

# 2023-2024

## Student & Family Handbook

*“Rockwood Preparatory Academy’s (RPA) mission is to provide excellence and justice in education by ensuring that ALL students (K-5) can demonstrate rock-solid reading, arithmetic, spelling, and writing skills. We provide a model public elementary school (K-5) that dispels the myth that racial background and economic status are determinative factors in a child’s ability to reach high-levels of academic achievement.”*

740 SE 182<sup>nd</sup> Ave, Portland, OR 97233

503-907-1023

Rockwood Preparatory Academy/KNOVA Learning

### Student/Family Handbook

#### PREFACE

Rockwood Preparatory Academy is governed by the KNOVA Learning Oregon Board of Directors. Board meetings are public, convened at the school and are generally held on the second Tuesdays of each month @ 4:00 pm. Agendas for upcoming board meetings are posted on the school’s front door, the school website (rockwoodprep.org) and copies are available in the main office. Minutes from past meetings are available for public viewing in the school’s main office. RPA Family members are encouraged to attend Board meetings. Parents wishing to address the board are encouraged to meet with the Executive Director prior to meeting to review board policy regarding “public to be heard.”

This handbook is written to highlight the most important everyday policies and procedures by which RPA operates. We have adopted them in order to promote smooth school functioning and the most successful education for all our children.

As parents, you have gone to significant effort to find RPA and to enroll and transport your children. By following these guidelines, you will assist RPA in providing a high-quality education in a safe and respectful environment. We appreciate the support our families show. If you have questions, please call the office at any time to clarify our expectations.

**PLEASE READ THIS ENTIRE HANDBOOK THOROUGHLY, SHARING ALL SECTIONS AND THE SCHOOL-WIDE BEHAVIORAL EXPECTATIONS ALOUD WITH YOUR CHILD(REN), SO WE ALL**

START THE SCHOOL YEAR WITH THE SAME SET OF UNDERSTANDINGS. THANK YOU.

## **A Note From Our Administration**

Dear RPA families,

Welcome to the 2023-24 School Year at Rockwood Preparatory Academy! Our school staff understands that you have made the CHOICE to put your child's education in our hands. We take that choice very seriously and thank you for choosing RPA. Our entire school community is excited to partner with you and your family in your student's education.

As our school's name (Rockwood Preparatory Academy) suggests, our school is all about the Rockwood community, all about preparing youth for successful adult lives, and (most of all) ALL ABOUT ACADEMICS.

As the administration of RPA, our goal is to prepare students for academic and social success in middle school, high school, and beyond by ensuring mastery of the core subjects and developing the key behaviors required for success, common citizenship, and leadership. Working together, we believe we can (and will) accomplish great things for our students and families.

We're committed to your student(s) and our school. If you have any questions, don't hesitate to contact us via phone, in person, or by email.

With Sincere Appreciation (and Enthusiasm for the Year to Come),

**Mrs. Maria McCollum**

Principal (K-2)

**Mrs. Danielle Barnard**

Principal (3-5)

**Mr. John Nelsen**

Executive Director

## 2023-2024 CALENDAR

### August 2023

**21-31** No School/ Staff Professional Development

**28-31** Transitional Kindergarten  
8:30 AM-10:30 AM

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

### February 2024

**7** End of Quarter 2  
**8** No School/Grading Day  
**9** No School/ Staff Professional Development  
**19** No School/Presidents' Day

### September 2023

**1** No School/Staff Professional Development

**1** Transitional Kindergarten  
8:30 AM-10:30 AM

**4** No School/Labor Day

**5** First Day of School K-5

**21** Back to School Night 5PM-7PM

**22** No School/Staff Professional Development

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### March 2024

**8** No School/Staff Professional Development  
**4/2924/35-29** No School/Spring Break

### October 2023

**13** No School/Staff Professional Development

**17** Annual Title 1 Parent Meeting

**27** No School/Staff Professional Development

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### April 2024

**12** No School/Staff Professional Development  
**23** End of Quarter 3  
**24** No School/Grading Day  
**25-26** No School/Conferences

