do at this school.

The selection of valedictorian and salutatorian will be based upon final grade point averages and upon good standing in terms of character. Students found guilty of academic dishonesty or similar offenses will not be ranked. In line with the process detailed above, both the valedictorian and the salutatorian must have attended Renaissance full time for two complete years upon graduation.

The final class rank will be determined after the first trimester of the senior year. It is important to make the cut off at that point since colleges will wish to know the final rankings as soon as possible and since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last trimester in order to graduate.

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

Students who attain a 3.0 grade-point average (or above) while at Renaissance will graduate with honors. Students attaining a 3.5 grade point average or above will graduate with high honors.

40 hours of community service required and recorded (per MRSD).
OREGON DEPARTMENT OF EDUCATION “ESSENTIAL SKILLS”

Oregon Department of Education has established the following requirements termed “Essential Skills”. These requirements will be met in the course of normal study at Renaissance and are as follows:

1. **Read and comprehend a variety of text**
   - Demonstrate the ability to read and understand text
   - Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
   - Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
   - Follow instructions from informational or technical text to perform a task, answer questions, and solve problems

   *text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.

2. **Write clearly and accurately**

   This skill includes all of the following:
   - Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
   - Develop organized, well-reasoned, supported, and focused communications.
   - Write to explain, summarize, inform, and persuade, including business, professional, technical and personal communications.
   - Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. **Apply mathematics in a variety of settings**

   This skill includes all of the following:
   - Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
   - Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
   - Communicate and defend the verified process and solution, using pictures, symbols

4. **Listen actively and speak clearly and coherently**

   This skill includes all of the following:
   - Listen actively to understand verbal and non-verbal communication.
   - Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
• Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
• Use language appropriate to particular audiences and contexts.

5. Think critically and analytically

This skill includes all of the following:

• Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon
• Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon
• Gather, question and evaluate the quality of information from multiple primary and secondary sources.
• Propose defensible conclusions, differentiating reasoning based on facts from reasoning based on opinions.

*text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats

6. Use technology to learn, live, and work

This skill includes all of the following:

• Use creativity and innovation to generate ideas, products, or processes using current technology.
• Use technology to participate in a broader community through networking, collaboration and learning
• Recognize and practice legal and responsible behavior

7. Demonstrate civic and community engagement

• Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
• Perform the civic and community responsibilities essential to living in a representative democracy.
• Require for graduation is 40 hours of community service listed and recorded

8. Demonstrate global literacy

• Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
• Apply a global perspective to analyze contemporary and historical issues.
9. Demonstrate personal management and teamwork skills

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

More information can be accessed through the ODE website, the Director of Student Development or a designated advisor.

At the discretion of the Administrator a student may be required to complete remedial courses in order to graduate. The Administrator has the right to waive any graduation requirements except those meeting state/district requirements. Once enrolled full-time at Renaissance, a student will not receive credit from any other institution without the prior approval of the Administrator.

TEXTBOOKS & SUPPLIES

Academic Textbooks and Supplies Renaissance Public Academy desires the best in learning materials for its students. Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. If materials given to a student are lost the student must pay for any needed replacement. If loaned materials are lost or damaged the student must also pay for its replacement.

In the case that reimbursement has not been made to Renaissance for lost or damaged materials. No further materials will be purchased or issued to that student until past fees are paid in full.

Adopted 8/2008 Re-adopted 11/14

EVENTS

Special Events – Parties
Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Administrator a minimum of 2 weeks prior to its planning. Approval for one year does not carry over to the next.

Special Events – Guest Speakers
Guest speakers utilized during the school day must speak on topics covered in the course or grade. If possible the students should be in process of studying the topic to be presented.

Guest Speakers must be approved by the Administrator prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest Speakers must be screened by the Administrator. The screening may include an interview of the guest by the Administrator or designee. Parents must be notified prior to guest speaker presentations. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a
guest speaker and topic and indicate an option on the permission slip for student to be excused.

**Special Events – Field Trips**
Field trips must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Administrator a minimum of two weeks prior to planning. The teacher must submit the Field Trip Approval Form to the Administrator and obtain a signed approval prior to notifying students, parents, and front office of the event. The business office/B.O.D. must review and sign the Field Trip Approval Form to verify costs and cost estimates prior to notifying students, parents, and front office of the event.

A permission slip signed by the parent/guardian of each student must be obtained prior to occurrence of the field trip.

Parents may not drive students outside Clackamas County. Only under specific circumstances (field trip cannot occur because the number of students make contracted transportation impossible) in which a limited number of students are involved may parents transport students outside of Clackamas County.

Whenever parents are driving each driver must have completed a background check form and results on file with the school, as well as the Volunteer Field trip Driver Application Insert application which includes submitting a copy of his driver's license, vehicle registration, and proof of insurance a minimum of 1 week in advance.

Teachers must adhere to these guidelines:

- The chaperone-to-student ratio must be a minimum of 1:10.
- Chaperones must submit a copy of their current driver’s license and be registered with RPA as a volunteer. The following must be completed and submitted to the business office prior to the event:
  - Document of Rules, signed by students,
  - Document of Responsibilities, signed by chaperones,
  - Established Discipline Policy,
  - Written Emergency/Accident Procedures

If any of the aforementioned criteria are not met, the field trip will be canceled.

