

**RENAISSANCE
ARTS ACADEMY**



PARENT AND STUDENT HANDBOOK

2014-15

***WELCOME TO RENAISSANCE ARTS ACADEMY
New and Returning Families***

This handbook contains essential information to help your family benefit from the unique educational program offered at RenArts. Whether you are a returning family or are entering RenArts for the first time, please read this updated handbook carefully and keep it for reference during the coming school year. The information and guidelines set out here are designed to help ensure individual student success and to support the academic, artistic and civic development of the entire RenArts community. We look forward to a great year!

Renaissance Arts Academy
1800 Colorado Boulevard
Los Angeles, CA 90041
323-259-5700 (phone)
323-259-5718 (fax)
www.renarts.org

RENAISSANCE ARTS ACADEMY
Parent and Student Handbook

School Calendar.....

Mission and Goals.....

Accreditation

School Profile.....

History and Culture.....

School Hours.....

Administration.....

 Contact Information.....

 Attendance

 Drop-Off / Pick-Up

 Before and After School.....

 Lunch

Governance.....

Parent Involvement.....

Performing Arts Program.....

Student Progress.....

 Educational Philosophy.....

 Progress Reports.....

 Homework.....

 Graduation Requirements.....

Student Behavior Standards.....

 Respect for Individuals.....

 Respect for Property.....

 Respect for Community.....

 Unsafe Behavior.....

 Drugs, Alcohol and Tobacco

 Sexual Harrassment.....

Dress Code.....

School Safety Policies.....

 Emergency Procedures.....

 Administration of Medications.....

 Administration of First Aid.....

Dispute Resolution.....

Expected School-Wide Learning Results

IMPORTANT NOTE FOR STUDENT SAFETY
For please notify the RenArts office immediately if any contact information changes to home address, home telephone, parent work telephone, cell phones, and emergency contact numbers.

**RENAISSANCE ARTS ACADEMY
CALENDAR 2014-15**

School Start	Tuesday, September 2, 2014	<i>First day of classes</i>
School Finish	Thursday, June 18, 2015	<i>Final day of classes</i>
Winter Break	Dec 22, 2014 – Jan 2, 2015	<i>Classes resume January 4, 2015</i>
Spring Break	March 30 – April 10, 2015	<i>Classes resume April 13, 2015</i>
Holidays	November 11, 2014 November 27-28, 2014 January 19, 2015 February 16, 2015 May 25, 2015	<i>Veterans' Day Thanksgiving Martin Luther King's Birthday Presidents' Day Memorial Day</i>
Pupil-Free Days <i>(No School-All Students)</i>	Fri, September 5, 2014 Fri, September 19, 2014 Fri, October 10, 2014 Fri, December 19, 2014 Fri, March 27, 2015 Fri, June 12, 2015	<i>Staff Development Staff Development Staff Development Staff Development Staff Development Staff Development</i>
Minimum Days <i>(11:40 Dismissal)</i>	Thu, June 18, 2015	<i>Staff Development</i>
Compact Meetings	October 1 & 2, 2014 @ 6pm	<i>Parent/Student</i>
Student-Led Conferences	February 4 & 5, 2015 @ 6pm June 16, 2015 @ 6pm	<i>Parent/Student Parent/Student</i>
Student Performances	January 28, 29, 30, 2015 June TBD @ 7pm	<i>Winter Show Year-End Show Thorne Hall</i>
STAR Tests	May 11-22, 2015 March 17 & 18, 2015	<i>State Testing Window CAHSEE</i>
Pre-Lottery Info Meetings	Thurs, Feb 12, 2015 @ 6pm Wed, March 4, 2015 @ 6pm Tues, March 17, 2015 @ 6pm	<i>Prospective Families 2014-15 Prospective Families 2014-15 Prospective Families 2014-15</i>
Lottery	Thu, April 22, 2015 @ 6 pm	<i>Apps due Mon, April 20, 2015</i>
Graduation	Wed, June 17, 2015 @ 10:30am	

PLEASE NOTE: Rehearsals frequently need to be called during holidays (including vacations, pupil-free days, early dismissal days, etc) that fall just prior to student performances. To avoid conflicts that could impact participation in shows, please check before making plans.

MISSION

Renaissance Arts Academy is a small Charter Public School that cultivates autonomous scholarship in an ensemble setting by providing an integrated classical curriculum focused on music and performing arts disciplines. RenArts' cohesive 6th through 12th grade program welcomes students from all backgrounds, developing 21st Century Renaissance citizens through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training.

VISION

RenArts students will graduate from high school with viable post-secondary opportunities to succeed in college, career and community. Graduates will synthesize intellectual curiosity, academic discernment, and artistic discipline in the creation of a rational, inclusive and hopeful future for all.

GOAL

To create a successful and sustainable demonstration school that activates artistic discipline as an alternative gateway to powerful literacy and academic excellence:

- Integrating arts, sciences, mathematics and humanities in a diversely-accessible curriculum that engages both students and faculty in a process of ongoing intellectual inquiry.
- Implementing a school-wide instructional approach with highly-effective faculty teams leading flexible, multi-age groups through in-depth study of classical texts and rigorous independent analysis.
- Establishing a cohesive middle-thru-high school course of study that supports individual pacing and long-term student success with a 7-year trajectory.
- Bringing together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in an ensemble-based arts setting that cultivates mutual respect, collaboration, personal commitment, and academic accountability.
- Helping students develop the individual and ensemble performance skills that will build self-discipline, motivation and personal responsibility in all areas of their lives.
- Nurturing whole-family participation in the learning/teaching continuum by inviting parents into the schoolwide community of arts and inquiry to become effective mentors and coaches to their children.
- Celebrating the Los Angeles area's rich cultural heritage by promoting mutually beneficial relationships among schools, neighborhood associations, arts organizations, business coalitions, and college and university campuses.
- Developing a community of professional artists and intellectuals who collaborate with traditionally credentialed teachers in a partnership dedicated to mentoring the next generation of intellectual and creative leaders.

RENAISSANCE ARTS ACADEMY does not charge tuition; is nonsectarian in admission policies, programs, employment practices, and all operations; and does not discriminate on the basis of ethnicity, national origin, religion, gender, sexual orientation, disability, or any other basis.

THE RENARTS EXPERIENCE

By enrolling at RenArts, families are choosing an alternative to traditional public education. *The differences between RenArts and conventional school programs reach beyond our small size and open classroom. RenArts provides a cohesive 6th through 12th grade course of study aimed at college and beyond. To maximize long-term success for all students, RenArts has implemented innovative approaches to class groupings, course offerings, faculty team structure, co-ordinated instructional strategies, flexible facility usage, curricular cohesion between and across grade levels, ongoing assessment and evaluation practices, schoolwide subject integration, family involvement, and community-wide shared culture. This handbook and scheduled family meetings are designed to help RenArts effectively partner with parents to achieve shared goals – helping scholars actively engage in the learning community, successfully complete coursework requirements, and graduate from high school with viable post-secondary options.*

ARTS: *Although there is no audition process or prior training required for admission, RenArts provides a serious, schoolwide performing arts program. The arts training is not optional -- every student commits to working toward specific performance goals. Successful completion of grade-level coursework requires commitment to the Performing Arts portion of the educational program, including afterschool ensembles.*

ACADEMICS: *All scholars study the same subjects, with challenge levels differentiated by depth and complexity according to instructional need. There is no formal distinction between 'middle' and 'high' school. All groups focus on accelerated learning goals and developing the skills of autonomous scholarship. All students participate in the full curriculum, including college preparatory A-G requirements to maximize post-graduation educational and career options. There are no 'free periods' – all scholars participate in instructionally appropriate levels of Humanities, Math, Science, Latin and the full range of assigned arts coursework every year.*

COMMUNITY: *RenArts approaches all academic and arts work from an ensemble perspective. Dedicated preparation and rehearsal is essential to the successful functioning of both the individual scholar and the group. Shared curricular and performance goals contribute to both individual growth and the creation of a cohesive community in alignment with RenArts' mission and goals.*

We invite all scholars and parents to make sure they understand the unique features at RenArts – if you have questions, please let us know. We are happy to schedule a meeting to discuss any aspect of the program.

ACCREDITATION

RENAISSANCE ARTS ACADEMY is fully accredited by the Western Association of Schools and Colleges (WASC), an internationally recognized certification process that monitors schoolwide academic standards and validates the integrity of student transcripts. Credits for coursework successfully completed at RenArts are transferable to other secondary schools and transcripts are accepted for admission to both public and private colleges and universities. WASC accreditation is granted for a maximum of six years. RenArts' current accreditation term is June 2013 thru June 2019.

PROFILE

RenArts is a Charter Public School serving Grades 6 -12. It is a 501(c)(3) California Public Benefit Corporation, governed by a Board of Trustees. The charter was granted by the LAUSD Board and authorized by the California State Board of Education in 2003, renewed in 2008 and 2013. RenArts has a complete A-G course of study approved by the University of California. Located in a renovated storefront in Northeast Los Angeles, RenArts' flexible, multi-purpose use of space allows classroom areas to convert easily into rehearsal and performance space. Diverse student population includes 54% Hispanic/Latino, 29% Caucasian, 12% African American, 3% Asian Pacific Islander, 2% Native American. 32% of students are English Language Learners, 12% receive Special Education services, and 64% are economically disadvantaged. 95% of incoming students have no prior training in classical music or dance. Admission is by lottery.

▪ 2013 API:	897
▪ 2013 STATEWIDE RANK:	10
▪ GRADUATION RATE:	100%
▪ GRADUATES COMPLETING A - G:	100%

ACADEMIC ACHIEVEMENT:

- 2013 and 2009 California Distinguished School – statewide recognition for academic excellence
- 2013 USC Rossier School of Education School Performance Dashboard Top Ten California Charter Schools
- 2013 Commendation by California State Assembly
- 2012 Commendation by Los Angeles City Council – Citywide recognition for academic excellence
- 2012 and 2009 Commendation by Los Angeles County Board of Supervisors – Countywide academic excellence
- 2011 National Blue Ribbon School nomination – Federal recognition for academic excellence
- 2011 and 2010 Title 1 Academic Achievement Award – Statewide recognition for closing the achievement gap
- 2010 Charter School of the Year – Statewide recognition for overall program excellence by CCSA
- 2009 Commendation by LAUSD Board of Education – Recognition for academic excellence

ARTISTIC EXCELLENCE:

- 2013 California Exemplary Arts Program
- 2012 Los Angeles County *Bravo Award* for Outstanding Arts Educator
- 2010 Los Angeles County *Bravo Award* for Outstanding Arts Program
- 2010 Nationwide Finalist for *Grammy Signature Schools Award*
- 2010-12 *Fidelity FutureStage* Partner School
- 2009-11 Los Angeles Philharmonic Secondary School Partner
- 2010-12 Los Angeles Philharmonic Youth Orchestra Partner

OUTSTANDING LEADERSHIP:

- 2010 Finalist for James Irvine Foundation Leadership Award (Co-Directors)

PROGRAM SUPPORT:

- RenArts has received program recognition and support from the National Endowment for the Arts (NEA), Irvine Foundation, Eisner Foundation, Ahmanson Foundation, Michael J. Connell Foundation, Mr. Holland's Opus Foundation, Pasadena Showcase House for the Arts, Fidelity FutureStage, Colburn Conservatory, the L.A. Philharmonic and New England Conservatory's Abreu Fellowship program. Student performances include the L.A. Philharmonic's Youth Orchestra Festival at Walt Disney Concert Hall, the Fidelity FutureStage Partner Schools broadcast with Jamie Foxx, the 2011 Bravo Awards ceremony, the 2013 and 2009 California Distinguished Schools awards banquets, joint concerts with Colburn Conservatory, and Opening Night of the Hollywood Bowl's 2010 season.