### November 2023

**8** End of Quarter 1

**9** No School/Grading Day

**10** No School/Veterans Day (Observed)

**20-21** No School/Conferences

**22** No School/Staff Professional Development

**23-24** No School/Thanksgiving Break

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### May 2024

**17** No School/Staff Professional Development  
**27** No School/Memorial Day

### December 2023

**15** No School/Staff Professional Development

**18-29** No School/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### June 2024

**12** 5th grade Graduation  
**13** Last Day of School-Early Release  
12:00 PM /End of Quarter 4  
**14** Grading Day/Last Day for staff

### January 2024

**1** No School/Winter Break

**2** No School/Staff Professional Development

**15** No School/MLK Day

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### First Day of School:

September 5th

### School Start Time:

7:40 AM-8:00 AM

8:00 AM-3:00 PM

3:00 PM-3:15 PM

### Last Day of School:

June 13th

Arrival/Breakfast

Instructional Time

Dismissal

\*\*Schedules are subject to change

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## Our Mission

*For Our Students and Families: Rockwood Preparatory Academy's (RPA) mission is to provide excellence and justice in education by ensuring that ALL students (K-5) can demonstrate rock-solid reading, arithmetic, spelling, and writing skills. We provide a model public elementary school (K-5) that dispels the myth that racial background and economic status are determinative factors in a child's ability to reach high-levels of academic achievement.*

*For the Larger Public Education Community: Rockwood Preparatory Academy will be established as a regional development/demonstration site where educational leaders from throughout the Northwest will observe effective Direct Instruction techniques, effective school-wide practices, and a fiscally efficient alternative school design model.*

## Organizing Principles

Rockwood Preparatory Academy prepares students for success in secondary education and admission to competitive colleges and training programs. We work to ensure each student has the opportunity to realize their greatest potential and become tomorrow's leaders.

**Children Come First:** Many schools say this, very few live it. With every decision we must ask the question, is this best for kids? Often decisions are made that benefit decision makers, but we strive to put our kids at the middle of every one of those conversations.

**Respect for All:** RPA is a place where teachers can openly and honestly come to school leaders without feeling judged. The reality of this work is that our teachers have difficult jobs. Teachers should feel safe to communicate their challenges in an effort to find the best way to serve our students.

**Meet All Children Where They Are:** Nationally there is a big push for Common Core and alignment with instructional delivery. Although we fully support a high standard for all kids, at RPA we create a path to closing the achievement gap by using frequent data to drive instruction and reward students for their successes along the way. Students' self-esteem and love for school does not happen because they are told they are smart, it happens because they experience success. RPA creates an environment where all students succeed, every day.

**All Children Are Loved:** We love and respect all children. Rewards and successes are

displayed publicly, reprimands and corrections are handled privately. We want our students to be leaders, to lift them up, and help inspire them to succeed.

## Nondiscrimination

RPA does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title B of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

## Hours of Operation & Closures

### Hours

School Office Hours: M-F 7:30 AM - 4:00 PM

Arrival: 7:30 AM-8:00 AM. Gates open for car-line at 7:30 AM, Doors open at 7:40 AM.

Breakfast: 7:40 AM-8:00 AM

Dismissal: 3:00 PM-3:15 PM. Gates open for the car-line at 2:50 PM. Students begin being called from classes at 3:00pm. Families are required to bring their child's pick up card in order for us to excuse the student. If a family has forgotten their pick up card they will need to park and walk over to the check in table with a photo ID ready. Students who have not been picked up will be directed to go to the office at 3:30 PM and families will be contacted.

- NOTE: Any student picked up after 3:30 PM will be considered a late pick up. **After one initial warning the parent/guardian may need to have a meeting with the principal and for subsequent arrivals after 3:30 PM, there will be a charge of \$1 per minute for childcare.**

### Inclement Weather Closings

RPA follows the same Inclement Weather Policies as the Reynolds School District.