The Administrator must meet with the field trip sponsor a minimum of 3 days in advance of the trip to verify the completion of the requirements. Five minutes prior to departure, the Administrator or his designee will approve or deny departure. If the trip is canceled due to violation of the field trip policy the school will refund the students.

Extended field trips will follow Molalla River SD guidelines and must be approved by the RPA B.O.D.

**Extended Field Trips**
All extended field trips require individual board approval a minimum of 90 days (180 days outside US) prior to the trip. All students attending the extended field trip must have unanimous approval of the administrators of RPA. For upper-school students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees, the school, and MRSD. Any liability insurance not covered by the
school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc) must be paid for by increases in fees by trip participants.

RPA is bound to the Molalla River School District policies regarding extended field trips and RPA.

**GUIDELINES FOR EXTENDED FIELD TRIPS**

Students and their parents will be given current copies of the relevant policies by the sponsoring faculty member. The sponsoring faculty member is responsible for assembling those policies and presenting them, with their field trip request, to the RRA board before an extended field trip can be approved. The sponsoring faculty member must show a working knowledge of the relevant policies and complete familiarity with the RPA guidelines. Everywhere Molalla River School District policies State “MRSD” it is to be understood as RPA. Everywhere policies state “MRSD superintendent/administrator/principal” it is to be understood as the RPA Board/Administrator. Everywhere the policy references curriculum, RPA is exempt. The sponsoring faculty member must adhere to these changes, as well as follow the Guidelines for Extended Field Trips to be furnished upon request.

Adopted 8/11 Re-adopted 11/4
STUDENT POLICIES AND INFORMATION

Parental Responsibility
In order to ensure safe management of your child, please notify the office of any and all changes in your child’s address, phone number, emergency numbers, and parent work numbers as soon as possible. It is vital that the office keep this information up to date in case of personal or school emergencies. It is the parent’s responsibility to keep this information updated. You must give your information to the office on the Emergency Contact Form.

Student Rights and Responsibilities

Civil Rights

• The right to equal educational opportunity and the freedom from discrimination, the responsibility to not discriminate against others
• The right to attend school, the responsibility to attend regularly and allow others to learn
• The right to due process with respect to disciplinary procedures, the responsibility to act with integrity
• The right to free inquiry and expression, the responsibility to respect others and property
• The right to assemble informally, the responsibility to not disrupt the orderly progression of the school day and not infringe on the rights of others
• The right of privacy of student records
• The right to know expected behaviors, the responsibility to know the consequences of misbehavior

Student Publications Policy
Student publications must uphold Renaissance Public Academy’s mission, philosophy, character pillars, and board policies. The purpose of such publications is to inform the Renaissance Public Academy’s community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted in the student newspaper subject to prior review of the Administrator or designee. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Administrator acts as the final editor in all cases.

Student Social Security Numbers

• Provision of social security numbers is voluntary and
• Is not provided to the general public
• Is not used to make decisions regarding students
• Grants consider it to be used in statistical reporting requirements and research
• Research may include matching your SS number with information from other agencies such as the Oregon Employment Division (and other state agencies), universities, colleges and trade schools for the purpose of planning, research and program improvements
• Your privacy of records is protected by state and federal law.

Student Check-out
Students may NOT be taken from school unless a parent or legal guardian has signed them out in the office. School sponsored activities require that a teacher or sponsor be responsible for the students.
Therefore if a parent desires to take their student at the completion of an activity, written notification must be given to the teacher or sponsor. Students may only leave the activity or event with their own parent unless prior written consent/authorization is given to the teacher or sponsor.

Student Information Release
Certain “directory information,” including the student’s full name, address, and telephone number, will not be released without parental consent except in the Directory. Authorization for exclusion in the Directory is required in writing.

Students’ names, participation in officially recognized activities, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your student(s) photographed or video-taped for these purposes, you must notify the office in writing.

Student names will not be listed with their pictures on the school website or in RPA advertising publications. The newspaper may list your student's name with a photo only with parent-signed consent.

No identifying information regarding a student will be given via any avenue of communication without parent permission, unless required by law.

Student Hazing / Harassment / Intimidation / Menacing/ Bullying/ Cyber-bullying / Teen Dating Violence.

Adopted JFCF /GBN / JBA / JBA-AR RPA 06/18

ELECTRONICS

Video Viewing Policy
From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material.

Teachers must receive prior approval from the Administrator in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

A permission form is to be distributed by each teacher at the start of the school year if they intend to show any videos, and teachers are to abide by the choice of each parent.

Adopted policy 8/08 Re-adopt 11/14

Network Use
Renaissance Public Academy recognizes the importance of the network and Internet access as a valuable resource in the educating of today's youth. We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. It is understood that this access is a privilege, not a right, and all students and staff are expected to practice proper and ethical use of these systems. The use of these systems is monitored and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education. Renaissance Public Academy does not assume responsibility for system failures that could result in the loss of data.
• **User Accounts** - User accounts for the Internet may be granted for classroom or research purposes only.

• **Electronic Mail** – Students are not allowed unsupervised access to or use of personal electronic mail resources. (All students will be given an RPA specific gmail account.)