COLLEGE ACCEPTANCES
RenArts Graduates 2005-2014

**Universities and colleges attended by RenArts graduates*

University of California:	Juilliard, NY
<i>UC Berkeley*</i>	Knox College, IL
<i>UCLA*</i>	Langston University, OK
<i>UC Davis*</i>	Lawrence University, WI
<i>UC Merced</i>	Lewis & Clark College, OR
<i>UC Irvine</i>	Loyola Marymount University, CA
<i>UC Riverside*</i>	Marlboro College, VT
<i>UC San Diego</i>	Marymount College, CA
<i>UC Santa Barbara*</i>	Massachusetts Institute of Technology (MIT)*
<i>UC Santa Cruz*</i>	Menlo College, CA*
California State University:	Michigan State University
<i>Cal Poly Pomona*</i>	Mills College, CA*
<i>Cal Poly San Luis Obispo*</i>	Mount St. Mary's, CA*
<i>Channel Islands*</i>	New Mexico Institute of Mining and Technology*
<i>Dominguez Hills*</i>	New York School of Visual Arts, NY
<i>East Bay</i>	New York University (NYU)
<i>Humboldt*</i>	Northern Arizona University, Flagstaff*
<i>Fullerton</i>	Notre Dame de Namur, CA
<i>Long Beach*</i>	Oberlin College, OH
<i>Los Angeles*</i>	Occidental College, CA*
<i>Monterey Bay*</i>	Pratt Institute, NY
<i>Northridge*</i>	Reed College, OR*
<i>San Bernardino</i>	Rhode Island School of Design
<i>San Diego*</i>	San Francisco Conservatory of Music*
<i>San Francisco*</i>	Sarah Lawrence College, NY*
<i>Sonoma</i>	Savannah College of Art and Design, GA
American University, Rome*	School of Visual Arts, New York
Arizona State University	Seattle University, WA*
Azusa Pacific University*	St. John's College, Annapolis MD*
Bard College, NY	St. John's University, NY
Bennett College, NC	Tuskegee University, AL
Bennington College, VT*	University of the Arts, PA
Biola University, CA*	University of British Columbia, Canada*
Boston University, MA	University of Denver, CO
Brandeis University, MA*	University of Hartford, CT
California College of the Arts, San Francisco*	University of LaVerne, CA*
California Institute of Technology (Caltech)	University of Oregon, Eugene
California Institute of the Arts (CalArts)*	University of Michigan, Ann Arbor
California Lutheran College*	University of New Mexico, Albuquerque
California Maritime Academy	University of North Carolina, Asheville
Carnegie Mellon University, PA*	University of the Pacific, CA
Case Western Reserve University, OH	University of the Philippines, Manila
Chapman University, CA*	University of Puget Sound, WA
Cleveland Institute of Music (CIM), OH*	University of Redlands, CA
Colby College, ME	University of San Francisco*
Colorado College, CO*	University of Southern California (USC)*
Columbia College, Chicago	University of Texas, Austin*
Cornell University, NY*	University of Wisconsin, Madison*
Evergreen State University, WA*	Utah Valley University*
Fashion Institute of Design and Merchandising (FIDM), CA*	Vancouver Film School, Canada
Furman University, SC*	Washington University in St. Louis, MO
Goucher College, MD*	Westmont College, CA
Gustavus Adolphus College, MN	Whitman College, WA
Hampshire College, MA	Worcester Polytechnic Institute, MA
Harvard University, MA	<i>Congressional Recommendation to the U.S. Air Force Academy</i>
Harvey Mudd College, CA	
Indiana University, Bloomington IN*	

HISTORY and DESIGN

In 2002, Renaissance Arts Academy was founded by a small group of educators and parents to provide equitable arts training to public school students in the belief that arts achievement and academic excellence go hand-in-hand. By exploring a wide range of educational paradigms, reconceiving structural conventions, and reallocating intellectual and financial capital, RenArts' founders developed a purposefully flexible program that limits certain internal options in order to provide a cohesive, sustainable, and authentic alternative to traditional public schools. RenArts is an audition-free secondary school option for a non-geographic community of students from all backgrounds who share a desire to explore the world through the lens of performing arts. Curriculum, administration, instructional design, fiscal priorities, and governance structure all actively support this purpose. The specificity of RenArts' scope is firmly rooted in the broader purpose of charter schools, as defined in California Education Code:

47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

As a small, mission-defined program, RenArts more closely resembles the hedgehog than the fox -- it does one thing very well rather than attempting many things. The school was designed to demonstrate and deliver a very particular program that does not exist elsewhere. RenArts' success is built on the cohesion of its integrated schoolwide curriculum, open classroom, flexible multi-age groups and ensemble-based learning. RenArts is not a traditional comprehensive middle or high school, and its alternative nature will not appeal to all students and/or families. RenArts welcomes all applicants and has a strong history of success with students from all backgrounds – we work closely with families to ensure individual student success. But ultimately, RenArts is a school of choice. We strongly support the aims of the charter school legislation and believe that public education will be strengthened as more teachers, parents, pupils, and community members take the opportunity to establish and support public schools that identify and address specific areas of need within and across communities. We believe that students and parents should have multiple public school options, and we respect their choices. If it turns out that RenArts is not right for you or your child, we are happy to help you explore and discuss other school options available.

PROGRAM: Renaissance Arts Academy has an academically rigorous, performing arts-infused curriculum. All RenArts students take English, history, mathematics, science and Latin every year – exceeding A-G requirements for UC/CSU admission – while undertaking the kind of focused arts study strongly associated with academic and personal success. The RenArts academic and arts faculties work together to help students actively apply the self-discipline and collaborative skills developed through serious music and dance training to expand options in all aspects of their lives. RenArts requires no audition and no prior arts experience is required – but participation in the classical music and dance program is mandatory. All students select a music or dance focus and commit to working toward specific arts goals, including yearly sequential coursework in music theory, aural and vocal skills, movement, and percussion. Music students receive unrestricted use of school instruments and daily group lessons in violin, viola, cello or bass. They take their instruments home to practice daily – including weekends, breaks and holidays – and develop musicianship through regular listening, analysis, and participation in string orchestras and chamber ensembles. Dance students receive daily instruction in technique, physiology, dance history and choreography. They are required to practice at home, develop movement literacy through scholarly evaluation of performances, and engage in regular dance company rehearsals. RenArts' tuition-free afterschool Conservatory supports daily rehearsals for orchestras, choirs, and dance companies.

CULTURE: RenArts is a multi-year secondary span school with a middle-through-high school curricular and instructional design. It is best considered as 7-year program (or 6-year program for students starting in 7th grade)

rather than a 'middle school option'. All RenArts students participate in accelerated academics, mixed-age instructional groups, school-wide curricula, and disciplined arts training. The arc of all instruction is aimed at high school graduation and college acceptance. The shared curriculum and mandatory arts participation create a cohesive school culture that supports success for all students. Academic work is completed during school hours, with 'homework' typically limited to completion of essays (typing, proofreading, editing), Honors readings, and daily arts practice. The administration nurtures a professional learning community in which student success is strongly aligned with ongoing evaluation and improvement of teaching and organizational practice as guided by RenArts' Mission and Goals.

Additionally, in order to provide a true alternative to the currently available school cultures, RenArts purposely does not attempt to duplicate the extra-curricular activities and social rituals prevalent in traditional schools, including sports teams, cheerleaders, pep rallies, dances, proms, homecoming queens, grad-night parties, etc. This is not an oversight – it is a component of the program design. Just as the RenArts open-classroom is not simply a lack of walls, RenArts' focus on the development of a school culture based on shared intellectual inquiry and artistic discipline is purposefully carried into after-school activities. All 'extra-curricular' activities at RenArts are ensemble-based extensions of in-school curricula, directly aligned to the school's mission and goals. Community service at RenArts is defined as active participation in the school community through academic and arts ensembles, with older students expected to serve as models of service and behavior.

SCHOOL HOURS

Regular hours:	8:30 AM to 3:30 PM	<i>Students Must be inside building by 8:25 to be in class on time</i>
Minimum days:	8:30 AM to 11:40 AM	<i>Check calendar carefully – there are very few Minimum Days</i>
Conservatory hours:	3:30 PM to 5:45 PM	<i>Rehearsal durations vary by group – check w/advisor</i>

NOTE: RenArts' drop-off and pick-up procedures and traffic patterns are mandated by the City must be followed at all times. Drop-off and Pick-up plan is detailed below and sent home with enrollment forms. Traffic monitors are there for student safety. Conferences will be called with any parent/guardian who ignores traffic plan, disrupts traffic flow, or interacts inappropriately with traffic monitors or other drivers.

ADMINISTRATION

Office Phone: 323-259-5700
Office Fax: 323-259-5718
Email: office@renarts.org
Website: www.renarts.org

STAFF CONTACT INFORMATION:

Phone messages for staff members may be left with the office at 323-259-5700. Email messages may be directed to the following:

Sidnie Myrick	Academic Director	sid@renarts.org
PK Candaux	Executive Director	pk@renarts.org
Faculty Members	(put advisor name in subject line)	office@renarts.org

- **EMAIL USE:** School email is for informational purposes only. Email is convenient for a brief exchange or notification, but it is not a sufficiently confidential, reliable, or nuanced format for meaningful consideration of student issues – it cannot substitute for face-to-face communication. Family conferences need to be held in person (or, in rare cases of emergency, by telephone). Advisors will not give 'progress reports', discuss student behavior, or hold private conversations with parents or students via email.
- **Please note:** Increased email volume has made it difficult for faculty members to respond in a thoughtful, coordinated, and timely manner to each message. To preserve instructional priorities, inquiries posed via email will be addressed as quickly as possible by the staff member best situated to provide a timely response. If a quick email reply is impractical, the office will contact you to set a conference – please note that a call from the office is a response to an email. Inappropriate or anonymously sent emails will not receive a response.

If you wish to discuss your child's progress, please request an appointment through the office. We can best address questions and concerns when time has been set aside for a face-to-face meeting between parent, student, and instructional team members.

NOTICES AND ANNOUNCEMENTS: RenArts' administrative updates, announcements and reminders are regularly posted in the Parent Information section of the website at www.renarts.org, or distributed via email and phone message through our Blackboard system. In addition, printed copies of important announcements, including field trip slips, are frequently sent home with students. Please keep your contact information current in our office -- and check with your child to be sure you receive all hardcopy notices.

Please note: All posters, flyers, hand-outs and other announcements of any type must be approved in advance by the school administration prior to posting on the school bulletin board or distribution on school property or at school events. Materials should be submitted to the office at least a week prior to the requested posting or distribution date to ensure adequate time for administrative review. Persons approaching scholars or parents to distribute materials will be asked to leave the premises.

ENROLLMENT: Upon admission, student enrollment forms are sent to parent/guardians. All fields must be completed or the enrollment forms cannot be processed. RenArts needs accurate and current enrollment information to fulfill state reporting requirements. Student and family information is kept confidential. Signature is required from each custodial parent/guardian. The following documentation is also required in order for enrollment to be completed:

- Pupil Attendance Record ('PAR') or equivalent from prior school with language survey completed
- Proof of immunizations (see "Immunization Records" below)
- Copies of any student IEP, SST, Section 504, or GATE testing or determinations
- Cumulative student records from prior school
- Copy of birth certificate

IMMUNIZATION RECORDS: [Per California Code of Regulations Title 17, Division 1, Chapter 4, Subchapter 8, Article 5, Section 6065] State of California requires that new students provide a written immunization record from a physician or the health department indicating that all immunizations are up to date prior to enrollment. No student may enroll or remain in school without the required immunizations. All new students who have never attended any school in California must present documentation of the results of a Mantoux skin test for tuberculosis done at some previous time. In addition, all new and continuing students entering 7th grade must provide updated records reflecting required additional immunizations.