<https://www.reynolds.k12.or.us/district/delaysclosures>

## Visitor Policy

All visitors, including parents/guardians, are required to sign in at the Main Office upon entering the building. All visitors must wear a Visitor Badge. Any visitor who does not report to the office or is found in the building without authorization will be asked to leave immediately.

## Volunteers

At RPA, we love volunteers! Field trips, events, school clean-up, and various other activities are driven by volunteer efforts. Volunteers add so much depth and breadth to our school environment. RPA encourages volunteer participation by individuals and groups in various functions of the school.

All persons wishing to volunteer at RPA must complete a Criminal History Verification Form, background check. In most cases there is no cost for background checks. However, in some cases there may be a cost associated with completion of the background check. When applicable, this cost is the responsibility of the person wishing to volunteer at RPA. Background checks are good for one school year.

Persons interested in volunteering at RPA should check-in with the school's front office to obtain a *School Volunteer Information Form* to initiate the process.

## Field Trips and Events

The school's curriculum may require outside learning experiences or special school events. A permission slip that allows students to attend school-sponsored field trips and events will be sent home before each field trip and must be signed by a parent or guardian.

A student may be considered ineligible for a trip for reasons including but not limited to: not returning the school-sponsored trip permission form or involvement in a disciplinary incident on a prior trip. Some students with behavior infractions may require a parent or guardian to accompany them on the trip.

All volunteers for field trips or in class assistance will need to fill out a background clearance form. This needs to be completed a month prior to their scheduled time to volunteer.

## School Meals

### Breakfast and Lunch

Thanks to our partnership with the Reynolds School District Nutrition Program ALL RPA students are eligible to receive nutritious breakfasts and lunches without charge! Parents can easily go online to see upcoming menus by following these easy steps:

To view the menu for your Rockwood Preparatory Academy please, go to the District

website and navigate to the nutrition main webpage. Here is the link for your convenience:  
<https://www.reynolds.k12.or.us/nutrition>

- Go to Meal Service and Menu Information
- Click on “view menus here”
- Click on the “Filter by” drop down menu
- Select Rockwood Prep Academy

If you have questions or concerns about the nutrition program, please contact RSD Director of Nutrition Services, Christy Foote (503) 491-3413 x3226 or [reynolds\\_meals@rsd7.net](mailto:reynolds_meals@rsd7.net). If you have questions or concerns about lunch schedules or questions about personal food being brought into the school please contact RPA main office at (503) 907-1023

## Attendance Rules

### RPA Attendance Rules:

The purpose of attendance is to facilitate learning and to teach responsible behavior. Attendance rules should not only encourage and motivate students to attend school, but also emphasize the importance of school attendance. All absences affect learning regardless of their reason. Students missing class lose out on the significant amount of learning which occurs within a given classroom each day. Regular attendance and punctuality are critical lifelong skills that will be learned and expected of all students. Students must demonstrate the ability to work individually and in groups to define problems, develop and evaluate solutions and apply strategies for solving life problems. Performance in class through collaborative activities is an essential element of student learning and assessment. Students must be present to achieve those outcomes. Therefore, absences must be minimized. Attendance procedures have been developed to maximize learning opportunities.

**On-time attendance is essential** for students to succeed in their education at RPA. Our instruction is focused, direct, and important. When students are late or absent they miss instruction which can seriously affect their learning. Therefore, our policy is designed to make it clear that frequent absences and/or tardiness are not acceptable. Parents are encouraged to make doctor and other appointments after school so that students do not miss instruction. *Students arriving after 12pm will be counted absent for the morning half. Students picked up after 12pm BUT before 2pm will be marked absent for the afternoon.*

**Absences:** Parents/Guardians are to provide a note or a phone call to let the school know the reason for the student absence. If this information is not provided, the school will call to find out the reason for the absence and whether or not it can be excused. If absences are unexcused, the office will mail home the attendance policy. Absence reports will be provided to parents/guardians along with report cards.

Absences can only be excused by a parent or guardian through the office.