• **Netiquette** - During supervised classroom activities on the network, students are expected to observe the same standards of behavior as they do in the classroom. Be polite and courteous. Never reveal any personal information about yourself. This includes addresses, phone numbers, and credit card numbers. Do not reveal addresses or phone numbers of any other student or member of the staff.

• **Network Security** – Periodically a student may be allowed to access other networks and/or computer systems. These are to be used for research purposes only. Do not make copies of copyrighted materials. For penalties for inappropriate actions refer to discipline policy.

**Use of Electronic Devices**  
Students will not be allowed to use electronic devices during school hours (cell phones and all applications - texting, photos, etc., gaming devices, etc.). If a student is late to class due to the use of an electronic device or if a student is found to be using such a device during school hours, it will be confiscated for the parent to pick up from the Administrator in the office on the first offense, and will be held to the end of the day. Should a second offense occur, a referral will be issued and the device will be required to be picked up by a parent. The only exception to this policy is the office’s receipt of written approval by a teacher and parent authorization for specific school/study-related projects.

**Mass Communication Policy**  
The Administrator or designee must approve all letters and bulletins, including email (excluding class assignments by teachers) from teachers or parents or other interested parties. Each communication must be submitted to the office in an electronic format, print-ready, three (3) days prior to the date it needs to be communicated.

**Dissemination of Information**  
Any person responsible for coordinating any special classroom event must work with the front office prior to distribution.

**Parent Communications to Administration, Faculty, and Staff**  
Parents may use any of the following ways to contact/communicate with Administration, Faculty, and Staff of RPA:

- Email
- Note placed in mailbox in Office (the secretary will deliver to the appropriate box)
- Voice mail
- Face-to-face meeting (this must be scheduled in advance using one of the means above)
Response Time:

- Administrators and Student Services Coordinator: no more than 3 business days
- Enrollment Coordinator: no more than 3 business days
- Faculty and Front Office: no more than 1 business day

Use of Technology

Board Members, Chairs of B.O.D. Committees, other committee chairs, teachers, staff, and anyone acting in a position of authority on behalf of Renaissance Public Academy may only access and utilize the internet and email for business pertaining to RPA.

- All electronic communications pertaining to RPA should be received and sent through RPA authorized email accounts. Emails are to be responded to in a timely fashion.
- Anyone acting in a position of authority at RPA is strictly forbidden to communicate electronically with students outside of the established method and procedures set forth by the B.O.D. Currently, the accepted methods are RPA-approved email accounts. ALL OTHER FORMS OF ELECTRONIC COMMUNICATION ARE PROHIBITED AND WILL RESULT IN DISCIPLINARY ACTION OR TERMINATION. (Examples of prohibited communications: use of personal email, befriending on site such as Facebook or My Space, chat rooms, instant messaging.)

Schedule Changes

There will be no schedule changes during the trimester unless it is deemed in the best interest of the student by the school. Approval signatures must be obtained from the student’s present teacher, the new teacher, the Administrator, and a parent.

Student Fees and Supplies

A student body fee of $75.00 per student or $150.00 per family will be charged at the beginning of each school year. RPA may make available periodically additional classes with fees that are not part of the required curriculum. These fees are voluntary and are non-refundable.

Student Locker Policy

All students in grades 7 through 12 are assigned a locker, and a combination lock. The lock and locker are property of the school. The lock must be returned the last day a student attends each school year. **It is a privilege to have use of a locker at RPA.** Locker inspections may be performed. Every locker, including those unassigned, will have a locked lock on them at all times. If a lock is found “open,” teachers and/or staff may turn the lock backwards and lock it. A “different lock” will be placed on any locker left open. When a lock is changed out, the student will be responsible for checking in the office for their new combination. The new lock or any other school-issued locks not in use are to be returned to the office immediately. Each lost or non-returned lock will mean the family incurs a $10 fee which will be due prior to receipt of the student’s end-of-year report card.

Student Vehicle Use and Parking Regulations

All student vehicles must be registered with the school office. A **photocopy of the student's driver’s license and a proof of insurance document must be provided for the student's file.** The school and facility are not responsible for loss due to accident, theft or vandalism. Students will be provided specific instructions
regarding the area of the parking lot to be used during school hours. Students who fail to follow this procedure may find their vehicles towed. Students are to remain out of the parking lot and cars during school hours. Leaving campus without permission from the office will result in student discipline. Vehicles are to be driven to and from school only. School personnel do not have the authority to release students to travel in student cars.

• Parking areas are off limits to students during the school day, including lunch time.
• All school and state traffic laws must be obeyed. Speed Limit is: School Zone: 20 mph; on School Property: 5 mph
• RPA Students park at their own risk.
• Students who park in visitor, handicapped, staff parking spaces or fire lanes are subject to discipline.
• Students may not transport/ride with others without written and office-confirmed consent from at least one parent for each student.
• Failure to comply with vehicle use and parking regulations may result in the loss of parking privileges and thus driving privileges to/from school. Level of severity of violations may include suspension or expulsion.
• Upon completion of disciplinary consequences, parking privileges must be applied for and approved by the Office.

Adopted policy JHFD MRSD 11/14
ATTENDANCE POLICIES

School starts promptly at 7:30 a.m.

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors’ and other appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

The Molalla River School District's goal for attendance is 95%, as is that of Renaissance Public Academy. In order to attain this goal, a student cannot miss more than 10 days during the entire school year.