K-12 Immunization Requirements:

Polio	4 doses required in any combination of oral or injectable vaccines
Chickenpox	1 dose required prior to school entry at any grade level 2 doses if vaccine received after 13 th birthday
DTP	5 doses with an additional TD booster within 10 years of the last DTP
MMR	2 doses
Hep B	3 doses
TB skin test	Required within 1 year of starting Kindergarten

Note:

- 3 Polio doses meet the requirement if the 3rd Polio was given on or after the 4th birthday
- 4 DTP meet the requirement if the 4th DTP was given on or after the 4th birthday
- 1 Measles + 1 MMR meet the requirement if both were given on or after the 1st birthday
- Varicella vaccine required for children not enrolled in California schools before July 1, 2001 – applies to all kindergarten entrants plus out-of-state entrants into grades 1-12. Physician-documented varicella (chickenpox) disease history on immunization record also meets the varicella requirement.

NOTE: A new California school entry law requires all students entering grades 7, 8, 9, 10, 11, and 12 in the coming school year to show proof of a Pertussis booster vaccination before starting school. To satisfy the new requirement, your child needs a Tdap vaccine. This vaccine protects against 3 diseases, Tetanus, Diphtheria, and Pertussis (commonly referred to as whooping cough).

ATTENDANCE: Regular attendance is essential to student success. Any student who does not consistently attend school will not be prepared to fully participate in Academy programs. A parent conference will be scheduled whenever there is an accumulation of five (5) absences (consecutive or non-consecutive) or 6 tardies in a semester.

ABSENCE: If a student needs to miss school for any reason, please notify the office at 323-259-5700. Select 'Report Student Absence' on the phone menu and leave a recorded message. *Please arrange for your child to pick up school work for that day.* If a student we are expecting does not show up, we will call parent/guardian. When returning from an absence, students need a written note from parent/guardian explaining the absence. Health-related absences require a doctor's note. Occasional absences may be pre-arranged to accommodate specific student goals, provided the absence will not significantly impact student progress. Non-health-related absences must be discussed with Co-directors and approved in advance. Classwork must be completed and submitted on student's return.

TARDIES: Tardiness severely impacts instruction in both arts and academics. Students arriving late will be asked to sit out of class until the next group rotation to avoid interruptions to fellow students' work and group focus.

EARLY RELEASE: Please avoid scheduling appointments during school hours and after-school rehearsals -- including doctor, dentist, orthodontist, therapist, and all other non-emergency appointments. Students who leave school early must be signed out by parent, guardian, or person named on the child's emergency card. To pick up early, check in at the office and then retrieve your child from class. The office will not pull students from class to wait.

TRUANCY: Truancy is defined as an unexcused absence or arriving 30 minutes late to a class or activity without a valid written excuse from a parent or guardian. Any incident of truancy will require a parent conference.

STUDENT IDENTIFICATION CARD: Students must carry their RenArts Student ID cards with them whenever they are off campus during school hours. Police truant patrols do stop underage students when they are off campus. Students need to be able to identify themselves as attending RenArts to avoid possible delays. High school students who have permission to leave campus for lunch must always carry their ID cards.

STUDENT FEES: RenArts students are not charged fees for participation in any educational program or activity. RenArts' policy pursuant to AB1575 (2012) is available in the office.

STUDENT SAFETY: If your child walks to the library, takes the bus, or will be unsupervised for any length of time before or after school, please remind him/her to take basic safety precautions:

- Use the buddy system – wait or travel with a friend;
- Go directly to the place agreed upon with parent – don't take detours;
- Avoid isolated places;
- While waiting for public transportation, stay in open, well-populated areas;
- If waiting for a ride after dark, wait in a safe building or in a well-lit, populated outdoor area;
- If you become concerned about your safety, notify an adult;
- There is an Eagle Rock police substation at 1722 Colorado Blvd, open until 4pm on Tuesdays and Thursdays, and 5pm to 8pm on Wednesdays;
- Know how to find the City Council office (2035 Colorado Blvd.), the Center for the Arts (2225 Colorado Blvd.), and the Library (5027 Caspar Ave);
- Program your cell phone with the LAPD NorthEast Division (213-485-2563);
- In case of emergency, call 911 – make sure your child knows.

DROP-OFF / PICK-UP PROCEDURES

These procedures have been mandated by the Los Angeles Department of Transportation to ensure the safety of all students, drivers, and pedestrians, and to minimize traffic impact on nearby residents and businesses. All drivers must adhere to these procedures. Please make sure anyone taking your child to and from school is fully aware of these procedures – it is the responsibility of the entire RenArts community to keep arrival and departure time safe and sane.

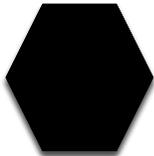
DROP-OFF AND PICK-UP LOCATION IS IN THE CORNER PARKING LOT ACROSS FROM RENARTS, AT THE SOUTHEAST INTERSECTION OF ARGUS DR. AND COLORADO BLVD.

DO:

- Enter corner lot on Argus Drive, exit on Colorado Blvd (right turn only). Traffic through the lot is 'one-way'.
- Form two lines and PULL ALL THE WAY FORWARD to allow room for other cars behind you.
- Drop students as quickly as possible and exit the lot (right turn only).
- Follow directions from traffic monitors.
- Respect other parents, staff members, students and neighbors.
- Make certain that any caregiver who is driving your child is fully familiar with these procedures.
- It is also permissible to drop and pick-up students on Colorado Blvd. up the street from school.
- **ALWAYS MAKE SURE STUDENTS CROSS THE STREET IN THE CROSSWALK WITH THE LIGHTS.**

DON'T:

- DON'T drop or pick-up students at any of the following:
 - Red bus zone in front of the school
 - On the corner
 - In the crosswalk
 - In the lot behind school
 - On Argus Drive
 - In traffic lanes on Colorado Blvd
- DON'T stop or slow down in traffic lanes or crosswalks to call to your child.
- DON'T park in the Argus lot during drop-off and pick-up times.
- DON'T enter the mobile home lot behind the school on Argus at any time.
- DON'T block any residential or business driveways.
 - DON'T allow your child to cross the street anywhere other than the crosswalk.
 - DON'T be rude to other drivers, to neighbors, or to Traffic Monitors!!



All drivers are expected to treat traffic monitors and staff members with respect. Monitors are working to protect your child's safety and the security of the school. We understand that traffic situations can be stressful, especially when drivers are in a hurry. Make sure you schedule adequate time for drop-off and pick-up to ensure that you can follow the required procedures courteously.

IT IS CRITICAL THAT DROP-OFF/PICK-UP PROCEDURES BE FOLLOWED AT ALL TIMES.

Any parent, guardian or care-giver who violates the terms of these Drop-Off and Pick-Up Procedures jeopardizes the well-being of the entire school. Parents will be called in for a conference if their child is dropped off or picked up in a manner inconsistent with these guidelines. Per Department of Transportation agreement, there is no parking available for student cars. Parents may park in the Argus lot for school appointments **ONLY** between 8:45 AM and 3:00 PM.

There are several things you can do to help keep school-generated traffic to a minimum:

- CARPOOL – Find other RenArts students in your neighborhood and establish a carpool.
- USE PUBLIC TRANSPORTATION – RenArts is conveniently located to several bus lines.
- ARRIVE EARLY – there is less congestion if you drop your child earlier in the morning.
- DROP / PICK-UP DOWN THE BLOCK ON COLORADO BLVD – To avoid the heaviest traffic.

PLEASE STOP AND READ THIS PAGE AGAIN!!!

**ADHERENCE TO MANDATED TRAFFIC PROCEDURES IS CRITICAL FOR THE SAFETY OF YOUR CHILD,
YOUR SCHOOL AND THE NEIGHBORHOOD!!**

BEFORE AND AFTER SCHOOL: RenArts is an urban campus that shares its immediate outdoor space with both residential and commercial neighbors. There is an arterial highway 5 feet from the building, a public bus stop at the door, and potentially hazardous traffic concentrations before and after school hours. For their own safety and to allow for responsible functionality of the city thoroughfares, students may not gather outside the building, in the parking lots, or on the sidewalks adjacent to the school. Before and after school, students are expected to demonstrate respect and personal responsibility for the entire RenArts community, including our residential neighbors, local merchants, MTA patrons at the bus-stop, library patrons, and the pedestrians and motorists negotiating the sidewalks and streets that surround RenArts. Students who engage in disruptive, disrespectful or inappropriate behavior in the community will be subject to disciplinary measures.

Drop-off begins at 7:30 AM. Students must cross at the crosswalk and enter the building when they arrive, not linger on the sidewalks or in the parking lot behind the building. Students who leave campus after they have arrived will be considered truant. 'Arrival at campus' begins with drop off -- the Argus lot and the sidewalk outside the school are part of campus.

After-school pick-up begins at 3:25 PM. Students who are picked up immediately after school are escorted to the Argus lot. Students not being picked up are dismissed at 3:30 and must leave the immediate area to keep sidewalks clear. Only those waiting to take the bus may remain outside the school. After-school rehearsals dismiss between 4:45 and 5:45. Day and time schedule will be distributed with ensemble assignments. Pick-up procedures are the same no matter what time students are dismissed. Advisors do everything possible to adhere to dismissal schedules – but even in the case of an occasional delay, it is necessary for parents to maintain appropriate parking lot procedures and etiquette until the students arrive.

RenArts does not provide afterschool care. Students may remain at school ONLY if they are participating in an assigned rehearsal or other school-based activity. Except for scholars scheduled for after-school groups or rehearsals, RenArts' hours of supervision are 7:30 AM to 3:30 PM on regular school days. Check the school Calendar so you can make arrangements for early dismissal days. Non-RenArts students are not permitted in the building at any time, except with director permission. If you need a place to meet your child after dismissal time, the Eagle Rock Public Library is about six blocks away. It is currently open M/W/F until 5:30pm and T/TH until 8pm.

LUNCH AND NUTRITION BREAK: Lunch break is 35 minutes long, usually from 11:39 AM to 12:14 PM. Nutrition break is 10 minutes long, and on most days starts at 10 AM. Students choosing not to participate in NSLP school meals should bring a sack lunch and healthy snack. Food should be ready to eat and safe to store at room temperature. There is no refrigerator or microwave available for student use. Drink containers must be reclosable and spill-resistant -- ie plastic water bottles or screw-top juice bottles. NO soda cans or cups with plastic lids such as those from a fast-food restaurant are allowed in the school building. Please pack all food in plastic containers that can be taken home each day and reused, to help minimize trash. Students will be responsible for making sure all food and packaging materials are cleaned up and thrown away at the end of lunch and nutrition break.

If you are joining your child for lunch, please arrive by 11:30, and bring lunch for you and your child only. If you are taking your child off-campus for lunch, please sign out and have student back at school before classes resume.

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM (NSLP): Under the National School Breakfast and Lunch Programs, students can qualify for free or reduced meals. In order to qualify, parents must complete a Free and Reduced-Price Meals Application, which can be found on our website or at our office. Applications can be turned in at anytime during the school and all information is kept confidential. Free and Reduced-Price Meal eligibility carries over from the previous year into the first month of the school year. If a new application is not completed, then the student will have to pay the full price for meals. Meals are prepared offsite by a third-party vendor in compliance with U.S. Department of Agriculture and California Department of Education regulations. Meals follow the nutrition standards set by the Healthy, Hunger-Free Kids Act of 2010. Breakfast and lunch menus and order forms are posted on the website.

Students who order breakfast can pick up their meal either before school, from 7:45 to 8:15, or during Nutrition Break. All students participating in the school breakfast and lunch program must go through the meal line everyday.