1. Absences - In accordance with the laws of the State of Oregon, school attendance is the responsibility of the student and his/her family. Students are expected to be regular and punctual in their attendance.
2. According to Oregon State Law, the school is charged with the responsibility of excusing student absences with parent permission for the following reasons:
  1. Serious illness of student
  2. Illness of family member
  3. Death in the family or other emergency
  4. Religious holiday or religious instruction
  5. Mental or behavioral health as excused absences
  6. Absences related to being a dependent of a member of the Armed Forces of the United States

When students are absent, their parent/guardian must:

1. Absence due to illness or emergency: - Contact RPA by phone, 503.907-1023 before **9:00** a.m. on the day of an absence. If a phone call is not possible, the student or parent must present a note signed by the parent/guardian to the office the day the student returns to school.
2. Other (non-excused) reasons and family absences: - Other absences are not considered excused, and must be pre-arranged prior to the absence by the parent, either by phone or a note to the teacher and/or office. Each absence is an individual case and will be treated according to the circumstances surrounding the request. Examples of such unexcused extended absences which are to be handled in this way are funerals, vacations, transportation or any other absence for reasons of personal or emergency.

**All missed school work must be completed.** When students are late or absent, they must complete all school work that was assigned in their absence. Missing work will negatively affect a student's grades and he/she will receive a mark of zero until it is turned in. Work is due the next day in the case of tardies. In the event of absences, make-up assignments are due as many days after the student returns as the student was absent. (For example, if you are absent two days, the assignments are due two days after the day the student returns.) Teachers will set individual policies for making up overdue work which may include: staying in during recess, working during other activities (e.g. PE or field trips), or requiring after-school make-up.

Frequent Absences

**After 1 absence**, the office will send an automated call to parent/guardian

**After 2 absences**, the teacher will call the parent/guardian to discuss the problem and ways to solve it.

**After 3 absences**, the office will personally call the parent/guardian to discuss the problem and ways to solve it.

**86%-90%**- If attendance drops between 86%-90% the office will mail a copy of the attendance policy

**76%-85%**- If attendance drops between 76%-85% the office will mail a letter to the student's home alerting the parent/guardian to the problem and with a copy of policies

**Below 75%**-parents/guardians will need to come to the school to meet with an administrator to discuss alternatives and plan to improve attendance.

**Tardies**: Students are to arrive before school begins. Students who arrive after 8:00 AM are considered tardy. All tardy students must be accompanied by an adult to be signed in on the computer at the main office, and will receive a tardy pass to be admitted to class. If the parent/guardian does not accompany their student, an administrator will call home. After 2 unaccompanied tardies after 8:00 AM, the parent will be asked to meet with the Principal. All tardies will be considered time lost from learning.

#### Frequent Tardies

**After 10 tardies**, the office will mail a letter to the student's home alerting the parents to the problem along with a copy of the policies. Students will also be put on a "chronically tardy list" and may need to use recess, after school or specials to make up missed work.

**After 15 tardies**, a letter will be mailed to the parents/guardians to discuss the problem and ways to solve it.

**After 20 tardies**, parents will need to come to the school to meet with an administrator to discuss alternatives and plan to improve tardiness.

The school administration may refer the parents/guardian to the district Truancy Officer or the Multnomah County attendance department for further consequences. Alternatively, because RPA is a school of choice, parents whose children do not attend at least 90% of the time (more than 16 absences in one year) may be counseled to consider enrolling in another school that better meets their needs.

#### Withdrawal

After 10 consecutive days of absence, state law requires schools to withdraw students regardless of reason.

## Retention

RPA may retain in grade level (will not promote to the next grade) any student who is chronically absent.

School Attendance is compulsory according to Oregon State Laws

Except when exempt by Oregon law, all students aged 7-18 who have not completed the 12th grade are required to attend school full time on a regular basis at the designated school within the attendance area or a school of parent choice. Persons having legal control of a student, ages 7-18 who has not completed the 12th grade are required to have the student attend school. Under the superintendent's direction and supervision, attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Violation is a Class C violation and is punishable by a citation up to \$150.