Missing 4 clock hours equates to a half-day absence. Missing 5 clock hours equals a full-day absence.

Missing more than 4 days per month is defined as “habitually absent” for legal purposes.

EXCUSED ABSENCE/TARDY

The following will be considered excused absences:

- Absences for medical reasons
- Absences for mental or emotional disabilities
- Pre-arranged absences of an educational nature – must be approved by the Administrator (i.e. visits to colleges for high school students, scheduled performance-related activities)
- Attendance at any school-sponsored activity
- Absences of another nature pre-approved by the Administrator ✓ Bereavement (notify school if absence will extend beyond three days)
- The School may require suitable proof of excused absences, including written statements from medical sources.

Late Arrival/Tardiness

Tardiness is a form of absence and interferes with student learning. Disruption and loss of instruction time result when students are not in their classrooms ready to begin learning on time. Classes begin promptly at 7:30 a.m. Parents are expected to have their students at school a minimum of 5 minutes prior to the start of classes. Tardy students must be checked in at the office by their parent or legal guardian before going to class.

Promptly at start time, doors to classrooms are closed and the academic day begins. Admittance to class by Tardy Students must be approved by the office and the teacher. Four unexcused absences in one month or ten in any year, depending on the cause, may mean a credit to be withheld.

TO REPORT AN ABSENCE

If your child is absent because of illness or an appointment for which we have not been previously notified, please call (503) 759-7002 or e-mail the office to make us aware of the situation before 8:00 a.m.
It is critical to student safety that we know where all students are on school days. You may call early and leave a message. It is important the school be notified every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

- Students not maintaining regular attendance will be placed on a plan of action and must meet with the administrator or counselor.

UNEXCUSED ABSENCE - including “10-day Drop” Law ** CHANGES ARE A REVISION & INCLUSION OF 10-DAY DROP INFO

If a student has more than four unexcused absences in one month or ten days in any year, the student maybe classified as habitually truant according to Oregon School Law. An unexcused absence is defined as an absence that is not covered by one of the exceptions listed above.

Each unexcused absence will be entered on the student’s record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence. Homework will not be sent home nor will credit be awarded for any work done during periods of an unexcused absence.

10 Day Drop: ORS 339.010 requires that we withdraw students who miss ten or more consecutive days of school. If the absences are unexcused for 10 consecutive days:

- The student will be withdrawn from school.
- The Department of Social Services will be notified.
- A parent conference will be required;
- Credit will be withheld.
- Student will be required to be re-enrolled upon return.

Students absent for 10 consecutive days for pre-approved education-related events, the student will be withdrawn, and must re-enrolled upon return.

Student Check-out

Students may NOT be taken from the school unless a parent or legal guardian signs them out in the office. School-sponsored activities require that a teacher or sponsor be responsible for the students. Therefore if a parent desires to take her student at the completion of an activity, written notification must be given to the teacher or sponsor. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.
MEDICAL INFORMATION & POLICIES

Health/illness

Please call if a child is ill or unable to attend school by 8 a.m. of the given day to be accounted in the attendance records.

Please do not bring a sick child to school. It is the parent’s responsibility to notify the school if a child has been injured at home and may need special considerations at school. Keep school information up to date, especially phone numbers and emergency contacts. Immunization records must be current for students to remain in school.

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

MEDICATION DELIVERY

Renaissance Public Academy requires that NO medication, whether prescription or over-the-counter (including aspirin, cough drops, vitamins, etc.) will be given to a student by any school personnel except on written orders of the parents and physician. Administering Injectable Medicines to student

    Adopted JHCDA RPA 06/18

Administering NON-injectable medicines to students.

    Adopted JHCD RPA 06/18

Student in grades 7-12 are permitted to self-administer prescription and nonprescription medication upon written request of the parent and physician with permission of the Administrator. When medication is to be given at school, a physician or dentist’s instructions are required by the school along with written notice from the parent prior to the administration of the medication. All medications must be in a pharmacy-labeled container including the student’s name, name of the drug, dosage, name of physician and current date. Medical Request Forms are available in the front office.

IMMUNIZATIONS

In compliance with state law, all children must have a complete, up-to-date immunization record on file in the office. Parents opposed to immunizations for personal, religious, or medical reasons must file an exemption form with the school office and complete state required education classes. This record includes proper shots for measles, rubella, diphtheria-pertussis-tetanus (DPT) and polio. Students may not continue enrollment without up-to-date immunization records.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for this exclusion. A hearing will be afforded upon request.
Health and Safety

RPA considers safety of vital importance. An Emergency Management Plan has been developed and will be undergoing B.O.D. review. All school faculty and staff are trained in First Aid and CPR.

GENERAL INFORMATION

Winter Weather Conditions & Safety

When weather and road conditions in the area become a concern for safety, First Student Bus Services conducts a road check beginning at approximately 4:30 a.m. A follow-up call is made to RPA's Administrator. If the decision is made to close the campus, a “One Call Now” message is broadcast to all RPA families and staff by approximately 5:30 a.m. A follow-up mass email is transmitted. A “Flash Alert” is also provided and will display on school closure scrolling: Portland TV Stations 2, 6, 8, and 12.