OFF-CAMPUS LUNCH: Students in Grades 6 - 8 must remain on campus during lunch, unless accompanied by parent/guardian. Students *in good standing* in Grades 9 - 12 may leave campus during lunch only if they have a "Permission to Leave Campus for Lunch" form on file in the office, signed by both parent and student. Students leaving campus agree to abide by all the terms of the "Permission to Leave Campus" agreement, including (but not limited to) the following provisions:

- Off-campus lunch is on a buddy-system; students may not leave campus alone;
- Students going off-campus may not purchase food for students remaining at school;
- Students may not travel by automobile or transport others when going off-campus;
- Students must carry RenArts Student ID Card when off-campus during school hours;
- All students must be back inside the school building *prior* to the beginning of the next class;
- There is no off-campus lunch on Field Trip days or Early Dismissal Fridays – all students must pack a lunch for those days.
- If any provisions of the Off-Campus Lunch agreement are not upheld, or if student is no longer in good standing for academic, arts or behavioral reasons, privilege will be immediately rescinded.
- All RenArts student behavior standards apply equally to off-campus behavior (see "Respect for Community" in "Student Behavior Standards" below).

LOST AND FOUND: All sweaters, jackets, backpacks, lunch boxes, etc. should be clearly labeled with student's first and last name. When not being worn, clothing must be stored in student's backpack. Unmarked items left at school will be kept in the lost and found for one week and then donated to charity – please check the lost and found regularly. Found valuables such as glasses and wallets are kept in the office.

GOVERNANCE

RENAISSANCE ARTS ACADEMY is a Charter Public School. A Charter School is a public school of choice operating under the terms of a charter granted by a local charter-granting agency. RenArts was chartered by the LAUSD Board of Education in 2003 and renewed in 2008 and 2013. A copy of the Charter document is available for viewing in the office. Renaissance Arts Academy is a non-profit 501(c)(3) corporation governed by a Board of Trustees with fiduciary responsibility for the well-being of the school. The Board is comprised of professionals from the education, business and arts communities. Articles of Incorporation, Bylaws, and Organizational Chart are available for viewing in the office. Regular Board meetings are scheduled on the 3rd Tuesday of the month and are open to the public, with time for public comment regularly scheduled. Meeting agendas for regular Board meetings are posted on the school bulletin board, the window facing Colorado Blvd and on the website at least 72 hours prior to the meeting. Notice regarding Special meetings is posted at least 24 hours in advance.

PARENT INVOLVEMENT

One of the primary benefits to limiting the size of the student population is that it ensures that every student and parent/guardian is individually known by the school directors and advisors. There are no anonymous children at RenArts and no parents without a direct voice in their own child's education. RenArts encourages frequent, open and unmediated communication between parents and administration. Each scholar's progress is supervised by an instructional team that works with parents to coordinate goals and maximize achievement. Each family participates in regularly scheduled conferences, and has equal access to faculty and co-directors in individual meetings, and to the Trustees through public comment at Board meetings. The interests and concerns of parents are regularly taken under advisement as the administration seeks to implement programs that best serve the entire school population and further RenArts' mission and goals.

Research shows that the most important contribution parents can make to educational success is authentic engagement in their child's intellectual growth. We encourage parents to actively participate in the academic and artistic development of their children – in the classroom, in rehearsal for afterschool ensembles, and in ongoing discussions at home regarding the materials and themes explored at school. RenArts' curriculum provides challenging and probing avenues of inquiry for all ages – each student's intellectual work will be supported by the modeling provided by parents, advisors, and other adults they respect. Students need to see *how adults think* about the subjects they are exploring, not necessarily *what adults know* about the subjects.

Informal family discussions regarding students' academic and artistic work at RenArts serve as the central way for parents to keep their involvement with the instructional program current and consistent. Information regarding texts and written assignments is available on the website.

ARTS AND ACADEMICS: Many charter schools involve parents through a specified number of 'parent volunteer hours' required as part of the family's commitment to the success of the school. While RenArts deeply appreciates parent contributions of time, work and resources, the RenArts' mission and goals define 'commitment' differently than most schools, emphasizing the discipline that a serious performing arts program can provide to students as artists, citizens, and lifelong learners. Because of the school's explicit focus on the performing arts, the commitment that RenArts' parents are asked to make is focused on their child's work in the arts. Serious development as a musician or dancer requires family support. While RenArts' goal is not necessarily to groom professional artists, a schoolwide culture of dedication and practice is required to insure that all students reap the intellectual and personal benefits of serious arts training. The most important parent interaction with RenArts is accomplished through active engagement with the work the student is doing. In designing the instructional program, traditional homework assignments were purposefully minimized in order to maximize the amount of time available for family involvement in those activities that best nurture individual artistic and academic growth. RenArts parents are encouraged to engage in their children's educational experience by:

- Spending time at school,
- Reading the assigned texts,
- Discussing texts with their child and his/her friends,
- Joining their child's academic group for discussions,
- Attending school rehearsals and performances,
- Participating in parent symposia with students and staff,
- Attending RenArts' college awareness workshops for both middle and high school parents and scholars,
- Understanding graduation requirements and the importance of A-G coursework,
- Chaperoning field trips,
- Helping their child practice the work assigned in her/his performing arts program,
- Understanding the unique aspects of the RenArts program and how it differs from traditional schools,
- Supporting a positive learning environment (see *Disruptive Behavior* section below),
- Joining school-wide work days,
- Taking their child to outside music and theater performances – as part of the school-wide arts requirement, all students are encouraged to attend at least four performances with a parent or guardian. We will both host performers at RenArts and keep you informed about great opportunities in the community, many of them free,
- Understanding the unique features of the RenArts program – effective alignment between home and school expectations regarding academic and arts goals and commitments is a major contributor to student success.

While there is no traditional homework at RenArts, there is work that needs to be supervised at home. (See "Homework" section below)

SCHOOL VISITS: We welcome parents at school at any time. You are always welcome to participate in lessons, activities, discussions, and performances. When visiting we ask that you please:

- Sign in with the office as soon as you arrive so we have a record of who is in the building.
- Join your child's group as a participant in the discussion or project currently underway.
- Please remember that adult behavior and engagement in the classroom or on a field trip serves as a model for your own child and for other people's children as well. Cellphones, laptops, private conversations, work papers, crossword puzzles, newspapers and novels serve as barriers to full participation in the academic and arts work you are invited to share. Anyone displaying behavior inappropriate within the RenArts classroom or field trip context will be asked to leave.

CONFERENCES: There are three formal parent conferences during the year: Fall, Winter and Spring. Individual meetings are scheduled as needed. Check the Calendar for dates and please make sure you are available to attend the three seasonal conferences.

- **Fall: Student Compact Meetings**
Fall Compact Meetings provide the opportunity for parents and scholars to focus on the upcoming year together – to review unique aspects of the RenArts instructional program, learn about new initiatives in the upcoming year, meet new staff, and commit to learning goals and arts practice regimens for the new year. Individual follow-up conferences may be scheduled as needed to clarify student progress and/or family commitment to specific goals.
- **Winter and Spring: Student-led Conferences at mid-year and year-end**
During Winter and Spring Student-led Conferences, scholars review their semester work with their parents and reflect on 1) what they have accomplished in their arts and academics this semester/year, 2) what they would like to accomplish moving forward, and 3) how the family can plan together to ensure the growth they would like to see in the coming semester/year. Student folders include faculty course descriptors and the scholar's work samples to help facilitate these conversations. The purpose of these conferences is to give RenArts scholars the opportunity to describe and discuss their own learning and to share their successes and challenges with their parent/guardian. This is not a setting conducive to in-depth discussion with advisors regarding individual student progress. Questions arising during student-led conferences or subsequent at-home discussions can be addressed in an individual family meeting. Please call the office and we will be happy to arrange the time to fully address any questions.
- **As needed: Individual conferences scheduled in response to parent, student, or faculty request**
 - Any parent who has a specific concern or would like an update on their child's progress is welcome to schedule a conference at any point during the year. In an integrated arts and academics program, student progress is regularly evaluated from multiple perspectives. Conferences typically include several faculty members to ensure that all avenues for student support are enlisted. Unless there is a specific reason to exclude the student, he/she is expected to attend and participate in the conference.
 - Any scholar who has questions regarding academic and/or arts progress, placement, requirements or expectations may request a conference with the appropriate faculty team. Parent/guardian may be included in the meeting, or a subsequent meeting may be scheduled to ensure coordination of home-and-school goals.
 - An advisor may request a faculty team conference with an individual student and parent/guardian to address concerns affecting academic or arts progress.

To speak with an advisor, please schedule an appointment through the office.

Staff members cannot accommodate unscheduled discussions regarding student progress. Faculty and staff are responsible for student safety as well as academic and arts learning -- before school starts, during regular school hours, and during after-school rehearsals. Please do not interrupt advisors during group, flag them down in the parking lot, or contact them at home by phone or electronic media. Advisors can only address questions and concerns with appropriate attention and thoughtfulness when time has been set aside for a meeting with the parent, student and appropriate faculty team.

RenArts' open door policy has always welcomed parents into the school to join students in instructional groups, on field trips, in rehearsals and at performances. However, effective school operation must take precedence over individual parent questions or requests. Office staff is happy to schedule a conference, but cannot engage in lengthy discussions. Parents and other visitors who behave in a disruptive manner will be asked to leave school property.

FIELD TRIPS: Field Trips to cultural and arts events are an integral part of the RenArts program. Students are required to attend these performances as part of their education as artists and scholars. Since our Field Trips are focused on learning and developing a sense of artistic community, we arrange for tickets for parents and family members to accompany their children and act as mentors to the students they chaperone. Field Trips provide an opportunity for students spend time with adults they care about, discuss ideas and events with the larger RenArts community, and learn through example how to be appreciative and responsible audience members.

Chaperone/mentors drive a group of students to the Field Trip location and back to school. Their most important role however is to interact with that group of students during the entire Field Trip. Below is a list of responsibilities for chaperone/mentors.

- Provide the office with a copy of your driver's license and automobile insurance.
- Meet at the school at the time listed on the Chaperone/mentor Agreement.
- Gather your assigned group of students.
- Make sure you have the Field Trip slips for all students in your group and that they all have their lunches with them.
- Drive students directly to the location of the Field Trip and directly back to school following the completion of the scheduled activities. Chaperones do not have authorization to make unscheduled stops for food or any other non-emergency reason.
- Keep your group of students with you at all times.
 - Get to know the students you are with.
 - Spend time talking about the event.
- Make sure your students adhere to instructions given by RenArts advisors during the trip.

PARENT SYMPOSIA: Over the years, RenArts has focused on parent education that directly impacts whole-family participation in the learning community. Since RenArts is such a unique learning environment, staff has facilitated numerous family and faculty discussions (organized around a shared text) to help parents understand the RenArts educational program, participate in the instructional group process and become more comfortable with the work their children are asked to do. Past topics have included multiple approaches to mathematics, the value of learning Latin, and the historical and philosophical roots of the open classroom in John Dewey's writing. Topics under discussion for upcoming symposia include RenArts' preparations for the newly adopted Common Core Standards. Please let us know if there are topics you would like to see discussed. Symposia are held in the evenings, mid-week, at RenArts. Spanish translation is available. As Symposia dates are set they are posted on the RenArts Calendar (on the RenArts website home page).

PARENT COMMITTEE: The RenArts Parent Committee has come together to support the school's academic and artistic mission and goals. The Parent Committee has organized annual Pledge Drive events, volunteer work days, etc. We encourage all families to get involved. EMAIL: parentcommittee@renarts.org or leave a message in the school office and a parent rep will contact you.

TITLE ONE COMMITTEE: RenArts parents, students, teachers, administrators and community members focus on elimination of the achievement gap through allocation of support for site-specific programs designed to maximize academic and arts achievement in the RenArts setting. Meetings are held in Spanish and English. Interested parents should contact co-director.

TITLE ONE PARENTS RIGHT TO KNOW: Renaissance Arts Academy is a Schoolwide Title 1 program. As a parent of a student in a Title I school, you have the right to know the professional qualifications of the advisors who instruct your child, including:

- *Alignment with state qualifications and licensing criteria for the grades and subjects taught.*
- *Emergency or provisional status because of special circumstances.*
- *Advanced degrees held and the field of discipline of the certification or degree.*
- *Paraprofessionals' completion of two years of higher education, associate's degree (or higher), or state certification.*
- *Paraprofessionals' knowledge and ability to assist in instruction and provide support as appropriate.*

Consistent with RenArts' mission and goals, all faculty members work together in a schoolwide program structured to ensure the success of every student. This approach has greatly benefitted all RenArts students, including those who are economically disadvantaged, as demonstrated by the multiple *Title 1 Student Achievement Awards* that RenArts has received from the California Department of Education. The Academic Director will notify you if your child is not making adequate progress in any subject area or has been taught for four or more consecutive weeks by an instructional team that is not highly qualified. Please schedule a conference to discuss any questions you may have regarding your child's educational placement or progress.

PERFORMING ARTS PROGRAM

There is no audition or prior training required to attend RenArts, but the RenArts educational program was specifically developed to support the desire of students to seriously explore the world through the lens of performing arts. Desire is the key. Every student at RenArts is enrolled in a comprehensive performing arts program and receives 8½ hours per week of arts instruction. In addition, RenArts provides the opportunity for students to attend many performances throughout the year, both at school and on field trips. In order to fully benefit from the arts program, both student and parent must make a serious commitment to preparation, practice, and performing outside of school hours.

Like any endeavor requiring physical skill (e.g. basketball, soccer, martial arts, etc.) both instrumental music and dance require daily training of both muscles and mind in order to achieve increasingly advanced levels of mastery. And, like any endeavor requiring a specific set of physical and intellectual skills, performing arts require additional training in related areas that support the development of the artist as a whole. Just as football players carefully study game plans and learn how to read plays, violinists must learn how to read a score and analyze music in addition to learning how to play the instrument. Full participation in arts coursework is required every year of enrollment.

Required arts courses are:

THEATER ARTS: DANCE FOCUS

- | | | |
|-------------------------|------------|--------------------|
| • Studio Dance Workshop | 90 minutes | 2 classes per week |
| • Aural/Vocal Skills | 45 minutes | 2 classes per week |
| • Music History/Theory | 45 minutes | 2 classes per week |
| • Movement Lab | 45 minutes | 2 classes per week |
| • Percussion/Rhythm | 45 minutes | 1 class per week |

MUSIC: STRING INSTRUMENT FOCUS

- | | | |
|-----------------------------|------------|--------------------|
| • Instrumental Group Lesson | 45 minutes | 4 classes per week |
| • Aural/Vocal Skills | 45 minutes | 2 classes per week |
| • Music History/Theory | 45 minutes | 2 classes per week |
| • Movement Lab | 45 minutes | 2 classes per week |
| • Percussion/Rhythm | 45 minutes | 1 class per week |

All courses are an integral part of each student's arts training and require focused intellectual and artistic effort. Scholars who are not making adequate progress in any of the courses are in danger of not meeting the standard for successful completion of the arts program. Students will share their artistic progress through a series of individual and group assessments and performances that may include:

- Informal advisor evaluations in orchestra and dance company rehearsals
- Studio Classes in Group
- Winter and Spring Shows
- Outside performances as opportunities occur

PRACTICE: RenArts requires that every student spend at least one hour daily (including weekends and holidays) in serious, focused, *supervised* practice of their arts focus at home. Each student will have daily practice assignments that are separate from but complimentary to the work they do in school. Students will be expected to demonstrate mastery of the assignments in studio classes where they will be required to perform for classmates and advisors.

REHEARSALS: All RenArts students participate in after-school ensembles (e.g. orchestra, chorus, dance company). These groups meet at least twice a week after school but may have additional rehearsals scheduled prior to performances. Students who have not completed sufficient training to participate in performing groups will be assigned to technique-building workshops regularly scheduled after school hours in order to prepare for eventual inclusion in orchestra, chorus or dance company. These workshops generally meet twice a week and participation is mandatory in order to successfully complete arts coursework requirements. Ongoing advisor evaluation of student progress in ensemble rehearsals is the principle measure of readiness to perform in Winter and Spring shows.

PERFORMANCES: All students are expected to prepare themselves and their arts assignments with the goal of participating in the RenArts Winter and Spring shows. While not all students will be included in every performance,

students are expected to actively pursue performance-level mastery regardless of casting outcomes. RenArts' class schedule is organized to allow adequate time for individual student preparation -- in-school and after-school resources are devoted to music/dance instruction and rehearsal, and the homework load is minimized to allow plenty of time for at-home practice. We are happy to provide the time, instruments, lessons, orchestras, studios, rehearsals, and performance opportunities. But -- students must provide the practice.

Students who are not yet ready to perform will receive the ongoing instruction and support they need to continue growing — and to be ready for the next performance opportunity. Successful participation in performance opportunities is accessible to every student. However, for all students:

- Sustained individual effort is required
- Regular practice is essential
- Desire to play music and/or dance makes a huge difference

As students polish given pieces they may be invited to make a formal presentation of the work for fellow students, parents, and/or community members. In addition, students may be asked to participate in outside performances for community groups. This will require family support for transportation to and from the event/s and may require group rehearsal time after school or on weekends, holidays or breaks.

COMMITMENT TO PERFORMANCE: At RenArts, instruction and performance are ensemble-based. Individual preparation is essential, but not sufficient. RenArts' faculty is committed to preparing students for performances, including giving up their own weekends and holidays when needed to ensure that students receive maximum support. Students are expected to fully participate in all rehearsals for their performance ensembles, including any extra rehearsals scheduled to ensure adequate preparation for an upcoming performance. The Arts Participation Guidelines listed below are intended to support student progress toward development of expertise enabling him/her to successfully contribute to and share in ensemble experiences.

PERFORMANCE PRE-REQUISITES

- Consistently demonstrate mastery of assigned repertoire/choreography.
- Consistently prepare and maintain materials for arts instruction (instruments, music, participation forms, dance shoes, kneepads, etc.)
- Conscientiously attend to daily practice habits that support performance confidence, contribute to the ensemble effort, and prevent injuries.
- Regularly attend and actively contribute to classes and rehearsals, including additional rehearsals that may be scheduled as needed.
- Regularly display ensemble skills appropriate to experience level, modeling appropriate respect for the work and commitment to the rehearsal process.

PERFORMANCE REQUIREMENTS

- Adhere to Renaissance Arts Academy behavior standards.
- Meet Performance Pre-Requisites.
- Adhere to Performance Attire dress code.

PERFORMANCE ATTIRE

- Black karate pants, athletic pants, or dance pants.
- Black crewneck T-shirt, sweater, or dress shirt.
- Black dance shoes or sneakers.
- Hair securely tied back.

Students who have fulfilled the pre-requisites above may be invited to participate in a performance – all performers are expected to contribute in whatever capacity most benefits the performing ensemble/s. A student may be asked to sit out of a performance if s/he has failed to meet all of the requirements listed above OR simply to accommodate the requirements of the piece. Additionally, the limitations of a performance venue, changes in ensemble size or structure, and/or varying program needs may also impact individual student participation.

STUDENT PROGRESS

EDUCATIONAL PHILOSOPHY: We believe that all students, including those at educational disadvantage, learn best from instruction that is accelerated rather than remediative, reflecting high-level thinking and content for learners at all levels. Our instructional objective is powerful literacy in all subjects, as set forth by Patrick J. Finn in *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Rooted in the pioneering research of Paulo Freire, the concept of ‘powerful literacy’ requires that teachers, parents and students “... understand the relationships between society, culture, language, and schooling,” (xii) in order to distinguish between the ‘functional literacy’ of a domesticating education and the goal of a ‘powerful literacy’ that can expand political and sociological horizons. By encouraging students’ innate tendency to question, developing their ability to reason critically, and educating them to communicate through explicit, context-independent language, RenArts provides all learners with access to the linguistic, intellectual, creative and technological skills needed to be full participants in the communities of academic, artistic and political discourse.

RenArts is committed to providing an educational alternative to other school choices. The music and dance programs are not ‘add-on’ activities – the discipline of performing arts is at the heart of all learning experiences, integral to the goal of ‘powerful literacy’, and central to every aspect of the school culture, including the nature of social and extra-curricular events. Students and families who choose to attend RenArts but do not value and commit to the performing arts portion of the educational requirements can constitute a serious distraction within the program. We understand that family needs can change as students grow and develop new interests. The choice to attend RenArts is one that needs to be carefully considered and reaffirmed with each new school year.

INSTRUCTIONAL TEAMS: Just as RenArts is not divided physically by ‘classroom’ walls or instructionally by ‘grade level’ designations, the program is likewise not divided by traditional ‘teacher’ assignments. The high-degree of student success facilitated by RenArts’ open classroom and mixed-aged flexible groups is actively supported by a faculty teaming approach. The Academic Director leads faculty teams in developing learning experiences designed to maximize the impact of both pedagogical and subject matter expertise. Faculty teams combine single subject, multiple subject, and specialist credentials with advanced academic degrees, professional experience, and ongoing individual research, performance, and practice. To maximize curricular integration, advisors are teamed both within and across subject areas. Just as RenArts’ flexible, multi-age instructional groups do not imitate traditional ‘classroom’ structure – neither does the staffing approach mirror traditional ‘classroom’ definitions. The flexibility of both student and faculty assignments to (and between) groups reflects a program-wide commitment to subject matter cohesion and equity of access for all students to the highest instructional resources – an approach supported at RenArts by a rigorously monitored system of instructional teaming.

ARTS AND ACADEMICS: RenArts arts and academic programs have been designed to provide a performing arts-based, integrated course of classical study for Grades 6 through 12 that fulfills the high school A-G requirements for University of California and California State University acceptance. Because RenArts program participation is school-wide, any change to course offerings impacts every student in the school. Students who desire more choice in programming their classes may prefer a larger school with more course offerings. The RenArts program includes multiple courses that can fulfill the ‘elective’ requirement for A-G, but there are no optional classes specified as ‘electives’. The master schedule cannot accommodate additional class offerings since use of staff and instruction area is already maximized.

PLACEMENT: Students are placed in multi-age groupings based on instructional needs as assessed by Academic Director. Groups are flexible and may be altered as student needs change. The RenArts practice of constant assessment ensures that all students remain both appropriately challenged and adequately supported in their academic progress. Student skills in reading and mathematics are assessed during the first two weeks of school. Math skills are assessed through in class diagnostic assessments. These assessments are not ‘high stakes’ tests. They are our way of making sure that we have the information we need for prioritizing instructional goals in order to:

- Reinforce individual student strengths;
- Target those specific areas in which academic skills need further development.

STANDARDS-BASED PROGRESS ASSESSMENT: Renaissance Arts Academy assessment and evaluation practice reflects current research on student learning, motivation, and effective assessment. RenArts' assessment and evaluation process seeks to inform students and families, engage students in self-reflection and autonomous learning, and provide critical information to the faculty team. It is a dynamic process requiring reflection and dialogue as proposed in the National Commission on Testing and Public Policy found in *From Gatekeeper to Gateway: Transforming Testing in America*.

Students' individual progress toward target Standards is assessed using authentic assessment practices. Assessments are formative, situational, and content valid. Assessments require active production and performance, and engage students in self-reflection and self-assessment. Standards-based Progress Assessments take many forms. Group discussions (questions, listening habits, preparation, etc.), advisor observation, student products (oral, written, performance), formal and informal self-reflection/assessment pieces are all used in helping the faculty team monitor student progress toward standards. Student academic and artistic work is regularly analyzed by the faculty team, discussed and annotated in group, sent home and/or collected for review in student-led conference folder.

In addition to Standards-based Progress Assessments we use multiple assessment measures to evaluate and report student progress toward academic objectives, including:

- Standardized testing per State and Federal criteria (STAR, CAHSEE, CELDT, etc);
- Diagnostic assessments to establish verifiable standards-based priorities;
- On-going informal evaluation of student participation, production and work habits;
- Follow-up assessments to implement the cycle of assessment, analysis and planning cited by Robert Calfee and Jean Chall as necessary to achieve critical literacy and ensure that students' academic needs are addressed specifically and effectively.