Emergency and Mid-Day School Closures

Should a closure occur due to weather conditions the above policy will apply. Any other closures will be reported as soon as is possible through the automated message services and will include instructions for the return of your child. Please do not call the school if it is an emergency closure as we will need to keep phone lines free.

Unauthorized Entry of RPA Building

Any person or persons found IN or ON the building without documented permission will be criminally prosecuted. Visitors and volunteers are required to check in at the office for proper identification.

Public Display of Affection (PDA)

Students shall not engage in any display of affection. Renaissance exists as an educational institution as such PDA can often become a disruption and may result in a disciplinary referral. PDA is also not allowed during any school sponsored event at any location.

Lost and Found

Students are encouraged to check lost and found on a regular basis. Periodically, items will be gathered and held for 30 days. Parents and students will be notified of the closing date to claim items in these 30 day cycles at the end of which items will be donated.

Graffiti/Vandalism/Destruction of Property

Graffiti is not acceptable and may result in a disciplinary referral. Parents may be charged for graffiti damage, vandalism or the willful destruction of

VOLUNTEERING BACKGROUND CHECKS AND CONFIDENTIALITY

Confidentiality Policy

Anyone may inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers and parents may observe situations of a sensitive nature. These are also to remain confidential. If anyone has a concern involving something that is witnessed, observed, or overheard it is to be reported to a faculty member, Administrator, or a member of the B.O.D.
If a volunteer or parent disregards this policy, the privilege of volunteering or campus visits may be revoked. If a teacher or student disregards this policy, disciplinary action may be taken. A phrase to remember: “If you see something that seems inappropriate, it is your responsibility to report it to the appropriate individual within the school.”

**Parental Involvement and Volunteering Policy**

Renaissance is a “School of Choice.” When parents have the opportunity to choose the kind of education they prefer for their children, they find the necessary energy, time, and resources to devote themselves to this education. RPA anticipates that parents will be directly engaged in tutoring, coaching, preparing resource materials, providing other necessary and invaluable assistance, including sponsoring, chaperoning, and leading RPA sanctioned off-site events.

Each family is encouraged to volunteer 20 hours per year and visit as often as your schedule allows. Volunteers must complete a volunteer application and information form and comply with all guidelines and rules for volunteering outlined in the charter contract. This also pertains to volunteers who participate in RPA sanctioned off-site events.

Volunteers are an integral part of RPA. Volunteers are not only welcome, but also crucial if we are to have high quality teaching of the entire curriculum each year. All volunteers must have cleared an RPA-submitted background check, a signed and current volunteer agreement and character contract on file with the school and have passed the SafeSchools online Child Abuse Awareness training.

The teacher’s individual teaching style sets the tone for the classroom. Volunteers who wish to volunteer in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with a volunteering style, the volunteer will need either to adjust his style or find a more compatible setting within RPA to volunteer. The teacher has the primary responsibility for student learning in the classroom.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in this handbook. Under NO CIRCUMSTANCE is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

Volunteers who will tutor in a specific subject or skill may be required to receive prior training. Offsite volunteers must be registered to ensure the safety of all RPA students. NOTE: Parents, if your student participates in offsite school-related activities, you are responsible to make sure that the event has been sanctioned by the school, ensuring volunteer registration. A list of all RPA sanctioned offsite events and activities will be available in the front office.

Renaissance encourages every adult—parents, step parents, grandparents, aunts, uncles, and community members—to take a special interest in the lives of RPA’s students, to act as mentors and tutors, and to instill in every student a love of learning. Volunteers work in conjunction with the faculty to ensure the most effective education possible for their children. To this end, volunteers are responsible for knowing and understanding the contents of RPA’s Charter and are encouraged, but not required, to participate on school committees and provide other volunteer services.

As indicated on the volunteer form, volunteers may be removed for conflicts of interest or violation of confidentiality. **Volunteering is a privilege.** The privilege of volunteering may be removed by the
Volunteer Committees: RPA has established five committees for parents to volunteer in. It is expected that every parent choose at least one and volunteer, at minimum, 10 hours throughout the school year. Those five committees are: facilities, classroom enrichment and support, grant-writing, fundraising, and advertising and community relations.

Fundraising
Fundraising activities must not undermine the mission and philosophy of the school. All fundraising must be coordinated through the B.O.D. Students will not engage in door-to-door sales of any kind. All requests of monetary donations from the parent and community team must be approved by the B.O.D.

Specific Fundraising:
6th Grade Outdoor School & Hot Lunch Program - RPA has established the tradition of sending its 6th grade students to Outdoor School. Typically the students attend a Tuesday-Friday camp with costs ranging from $200-$239. This is offered as an enriching activity for students to learn more about marine biology and environmental science. RPA does not pay for students to attend. Moneys earned for this experience are done so by 6th grade parents volunteering for and running the “hot lunch program.” Parents and families who do not participate in this program will not benefit from the proceeds and will be expected to pay the full amount if they wish for their child to attend. Parents will be notified 6 weeks before camp how much money was raised and how much they are responsible to pay.

Parent Grievances
This school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. The Teacher. Parents should schedule a meeting with the teacher through the office. Under no circumstances is it ever acceptable for a parent to confront a teacher about an issue with students present, including their own.

2. The Administrator. If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the Principal.

If a resolution is not achieved by the foregoing process two other options are available.

The grievance can be submitted to the Board of Directors in writing. The B.O.D. will review the summary and will make one of the following determinations:

1. The B.O.D. may decide to support the previous decision;
2. The B.O.D. may appoint up to two Board members to address the issue;
3. The B.O.D. may address the issue in an open Board format;
4. The B.O.D. may address the issue in an executive session, in accordance with the Oregon Public Meetings Law.
Board of Director’s Meeting. Parental concerns and grievances may also be raised during the community comments portion of the Board of Director’s meeting. The concern or grievance must be submitted in writing and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained. It is recommended the aforementioned steps be taken before using this option.

Grievances concern or grievance be addressed in one regarding policy should be directed to a Board Member. Grievances regarding an administrator should be directed to the individual first, then in writing to the B.O.D. at a meeting. Though we are chartered through MRSD, the district does not have general oversight of RPA operations. Only violations of the amended charter should be reported to MRSD.

General Concerns/Questions/Suggestions

Please submit any general concerns, questions, or suggestions via e-mail to the office or in a sealed envelope delivered to the office, noting B.O.D. or “Board.” It will be handed off to them prior to their next regularly scheduled meeting. The B.O.D. will review the issue at their next regularly scheduled meeting. In the unfortunate event that a resolution is not achieved through the process outlined above, it is unlikely that RPA is the best educational option for you and your child. The Board of Directors will not entertain anonymous complaints nor can they hold information in confidence when it is not in the best interest of the school.

COMMUNICATIONS

Phone Calls

Parents, please try to make arrangements with your students for activities, rides, etc. prior to dropping them off at school. We understand that sometimes changes to schedules occur and you need to communicate with your student during the day. Phone messages will be delivered by the office via an in-house communication process with teachers and so as not to disrupt classes.

Official Posting Place of Communications

Committee Meeting times and agendas are posted on the bulletin board just outside the front office inside the front doors of the school, and on the website. Board of Directors meeting agents are also posted on the main bulletin board and on the website. A notebook of minutes is maintained in the office for viewing by the public. (The Board of Directors’ website is separate and is accessible through RPA’s primary website.)

Teacher Conferences

Parent/Teacher conferences are scheduled for the 1st trimester for all students and for the 2nd and 3rd trimester at parent request or teacher invitation. Arrangements for additional conferences may be made with your child’s teacher before or after school hours.

Weekly Communication from the School

A weekly communication from the school will be distributed via email. A hard copy is available on request.

“One Call Now”

A telephone networking program is in place allowing teachers and staff to send messages to parents. This
system will be used to communicate with parents during the school year. Messages marked “urgent” are sent to all phone numbers listed for each student including emergency contacts. “Urgent” messages are reserved for emergencies and time sensitive information
NEW 2018-2019 DRESS CODE

Uniform for Elementary & Middle School

TOPS: Either White, Navy, or Maroon Polo shirt, or RPA shirt NO TEE SHIRT
Bottom: Khaki or Navy pants, knee length skirt or shorts NO JEANS
Sweatshirts: RPA sweatshirt (only for hooded), or plain solid colored sweatshirts (non hooded)
Coats: Outdoor coats will not be worn in the classroom

Friday: Free Dress days!

High School

Preface: Clothing will reflect and respect the learning environment and will not take away, distract, or impede the learning process of yourself or your peers.

8 Pillars of Fashion

• NO hats or hoods on while in the classroom
• Shirts MUST have sleeves, no ‘cold-shoulders”
• NO Open backs, NO bare midriff, and No low-cut necklines
• NO Blue Jeans, Jeggings, or Leggings
• All clothes will have NO holes
• Shorts and Skirts must be no shorter than ONE INCH above the knee
• NO athletic shorts, athletic pants, sweatpants, or leggings/running tights
• NO weapons, hateful imagery or slogans, drugs, or alcohol paraphernalia, or crude imagery

Infractions for being out of Dress Code or Uniform

1. First infraction: Lunch Detention
2. Second Infraction: Call home
3. Third Infraction: Week of Lunch Detention
RENAISSANCE PUBLIC ACADEMY’S PHILOSOPHY OF DISCIPLINE

Renaissance Public Academy is committed to optimizing learning for all students. Renaissance students are expected to be well behaved at all times, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child’s own sense of self discipline. In The Schools We Need and Why We Don’t Have Them, E.D. Hirsch, Jr. says, “Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn.”

The Administrator’s Role in Discipline –

The goal of any meeting between the Administrator and the student is that of a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of the Pillars of Character. In most instances, parents will be notified of the student’s visit to the Administrator’s Office. The primary goal of the choice of consequences by the Administrator is to require the student take responsibility for the infraction. The included goals of a parent conference with the Administrator are:

1. to exchange information about the student
2. to determine how the parent-school partnership can best work together to lead the student to reform his/her behavior.

The Administrator will preserve the integrity of the disciplinary process of RPA.

By modeling the VIII Pillars of Character Development and consistently treating students and their families with respect and professionalism, the Administrator is an extremely valuable and accessible part of a student’s character development and education at RPA. The goal is to create a safe, respectful and responsible environment where learning takes place.