PERFORMANCE-BASED PROGRESS EVALUATION: The faculty team at Renaissance Arts Academy evaluates student progress toward individual performance goals in all areas at each semester's end assigning a Performance-based Progress Descriptor of either "Progressing" or "Incomplete". The evaluation process allows the faculty team, students, and families to review and analyze directly observable products and engages students in self-reflection that helps them to recognize, describe, and evaluate their intellectual and artistic development. Progress evaluations are included in Student-Led Conference materials to help students and their families discuss student work, reflect on student progress, and plan academic and arts priorities together for the upcoming semester. Progress reports are informational only – they are not transcript grades. At the time of a student's transfer to another school or when applying to post-secondary institutions, Performance-based Progress Descriptors include two additional levels, "Credit" and "Prepared to Advance" aligning to a 4 point scale that is fully transferable.

Performance-Based Progress Descriptors

Prepared to Advance (PTA): In addition to demonstrating independent content acquisition and completing required assignments on time, a student who is *Prepared to Advance*:

- Consistently engages in deep, purposeful study of the material as required for advancement.
- Consistently contributes to the learning community—sharing inquiry, knowledge and skills.
- Consistently reflects on his/her intellectual development and its impact on the learning community.

Progressing Toward Expectations (PTE): In addition to demonstrating adequate progress toward content acquisition and completing required assignments, a student who is *Progressing Toward Expectations*:

- Engages in purposeful study of the material as required for making adequate progress.
- Participates in the learning community.
- Reflects on his/her intellectual development.

Credit (CR): In addition to demonstrating some progress toward content acquisition and completing required assignments, a student who receives *Credit*:

- Is developing those skills necessary to engage in purposeful study of the material as required for adequate progress.
- Is developing those skills necessary to participate in the learning community.
- Is developing those skills necessary to reflect upon his/her intellectual progress.

Incomplete: (INC): A student who receives an incomplete has made some progress toward content acquisition and is in the process of completing necessary assignments. A student who receives an *Incomplete* must:

- Complete work in subsequent semesters to demonstrate content acquisition, or,
- Validate content acquisition, at the discretion of the instructional team, through the completion of more advanced course work (i.e. successful completion of Algebra II can validate completion of work at the Algebra I level).

STAR TESTING: All students are expected to participate in state-mandated tests: California Assessment of Student Performance and Progress (CAASPP); Smarter Balanced English–language arts/ literacy and mathematics for grades 6 through 8; Smarter Balanced English–language arts/ literacy and mathematics for grade 11; science CST for grades 8 and 10; 7th and 9th Grade Physical Fitness Test; 10th Grade CAHSEE; all Grades CELDT as appropriate. Test results and state-wide ranking information are available at www.cde.ca.gov under “Testing and Assessment”.

ASSIGNMENTS: The structure of the day at RenArts provides time for students to complete the majority of their reading and writing assignments at school. For every assignment there is an expected completion date. Advisors monitor students work habits during supervised study periods to ensure that they can meet each due date. ***Students who are not using their study time effectively will be reminded to continue work, asked to stay in at lunch to make up study time, and/or required to complete assignments after school.***

HOMEWORK: While RenArts does not assign homework as it is understood in a traditional secondary school, there is certain work that must be completed outside of school hours. Homework for students at RenArts has five components:

- Arts Practice - At least 60 minutes of parent-supervised music or dance practice daily.
- Type, proofread, edit and print out all essay assignments in MLA format.
- Read assigned summer books, including one math/science book, and complete all Honors-level reading/research assigned.
- Attend Community Arts Events: All RenArts students are required to attend *with their parent or guardian* at least four performing arts events each year before June 1st. Weekend or evening performances at RenArts may fulfill all or part of this requirement.

DUE DATES: Timely completion of assignments is a prerequisite for subject mastery. When students fail to meet assigned due dates their access to advisor feedback is limited and the ability of the group to move ahead with new material is hampered. If a student fails to meet a required due date, the parent will be called that day to attend a conference the next day.

TUTORING: Extra math assistance is available through the RenArts Morning Math and Summer Intensive programs. There is no charge for this service and we encourage students to take advantage of the extra time devoted to mastering mathematical concepts. Parents will be notified when student participation in a Math Intensive is required to achieve the necessary acquisition of grade-level standards to receive transcript credit for math coursework. Assistance is also available on an informal basis for students needing extra help completing assignments in Latin, Science and/or Humanities. Please contact the Academic Director if you have concerns regarding your child’s progress. RenArts advisors are happy to meet with parents to strategize how to best support student learning. RenArts advisors cannot be hired to provide private academic tutoring or private arts instruction for any RenArts scholar.

PHYSICAL CONDITIONING: Every RenArts student takes two Movement Lab sessions per week – socks or dance shoes are essential for every class. The Labs provide highly athletic movement, agility, spatial awareness and strength training -- and constitute a mandatory part of the educational program. Students need to provide a doctor’s note to support any prolonged inability to participate. There are several after-school dance companies open to students with approval of the dance advisors. RenArts has no sports-based athletic programs (curricular or extra-curricular) and no arrangements regarding competitive sports with other schools. The office will provide transcript of academic progress, proof of enrollment or other documentation needed to support student participation in outside sports activity encouraged by parents.

HIGH SCHOOL ADVISEMENT: RenArts works to ensure that all students graduate from high school with individually appropriate opportunities for continued study. RenArts is a cohesive middle and high school program – a 6 or 7 year

course of study designed with the explicit goal of high school completion with college and/or career readiness for every graduate. History indicates high levels of success for students who complete the full course of study at RenArts – 100% high school graduation rate with 95% of graduates attending college.

While RenArts' 6th through 8th grades are not designed as a modular middle school or 'high school prep' curriculum, we understand that student and family needs change over the years and some scholars may choose to attend a different high school. To make students aware of the range of possibilities available to support successful high school completion, RenArts' middle and high school students receive counseling regarding options with varying completion requirements, including:

- District schools, including traditional and alternative programs
- Other charter schools, including site-based and non-site based programs
- The California High School Proficiency Exam (16-18 year olds) as required by state law.

RenArts will provide student records required for transfer to another secondary school. Please request records a week prior to when you need delivery. To protect staff priorities, RenArts will not produce additional documents, fill in questionnaires, invent class rankings, or write letters of recommendation for any private, public, or other middle or high school application. This policy has been consistent for over six years and RenArts students have successfully gained admission to a full range of private and public secondary schools without the additional letters or evaluations.

TRANSFERABILITY OF CREDITS: Renaissance Arts Academy is fully accredited by the Western Association of Schools and Colleges (WASC) making high school credits completely transferable, including a full range of courses meeting A-G college admissions criteria. Information regarding WASC accreditation and A-G approved coursework is included in this Handbook, on the school website, in RenArts' College Preparation Handbook for high school students, and at RenArts' college information meetings for high school students, annual college information meetings for parents, and family conferences regarding students' post-graduation plans.

TRANSCRIPTS: Student transcripts are prepared as needed for graduation, college applications, or transfer to another secondary school. High school credits are calculated in accord with the Carnegie Unit System (or equivalent) that translates Academy rubrics for study completed into credit hours earned. Upon graduation or matriculation, parent/guardian is provided with a transcript of student's academic progress while enrolled at RenArts, including course credits earned and other relevant information. Renaissance Arts Academy adheres to applicable state and federal laws governing the privacy and confidentiality of pupil records.

UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS: The RenArts curriculum makes full A-G requirements available to every student with the expectation that all graduates will be prepared for postsecondary success at UC, CSU, another four- or two-year college of choice or in a high-skilled work environment with options for advancement. According to Education Trust: "Research uniformly shows that preparing young people for work and for college in today's high-level economy demands exactly the same preparation. The same skills, the same courses, taught with the same rigor." (*21st Century Education for All Students*, 2007) Renaissance Arts Academy's current *UC-Approved Course List* is available on UC's searchable A-G website (<https://doorways.ucop.edu>).

EXTRACURRICULAR ACTIVITIES: As a small school of choice offering a classical academic and performing arts-centered course of study, RenArts does not offer the variety of extracurricular options available in a large comprehensive school. The tuition-free after-school Conservatory provides the main focus of students' extracurricular work at school.

LEADERSHIP: There is no traditional student government at RenArts. Leadership opportunities arise from the school's performing arts focus: student leaders define themselves through artistic discipline and dedication to ensemble work. RenArts' high school students have the opportunity to become peer tutors in both arts and academics, and mentors for middle school students. Leadership is defined by service rendered to the learning community. Outstanding student leadership is recognized by the *RenArts Service Award*: Bronze (100 hours), Silver (250 hours), Gold (500 hours). Award status is reported on senior transcript.

CLASS RANKING: RenArts does not rank students. At graduation, every graduate makes his or her own valedictory speech and shares post-graduation plans with the community.

ADVANCED PLACEMENT: RenArts does not offer AP® courses, but provides U.C. approved Honors courses aligned to RenArts' integrated curriculum.

HONORS COURSES: Honors credit can be earned for designated high school science and humanities work. RenArts' Honors courses approved by the University of California A - G committee are listed as 'Honors' or 'H' on the high school transcript and calculated with an extra point for weighted GPA. Per UC, the extra point can be assigned only for coursework aligned to the grade-level corresponding to student enrollment data for the year in which the course is completed (ie 11th and 12th grade English). Honors credits are discussed in college meetings.

GRADE POINT AVERAGES: Renaissance Arts Academy assigns high school transcript grades on a 4-point scale, with U.C. approved Honors classes weighted by one point. All classes taken from 9th Grade on are included in GPA calculations. Students distinguish their academic careers through the level of challenge they seek in their coursework, including progressing through advanced mathematics courses and earning available Honors credit.

COLLEGE COUNSELING: RenArts' mandatory A-G high school curriculum for all students makes many of the college counseling services provided at traditional high schools (course programming, academic advisement, etc.) unnecessary. The coursework, structure, design, and philosophy of RenArts all place artistic scholarship at the center of the program. Renaissance Arts Academy provides all the A-G coursework necessary to meet or exceed the requirements of the University of California and California State College systems. College counseling activities at RenArts focus on helping students prepare for standardized college entrance exams, negotiating college application and financial aid deadlines, and individual planning for college for 11th and 12th grade students. RenArts' college advisory activities include:

- Middle school college awareness night;
- High school college preparatory night;
- Mandatory college-focused lunch meetings
- Requesting letters of recommendation
- Evaluating extracurricular activities, community service, and supplemental arts materials
- College essays
- Parent conferences regarding viable college options;
- PSAT administration for 9th - 11th graders: October;
- SAT and ACT scheduling guidance for 11th and 12th graders;
- UC and CSU online application guidance;
- FAFSA and financial aid workshop for seniors and their parents.

GRADUATION REQUIREMENTS

All RenArts high school students are engaged in mandatory A through G coursework, take college entrance exams as appropriate (SAT, ACT, EAP), apply to at least one college, and demonstrate school leadership by providing a model of conscientious scholarship, artistic discipline, and responsible citizenship for the younger students. High School exit requirements are:

- Successful completion of the California High School Exit Examination as mandated by the State;
- Active participation in performing arts companies as assigned;
- Successful completion of all coursework listed below.