Teachers

Teachers have the authority to implement discipline in their classrooms that is consistent with the Renaissance discipline goals. Teachers will utilize the Administrator to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated Renaissance staff besides those mentioned.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school’s responsibility to protect the health, safety, and welfare of each of its students, and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

Renaissance is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.
Discipline

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Character Pillars as they have agreed to (Character Contract). If a student misbehaves, the consequences for the infraction will be immediate, relevant and effectual. In evaluating consequences, teachers and the Administrator will determine if the act is a “first time,” a “repeated,” or a “habitual” offense.

In accordance with this policy, Renaissance Public Academy has adopted the following procedure for disruptive behavior that requires an office referral. The teacher issues the student a Discipline Referral form, and the student is required to visit the Administrator. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

1. Student removed from class, sees Administrator

2. Student removed from class, sees Administrator, call made to home

3. Student removed from class, sees Administrator, call made to home, leaves that day and may not return without parent attending school with the student for an entire day.

4. Student removed from class, sees Administrator, call made to home, must attend 10 hours of detention. (5 consecutive days, 2 hours each day) Automatic suspension from attending any field trip.

5. Five or more:
   a. Automatic two-day suspension for each referral.
   b. Possible request from RPA for expulsion from Molalla River School District.
   c. Student ineligible for any RPA awards and/or scholarships for the current school year.
   d. Possible request for suspension of driving privileges from the Oregon Department of Transportation.

Suspended students will not be on the honor roll for that trimester. Students may be suspended for reasons other than receiving the fourth referral. Such suspensions may render a student ineligible for field trips and other activities.

Students' misbehavior will not be used to “teach” the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in an attempt to discern the truth.

Renaissance Public Academy desires to educate all students who enter our school, expecting nothing less than the best from each one.

*When students are expelled from a school, they may also be expelled from the Molalla River School District, which includes Renaissance.

Adopted policy 8/2008
**Enrollment of expelled student**

Students expelled for drugs or violence will not be admitted to RPA during the time of their expulsion. Expelled students will be evaluated on a case-by-case basis. The Administrator and B.O.D. will participate in the decision.

**Suspension and Expulsion**

An Administrator or designee has the authority to suspend students as appropriate. Suspensions last from one to five days depending on the severity of the infraction. All suspensions will require a parent/Administrator conference. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. The Administrator may require the parent to attend a full day of class with the student upon return. Procedure will follow MRSD policy. A student may be declared habitually disruptive after being suspended three times in one year for causing a material and substantial disruption in the class, on school grounds, on school vehicles, or at school activities or events because of behavior that was initiated, willful and overt on the part of the student, and the suspensions were made for:

- continual, willful disobedience or open and persistent defiance of proper authority
- willful destruction or defacing of school property
- behavior on or off school property, which is detrimental to the welfare or safety of other students or of school personnel
- serious violations in a school building or on school property
- repeated interference with the school’s ability to provide educational opportunities to other students and other grounds found in ORS 339.250 which in part states:

  “... The district school board may authorize the discipline, suspension or expulsion of any refractory student and may suspend or expel any student who assaults or menaces a school employee or another student. The age of a student and the past pattern of behavior of a student shall be considered prior to a suspension or expulsion of a student. As used in this subsection "menace" means by word or conduct the student intentionally attempts to place a school employee or another student in fear of imminent serious physical injury.

  (4)(a) Willful disobedience, willful damage or injury to school property, use of threats, intimidation, harassment or coercion against any fellow student or school employee, open defiance of a teacher’s authority or use or display of profane or obscene language is sufficient cause for discipline, suspension or expulsion from school.”

Expulsion from RPA will be mandatory for the following violations:

- the carrying, bringing, using, or possessing a dangerous weapon;
- the sale or distribution of a drug or controlled substance;
- or the commission of an act which, if committed by an adult, would be robbery or assault other than third-degree assault.
Expulsion is also mandatory if a student is declared habitually disruptive.

According to ORS 339.254 RPA may also choose to file with the Department of Transportation a written request to suspend the driving privileges of a student or the right to apply for driving privileges if the student is at least 15 years of age and:

(A) The student has been expelled for bringing a weapon to school;

(B) The student has been suspended or expelled at least twice for assaulting or menacing a school employee or another student, for willful damage or injury to school property or for use of threats, intimidation, harassment or coercion against a school employee or another student; or

(C) The student has been suspended or expelled at least twice for possessing, using or delivering any controlled substance or for being under the influence of any controlled substance at a school or on school property or at a school sponsored activity, function or event.

The behavioral and discipline rules and requirements above will be enforced consistently for all students except to the extent that such discipline or behavioral expectations are inconsistent with the provisions of Section 18 below and/or the statutes or regulations concerning students with special needs including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Adopted policy JGD Adopted policy JGE/JGEA RPA 06/18

Adopted policy JGEA (Alternative Educational Programs following expulsion) RPA 06/18
Family Educational Rights Privacy Act
(FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s educational records within 45 days of the day the School receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a 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 is inaccurate or misleading. Parents or eligible student may ask the school to amend records that they believe are inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. 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 consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school may disclose educational records without consent to officials of another school district in which a student seeks or intends to enroll. 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 20202-4605 The above information shall be considered the school’s required and annual notice to parents and students of their rights. A copy will also be available for parents during student registration.
Student Conduct on School Bus

The following Student Conduct on School Buses was taken from the Molalla River School District Website. These apply to all school related bus services (transportation to and from school, and for field trips.)