NB: *The interdisciplinary nature of RenArts' instructional design allows for a compound course of study to qualify concurrently in more than one subject area.*

4 YEARS – HUMANITIES - INTEGRATED CURRICULUM	
Social Studies:	U.S. History and Geography (1 yr) U.S. Government (½ yr) Economics (½ yr) World History, Cultures, Geography (2 yrs)
English Language Arts:	College Preparatory ELA Study (4 yrs)
4 YEARS -- MATHEMATICS	College Preparatory Mathematics Sequence
4 YEARS -- SCIENCE	Laboratory Biology, Physics, Chemistry
4 YEARS – LATIN	College Preparatory Latin Study
4 YEARS – PERFORMING ARTS - APPLIED FOCUS	
Music: Strings	Instrumental and vocal skills, history, theory, ear training, analysis, harmony, individual and ensemble performance, and composition.
Theater Arts: Dance	Physical and vocal skills, history, analysis, music theory, ear training, individual and ensemble performance, and choreography.
4 YEARS – MOVEMENT LAB	Movement/Agility/Strength/Spacial Awareness

LATE ENROLLEES: Although it is unusual for new students to enter RenArts in high school, on occasion there are upper grade-level openings to be filled by lottery. Due to the specificity of RenArts' instructional design, its graduation requirements exceed those of most California high schools. Students offered admission after 9th Grade may petition to satisfy RenArts-specific exit requirements through alternate routes assuming all CDE mandated high school graduation requirements can be met. After admission, students may be provisionally programmed at grade-level pending receipt of a two-part entrance document addressed to the Renaissance Arts Academy Board of Trustees and consisting of the following:

1. An outline detailing the student's plan to meet the RenArts High School Exit Requirements listed above. The individual student exit plan must provide a detailed description of the alternate routes proposed to satisfy any unmet RenArts-specific academic and/or arts requirements, and include a current transcript so we can verify that all state graduation requirements will be met.
2. Any outstanding CDE-required coursework that will not be offered in a given year at RenArts may need to be taken elsewhere and a transcript indicating successful completion provided to RenArts prior to graduation.

EDUCATIONAL RECORDS: The Family Educational Rights and Privacy Act1 ("FERPA") provide that a parent has the right to inspect and confirm the accuracy of education records relating to his or her child. FERPA also restricts the access of outside parties to educational records. FERPA is contained in the United States Code: 20 U.S.C. §1232g. The Department of Education's FERPA regulations are contained in 34 C.F.R. Part 99. An *educational record* is any written or computerized document, file, entry, or record regarding a student that is compiled by a school or local educational agency. Such information includes but is not limited to:

- Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
- Grades test scores, courses taken, academic specializations and school activities;
- Special education records, disciplinary records, medical and health records, attendance records and records of past schools attended
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student.

RenArts requires written permission from the parent or eligible student before releasing any information from a RenArts record. Outside the FERPA exceptions listed below, Renaissance Arts Academy will not release educational records to any person or entity outside the school without written consent from a parent of record or eligible student. FERPA allows schools to disclose records, without consent, to the following parties:

- School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Other schools to which a student is transferring;
- Certain government officials listed in 34 C.F.R. Part 99 in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained lawful court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

STUDENT BEHAVIOR STANDARDS

The RenArts school culture is rooted in respect for intellectual work, artistic collaboration, academic accountability and ethical behavior, as set forth in our Mission and Goals. Commitment to achieving educational objectives and focus on student learning drive RenArts' high expectations for student behavior. Behavior guidelines aimed at supporting central RenArts values are focused on the following student interactions:

- Respect for Individuals
- Respect for Property
- Respect for Community

RESPECT FOR INDIVIDUALS: Students will demonstrate respect for all persons, both physically and intellectually. Derogatory statements in any form, direct or implied—made through any means or media—regarding any ethnic, religious, political, disability or any other group will not be tolerated. Likewise, derogatory statements in any form, explicit or implied, regarding any individual belief, preference, disability, characteristic or difference will not be tolerated. All students must be able to participate fully in the RenArts community of learners and pursue individual learning goals without interference. ***'Respect for Individuals' does not privilege individual rights above obligations.***

RESPECT FOR PROPERTY: Students will take personal responsibility for the school facility (interior and exterior) including the building, fixtures, books, furnishings, instruments, equipment, supplies and learning materials. As a Charter School, RenArts is not provided with a building or furnishings. Our school facility is leased and all materials and furniture are purchased with RenArts general funds. It is the responsibility of every student to ensure that the school building and furnishings remain in good condition so as to facilitate student learning. ***Students will be required to repair or replace any damage they cause to facility, furnishings, instruments, learning materials or other property.***

RESPECT FOR COMMUNITY: Students will demonstrate respect and personal responsibility for the relationship that RenArts has with the community, including our immediate neighbors on Colorado Blvd and Argus, the Eagle Rock Library, the wider Eagle Rock area, and the city-wide community of artists who are invited into our school or who invite us to attend their performances. Community responsibility is one of the explicit goals of the RenArts instructional program. Be aware that every student (like it or not) is an ambassador for the school. Student behavior is noticed and commented upon by neighbors and passers-by: large gatherings of students on sidewalks, excessive noise, shouting, chasing, loud music, inconsiderate or careless use of skateboards, bicycles, scooters, etc. all reflect negatively on the school. It is the responsibility of every student and family to make certain that RenArts remains a welcome and valued asset to the community. ***Any skateboard, scooter, bicycle, etc. ridden on the sidewalks or in the parking lots adjacent to RenArts will be confiscated for the remainder of the school year.***

Student behavior that demonstrates a lack of respect for individuals, property, community, or serious academic and artistic engagement is by its nature interferes with the learning process. In keeping with the precepts set forth in the Mission and Goals stressing the importance of collaborative interdependence, personal accountability, and ethical conduct, it is a central value at RenArts that the behavior of one or more student(s) not be allowed to interfere with school activities.

RenArts is a school of choice with a very specific educational mission and methodology that is not right for all students or all families. Conferences regarding student discipline frequently include discussion addressing the appropriateness of the RenArts setting for the individual student as well as the particulars of the student's behavior. RenArts' open classroom, small campus, serious arts focus, etc. are important considerations for both parents and students. Discipline procedures are designed to support positive behaviors in order to maximize access to the RenArts program and learning environment for all students who choose to participate. Measures for actively supporting positive community participation include: student conferences, parent and student conferences, parent-supported supervision, and schedule adjustments as needed.

UNSAFE BEHAVIOR: Any student engaging in behavior perceived by staff to be dangerous, unsafe, threatening, or potentially harmful to the health or safety of self or others may be sequestered until parent/guardian arrives, and follow-up measures can be discussed.

DRUGS, ALCOHOL and TOBACCO: All areas of the RenArts campus – including buildings, adjacent sidewalks, parking lots and any additional places temporarily occupied by RenArts as supplemental instruction or performance space – are drug, alcohol and tobacco-free zones. Any student or other person who brings drugs, alcohol or tobacco onto the RenArts campus is subject to the full range of consequences including notification of appropriate law enforcement agencies. Parent/guardian will be notified immediately of any drug, alcohol or tobacco-related concerns regarding their child.

SEXUAL HARASSMENT: Sexual harassment of or by any student or staff member will not be tolerated. Unwelcome advances, requests for sexual favors, displays of sexual gestures, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the behavior interferes with another individual's performance at school or creates an intimidating, hostile or offensive educational environment. Any such behavior is subject to the full range of consequences including notification of appropriate law enforcement agencies. Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the Academy. Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to the Co-Directors. All reported incidents will be promptly investigated in a confidential manner.

CELL PHONES: To support the maintenance of a positive learning environment, use of cell phones or other electronic devices is not allowed during school hours unless expressly authorized by the advisor. Students must keep the phone turned 'off' and leave it secured in his/her backpack during the school day. ***Any cell phone discovered outside the backpack during school hours will be confiscated and the student's parent/guardian will need to pick it up from the office.***

RECORDING DEVICES: To protect individual privacy no recording (audio, photographic, or video) of students, families, or staff may be made at school, on school campus, or at any school event including travel to and from such events unless expressly authorized by an advisor.

MEDIA PLAYERS: No CD, MP3, iPod or any other type of media player may be used during school hours. No earphones or earbuds of any type may be worn unless expressly authorized by an advisor. No earphones or earbuds of any type may be worn immediately outside the school building. Personal earbuds or earphones brought to school for use in group must be secured within the student's expandable file when not in use. All media players must be secured in a backpack during the school day. ***Any media players discovered in use during the school day or earphones worn in or around the school building at any time will be confiscated and the student's parent/guardian will need to pick it up from the office.***

SCHOOL PHONES: A parent or guardian needing to reach a student may call the office at 323-259-5700. Please be considerate in your use of school phone lines and personnel. The school telephones are intended for school business and should be used to contact students only in cases of emergency. Please avoid calling the school to leave messages for your children. Students will not be called away from instructional groups for non-emergency calls.

GUM: Gum may not be chewed at any time on or near school property, on any field trip, or at any other school-related function. Gum is destructive to floors and furnishings, and gum-removal is a time-consuming and unhygienic task that diverts energy away from student learning.

FRAGRANCES: Please refrain from using such products as perfume, cologne, after-shave, scented oils and hair gels. Sensitivity to these products can cause respiratory distress, skin reactions and asthma in some students.

PERSONAL PROPERTY: RenArts is not responsible for valuables brought to school. There are no lockers at school and students may not carry backpacks in class. All backpacks and other personal items must be stored in cubbies during the school day. Expensive electronic devices, jewelry, clothing etc. that may not be safe in backpacks or cubbies should be left at home.

MUSICAL INSTRUMENTS: RenArts students are responsible for ensuring that all musical instruments, whether personally-owned or school-owned, are brought to school each day and properly stored in assigned storage areas whenever the instruments are not in use, including during group classes, rehearsals, rehearsal breaks, and performances. Instruments need careful handling at all times to minimize the possibility of damage.

PERSONAL INSTRUMENTS: RenArts is not responsible for damage to musical instruments brought to school or school-based activities for any reason, including for use in group lessons, rehearsals, or performances. Individual insurance policies for personally-owned musical instruments can be purchased through specialized insurance companies or added on to personal property insurance policies (homeowners or apartment dwellers policies). Musical Instrument insurance coverage is highly recommended for all families transporting personal instruments to RenArts or any other public place -- including youth orchestra rehearsals, performance venues, schools, churches, etc.

SCHOOL INSTRUMENTS: RenArts is dedicated to making it possible for every music student, regardless of economic circumstances, to have the privilege of learning on and caring for his/her own violin, viola or cello both at school and at home, including during breaks, vacations and holidays. This dedication has guided budget priorities since the school's inception. As in all things, with privilege comes responsibility. Musical instruments require thoughtful and responsible handling by both students and family members. An individually numbered school instrument is assigned to each music scholar who needs one. Scholars are responsible for the instrument assigned to them, and are expected to use that instrument both in school and at home. Students receive ongoing instruction in instrument care during their group lessons and rehearsals. Parent education regarding instrument handling, transport, and effective practice is provided during student compact meetings at the beginning of each school year and, as needed, in individual family conferences throughout the school year. In order to preserve the ability of RenArts to continue to provide instruments for current and future scholars to use, every family signs an instrument usage agreement that outlines responsibility for the care and maintenance of the RenArts' instrument in their possession.

DRESS CODE

Clothing that is acceptable in other school settings is not necessarily compatible with the education program at RenArts. It is not the purpose of this policy to inhibit student expression, but rather to ensure that student learning time is respected and not unduly impacted by those who come to school dressed inappropriately for the work they are required to do. Clothing must be functional in an active performing arts setting, inoffensive to others, and provide

sufficient coverage that no Advisor, visiting professional or fellow student is made uncomfortable by its revealing nature, whether purposeful or inadvertent.

CRITERIA: In keeping with the values set forth in the Mission and Goals, RenArts policy regarding appropriate clothing is rooted in program-based concerns:

- The need for students to dress in clothing that permits a full range of movement to accommodate studio and rehearsal demands;
- The need for clothing to be appropriate for students working in an apprenticeship capacity with adults and in ensemble exercises with peers. The need for students to respect personal differences and refrain from wearing clothing that is offensive to others in the learning community.
- The need to minimize loss of instructional time to individual discussions regarding student dress. The determination of directors regarding appropriateness of dress will be final.

RenArts has no uniform -- but there are specific guidelines listed below for student dress. This dress code is strictly enforced to maximize the ability of all students to fully achieve their arts and academic goals.