Student Conduct on School Buses

The following regulations will govern student conduct on school buses and will be posted in a conspicuous place in all buses:

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening.
5. Students will not bring animals (except approved assistance guide animals), firearms, weapons or other potentially hazardous material on the bus;
6. Students will remain seated while bus is in motion;
7. Students may be assigned seats by the bus driver;
8. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
9. Students will not extend their hands, feet, arms or heads through bus windows;
10. Students will have written permission to leave the bus other than for home or school;
11. Students will converse in normal tones; loud or vulgar language is prohibited;
12. Students will not open or close windows without permission of driver;
13. Students will keep the bus clean and must refrain from damaging it;
14. Students will be courteous to the driver, fellow students and passers-by;
15. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

The superintendent will establish other regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle.

Students who violate bus rules of conduct may be denied the use of district transportation.

Adopted EEACC-2 MRSD 8/2008
Renaissance Public Academy Literature Progression

3rd Grade Literature
A Forest Habitat
A Log’s Life
Food Chains and Webs: A Struggle to survive
One Small place in a Tree
The Wind in the Willows 1-6

4th Grade Literature
Pollyanna
Gulliver’s Travels
Treasurer Island
King Henry
Robinson Crusoe
Robin Hood
Poetry – Rip Van Winkle, Sleep Hollow

5th Grade Literature
Don Quixote
Midsummer’s Night Dream
Secret Garden
Narrative of the Life of Frederick Douglass
Tom Sawyer
Little Women
Sherlock Holmes
Poetry – Robert Frost and Zen

6th Grade Literature
Children’s Homer (Iliad and Odyssey)
Julius Caesar
The Prince and Pauper Short Story Selections (“The Necklace,” and “The Monkey’s Paw”)
The Scarlet Pimpernel
The Count of Monte Cristo (abridged)
Selections from Aeneid

7th Grade Literature
Cyrano de Bergerac
Animal Farm
Twelfth Night
The Strange Case of Dr. Jekyll and Mr. Hyde
Fahrenheit 451
Poetry selections
8th Grade Literature
To Kill a Mockingbird
Lord of the Flies
Night
Pride and Prejudice
Henry V
Poetry selections

Classical Literature (9th)
Iliad
Odyssey
Aeneid
Anthony and Cleopatra
Oedipus Rex and other plays by Sophocles
Agamemnon and other Roman poetry selections
Plato’s Republic (selections)

British Literature (10th)
Beowulf (Circa 8th-11th Century)
The Canterbury Tales (14th Century)
Frankenstein (1818)
Hamlet (Circa 1600)
Tale of Two Cities (1859)
Jane Eyre (1847)
Romantic Lyric Poetry (Wordworth, Coleridge, Shelly, and Blake – 18th Century)

American Literature (11th)
Our Town (wilder – 1938) *may be included
Hawthorne’s Short Stories (“Young Goodman Brown,” “Rappaccini’s Daughter,” “Scarlet Letter,” etc.) (1835)
Self Reliance (Emerson, 1830)
Walden (Thoreau, 1853)
The Adventures of Huckleberry Finn (Twain, 1884)
The Great Gatsby (Fitzgerald, 1925)
Poetry Selections: Walt Whitman, Emily Dickinson (19th Century); Langston Hughes, Gwendolyn Brooks (20th Century)
Short Stories: O’Brien, O’Connor, Faulkner ... (20th Century)

Modern Literature (12th)
Crime and Punishment
1984
Nietzsche
Heart of Darkness
Then Literacy Analysis (Individual readings) Book Club
VIII PILLARS OF CHARACTER DEVELOPMENT

IT WAS PLATO WHO BELIEVED THAT CHILDREN SHOULD BE BROUGHT UP IN SUCH A WAY THAT THEY WOULD FALL IN LOVE WITH VIRTUE.

CITIZENSHIP

I honor rules and laws and act with obedience toward authority. I give of my time and abilities to serve others. I uphold liberty and equality through respect for individual differences and knowledge of our democratic system.

COURAGE

I will do what I know is right despite fear, hardship, and opposition. I resist negative peer pressure and defend the rights of myself and others and encourage others to do the same.

HONESTY

I will not knowingly induce others to believe what is false. I am always truthful with my words and actions regardless of circumstances or consequences.

HUMILITY

I use my gifts, talents, and intellect to serve others humbly. I am teachable, not aggressive or arrogant. I have a realistic self-esteem, yet I act consciously to take a place lower than others.

INTEGRITY

I am a person of strong ethical values who makes consistently good choices in keeping with my knowledge of right and wrong. I ask for help if I am unsure of what to do or say.

PERSEVERANCE

I shun despair and strive to complete a task or project to the best of my ability even when it is difficult. I respond creatively to overcome obstacles and ask for help when necessary.

RESPECT

I regard myself and others as deserving of kind and just treatment. My conduct is considerate and polite. I look for the good in others and demonstrate compassion. My attitude towards others and their property reflects the way I wish to be treated.

RESPONSIBILITY

I accept obligations related to my own good and the good of others and I act on those obligations in a manner suitable to their timely and satisfactory fulfillment. I am willingly accountable for what I do and say, and I seek to learn from my mistakes.