REGULAR SCHOOL DRESS: During school hours and after-school activities students may wear only the clothing specified below. Clothing may be any color, but may not be modified – i.e. ripped, safety-pinned, studded, knotted, etc. – nor may chains, spikes, etc. be worn on any clothing or as accessories. Co-directors will determine appropriateness of any questionable item of clothing or accessory, and infractions will be subject to dress code consequences detailed below. If, for the purpose of traveling to and from school, students wear clothing other than dress code, that clothing must be kept in their backpacks during the school day. Any student not fully dressed for school by the time the first class begins is out of compliance with dress code.

PANTS: *Must fit snugly enough at the waist to stay in place while allowing full range of dance movement.*

- Karate pants
- Pajama bottoms
- Sweat pants
- Gym shorts
- Dance pants

NO jeans or street pants/shorts/skirts -- NO belts with buckles or hardware of any kind.

SHIRTS: *Must extend from clavicle to mid-hip and provide secure coverage allowing full range of upper-body motion.*

- Crew-neck T-shirts
- Knit polo shirts
- Turtlenecks
- Sleeveless shirts providing adequate coverage

NO spaghetti straps or low-cut necklines -- NO clothing that displays offensive language or images.

JACKETS: *Outerwear must be kept in cubbies unless needed for warmth.*

- Crew-neck jackets, sweaters, or sweatshirts.
- Collared jackets, sweaters, or sweatshirts.

NO hoods may be worn during school hours or during after school activities – NO studs or hardware

HAIR, HATS, SHOES, ACCESSORIES: *Face must be visible at all times.*

- Hair must be pulled back out of face with both eyes fully visible.
- Knit caps and/or scarves if needed **for warmth only**.
- Soft-soled athletic or dance shoes.
- Dance shoes or socks must be brought to school every day.

NO other headgear or accessories -- NO hats with brims inside the school building -- NO jewelry

ALL STUDENTS MUST ADHERE TO THE DRESS CODE EVERY DAY. Students who comes to school in clothing other than dress code are subject to the following interventions:

1st time: Parent will be called to bring appropriate clothes to school.

2nd time: Parent will be called for same day conference to develop strategies to support student's compliance with dress code.

3rd time: Parent will be required to sign in appropriately dressed student each morning.

****FIELD TRIP DRESS:** For community performances and field trips to arts events, dress code is as follows:

- Black dress slacks. Black skirt (knee length or longer) is permissible for girls.
- Black dress shirt or blouse.
- Black low-heeled dress shoes.
- Black jacket or sweater as weather necessitates.

NO black jeans, sweatshirts or other casual clothing.

****PERFORMANCE DRESS:** For the RenArts Winter and Spring performances, students wear:

- Black karate pants, sweat pants, or dance pants.
- Black crew-neck T-shirt.
- Black dance shoes or sneakers.

NO logos, stripes, or markings of any kind.

***Please note that students need to be prepared for Performance Dress and Field Trip Dress early in the year. Students are not allowed to participate if they are out of dress code. Don't wait until the night before to find black clothes & shoes!!*

SCHOOL SAFETY POLICIES

EMERGENCY PREPAREDNESS: RenArts faculty and staff members are Red Cross certified in first aid and CPR. Renaissance Arts Academy is a member of the Charter Schools Consortium for Safety and Emergency Preparedness which includes staff participation in Emergency Response Plan Training, Psychological First Aid and Pandemic/Infectious Disease Training, Emergency Drills Evaluation, and Consortium-wide Emergency Communications Network. In order to inform our parent community, these policies are discussed at the beginning of every school year at our Student Compact Meetings. School safety policies are reviewed annually in compliance with California Ed Code section 32286.

EMERGENCY PROCEDURES: Academy procedures in the case of an emergency are designed to:

- To provide for action that will minimize injuries and loss of life of students and personnel if an emergency occurs during school hours;
- To provide for maximum use of school personnel and school facilities, including use by public agencies as an area for mass care or welfare shelter during an event that affects public health or welfare;
- To ensure the safety and protection of students and personnel immediately following a disaster;
- To arrange for a calm and efficient plan for parents to retrieve students from school, should it be necessary, following a disaster.

To help ensure student safety, fire drills are held at least once per semester, with the school evacuated according to the guidelines of the local fire department; and earthquake procedures are explained to students during the first month of the school year. In the event of disaster during school hours, Academy staff will:

- Notify police and/or fire department as appropriate.
- Give 'duck, cover and hold' instructions in event of earthquake;
- Evacuate students to assigned area when safe;
- Remain with students in assigned area, take role, report anyone who is missing, take any appropriate first aid action, and wait for further instructions from authorized school or emergency personnel;
- Not reenter building until deemed safe.

- When safe, monitor incoming calls.

Telephones may not be working in the event of an emergency or natural disaster. Please keep radios tuned to local station for advisory information. School lines need to be kept open for emergency calls. Should there be an earthquake, students will remain under supervision of school personnel until parent or other responsible adult can pick them up. Please be sure that emergency release information provided on enrollment forms is kept current.

STUDENT RELEASE PROCEDURE:

- Go to entrance of school or evacuation area.
- Inform Advisor or adult responsible before taking a student from the area.
- Proceed with student to Student Release Table outside school entrance to sign a Student Release form for each student you are taking. Please do not remove any student from the area without signing this release form. It provides a record of where each student is in case someone else arrives later looking for that student.
- Unless you are staying to volunteer, please leave as quickly as possible after signing student out.
- Volunteers should leave student with class and not sign release form until ready to leave the area.

In case of emergency, adults may be needed to help with first aid, dismissing students, monitoring traffic, etc. If you are able to volunteer, please go directly to the Command Center where a volunteer coordinator will give you an assignment. If you cannot get to school, we will release your child to an adult indicated on the Emergency Contact form. We will keep a written record of the adult to whom the student has been released.

- If the building cannot be reoccupied, or if a fire necessitates evacuation of the school, we will transfer students to the nearest available safe shelter. In case of fire the school will be immediately evacuated according to the floor plan established at the beginning of each school year.
- In case of bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan and appropriate emergency personnel will be summoned. Students and Advisors will not re-enter the building until it has been deemed safe by emergency personnel.
- In the case of imminent danger to the school, such as a police chase or other threat in close proximity to the school, there may be the need for an emergency lock down of the school. Co-Directors will administer lock-down, securing the school site by locking external doors.

ADMINISTRATION OF MEDICATIONS: Renaissance Arts Academy, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision. Medication guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical profession.
- Medication shall be administered during school hours only if determined to be absolutely necessary on an ongoing basis.
- If the medication must be administered during school hours, then every attempt shall be made to have the student self-administer or a family member administer the medication at school.
- If the student is unable to self-administer, then voluntary participation of school staff will be garnered to administer the medication.
- The Academy recognizes the rights of teaching staff to choose not to be involved in the administration of medication.
- Requests for school staff to administer medication during school hours shall be made in writing to the Co-Directors by the parent/guardian.
- The request shall be supported by a signed statement from a physician.
- The parent/guardian shall sign a release/consent, which will be kept on file by the Academy.
- Academy shall keep records of medication administered at the school.
- All medication shall be located in a secure setting.

- Co-Directors shall return all surplus medication to the parent/guardian upon completion of the regimen or school year.
- Co-Directors will work with parents of students involved to establish emergency procedures for specific medical conditions that may require an immediate response (i.e. allergies, asthma, diabetes).

FIRST AID: RenArts personnel are certified in CPR and first aid, and the school maintains first aid kits containing appropriate supplies. First aid will be administered whenever possible by trained staff members -- emergency personnel will be called as necessary. Universal precautions will be observed to avoid contact with blood borne pathogens and other potentially infectious materials. Staff members are expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her; the Board prohibits staff members from accepting or following any "do not resuscitate" orders.

SAFETY CHECKS OF STAFF AND VOLUNTEERS: Fingerprinting and Department of Justice background checks are required for:

- All staff members and volunteers who will be in the classroom on a longer term basis, and
- Any adult who, even on a short-term basis, will be in contact with students in a situation unsupervised by Academy staff.

All background material and information is confidential. As we all share a common commitment to the safety of all our students, we trust that any inconvenience incurred by this policy will be outweighed by the added security it provides to all our families.

STAFF: It is the policy of the Academy to require full fingerprinting and Department of Justice background checks and Mantoux TB tests for all employees consistent with legal requirements. Drivers License and proof of auto insurance are on file for employees.

VOLUNTEERS: Renaissance Arts Academy supports and values the involvement of parents and community. Parent/guardians and interested community members are welcome to visit the school, participate in discussions and projects, and volunteer to share to share their expertise. A copy of Drivers' License and proof of auto insurance must be on file for any volunteer transporting students for school-based activities during school hours. Fingerprinting and background check will not be required for drop-in visits or other activities under direct supervision of Academy staff.

MANDATED REPORTING: School employees are federally mandated to report known or suspected cases of child abuse. An Academy employee who knows or responsibly suspects that a child has been the victim of a child abuse incident must, by law: 1) Report the incident to a child protective agency (i.e. police or sheriff's department, or county child welfare department) immediately by telephone; 2) Send a written report of the incident to the same agency within 36 hours.

FACILITY SAFETY: RenArts' facility is fully compliant with Los Angeles Department of Building and Safety requirements, including ADA accessibility and Fire Life Safety precautions. In accordance with the Asbestos Hazard Emergency Response Act (AHERA) of 1986 and EPA rule published October 30, 1987, RenArts' facility contains no uncontrolled releases of asbestos fibers which could pose a health threat to children and school workers. RenArts' Asbestos Management and Pest Control Management programs are available to review by contacting our office.

DISPUTE RESOLUTION

The Academy is committed to resolving internal disputes in an amicable and fair manner. If direct discussions between the parties involved do not resolve the conflict, the Co-Directors should be notified so that an early resolution can be facilitated. A good faith effort must be made to thoroughly resolve the dispute with the person or people involved. The 'good faith effort' will include problem identification, exploration of possible solutions, selection of preferred solution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in all applicable records (student, employee, etc). If, after a good faith effort to resolve the complaint, a resolution cannot be reached, a formal grievance may be filed with the Renaissance Arts Academy Board of Trustees. Guidelines for grievance filing procedures will be available in the office.

RENAISSANCE ARTS ACADEMY

EXPECTED SCHOOLWIDE LEARNING RESULT

“ESLR”

Renaissance Arts Academy has a single ESLR that applies to all subject areas

RENAISSANCE ARTS ACADEMY STUDENTS WILL BECOME

AUTONOMOUS SCHOLARS

IN THEIR PURSUIT OF

POWERFUL LITERACY

IN ALL ACADEMIC AND ARTISTIC ENDEAVORS.

I. *Autonomous Scholarship* develops Lifelong Learners:

- **Critical thinkers** who explore a wide range of texts and media in diverse genres.
- **Effective communicators** who speak, listen and write with clarity and purpose in a multilingual, multicultural world.
- **Responsible community members** who demonstrate leadership and collaborative skills in pursuit of intellectual, societal and artistic goals.

II. *Powerful Literacy* provides Educational Equity:

RenArts' program design proceeds from the belief that all students, including those at educational disadvantage, learn best from learning experiences that are accelerated rather than remedial, reflecting high-level thinking and content for learners at all levels. RenArts' objective is powerful literacy in all subjects, as set forth by Patrick J. Finn in *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Rooted in the pioneering research of Paulo Freire, this concept distinguishes between the 'functional literacy' of a domesticating education and a 'powerful literacy' that can expand political and sociological horizons. By building on students' innate tendency to question, honing their ability to reason critically, instilling discipline through arts training, and educating them to communicate through explicit, context-independent language, *RENAISSANCE ARTS ACADEMY* provides all learners with access to the linguistic, intellectual, and creative skills needed to be full participants in the communities of academic, artistic and political discourse.