A parent or student may be referred by RPA to the district for further review. The district will develop procedures for issuing a citation. A parent who is not supervising their student by requiring school attendance may also be in violation of ORS 163.577(1) (c). Failing to supervise a child is a Class A violation and punishable by a fine up to \$600.

### **Exemptions from Compulsory School Attendance**

In the following cases, students shall not be required to attend public schools full time: 1. Students being taught in a private or parochial school in courses of study usually taught in grades 1-12 in the public schools and in attendance for a period equivalent to that required of students attending public schools;

2. Students proving to the Board's satisfaction that they have acquired the courses of study taught in grades 1-12 in the public schools;

3. Students being taught by a private teacher the courses of study usually taught in grades 1-12 in the public school for a period equivalent to that required of students attending public schools. 4. Student being educated in the home by a parent:

A. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Multnomah Service District (MESD) in writing within 10 of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue homeschooling. The ESD superintendent shall acknowledge receipt of notification in writing within ten calendar (10) days of receipt of the notification. Notification must be received and acknowledged before a student is withdrawn from school and thereafter before the start of each school year;

B. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8, and 10:

1. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the student withdrew;

2. If the student never attended the public or private school, the first examination

shall be administered prior to the end of grade 3;

3. Procedures from home-schooled students with disabilities are set out in OAR 581\_021-0029.

- C. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
- D. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Department of Education;
- E. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD.
- F. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- G. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon

## General School Information

### Items from Home

A student's own toys are to be left at home, except for a specific purpose, such as an earned reward with teacher permission. Toys include but are not limited to gaming systems, iPods, and other electric play devices, trading cards, dolls, stuffed animals, cars, blocks, etc. Cap guns, water guns or look-alike weapons are not to be brought to school and can result in disciplinary consequences.

### Outside food and beverages

Soda, caffeinated, and specialty beverages (including ALL Starbucks, Dutch Bros, and other coffee drinks) and chewing gum are not allowed at RPA. Any student drinking soda, caffeinated beverages, specialty beverages, or chewing gum will be asked to throw these items away.

### Vandalism

Defacing school property is punishable by payment of damages or withholding privilege of use. Under Oregon law, which states "1...the parent or parents of an unemancipated minor child shall be liable for actual damages to person or property caused by any tort intentionally or recklessly committed by such child and 2. the legal obligation of the parent or parents of an unemancipated

minor child to pay damages under this section shall be limited to not more than \$7,500, payable to the same claimant, for one or more acts.”

### Lost & Found

Lost and found items are kept in the lost and found rack. Due to a lack of space to keep large amounts of lost and found items, items are donated to a charitable organization a few times each year. Prior notice will be sent out to parents/guardians, in addition to being posted on our website.

### Newsletter

Electronic newsletters are published during the school year. They contain important information from the principal, notices, announcements and details on subjects such as state testing, parent/family conferences, report cards, calendar dates, student recognition and much more.

## Health Care

### Medications at School

The school may assist in administering only prescription medications scheduled to be given during school hours or nonprescription medications with a note from the parent/guardian. The custodial parent/guardian(s) in writing shall make any request for the administration of medication to a student. Please obtain a form and further instructions from the office. Parents/guardians must always bring prescription and nonprescription medication to school in its original, labeled container and fill out an authorization for medication administration form. Students are not to carry either prescription or nonprescription medications, but are required to keep them in the health room or front office.

At the end of the school year, leftover medications must be picked up by a parent (medications will not be released to a student) by the end of the last day of school. The office manager will destroy medications not picked up by the date indicated.

### Food Allergies

If your student has a food allergy, it is required that you come to the Main Office to fill out a Food Allergy information sheet signed by the child's physician which will then be sent to Reynold's School District Nutrition Services.

## Records and Permissions

Parents/guardians have the right to:

- Inspect and review the student's education records.
- Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights. • Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent. Pursuant to OAR 581-021-0410, file with the United States Department of Education a complaint under 34 CFR 99.64 concerning alleged failures by the district to comply with the requirements of federal law. Obtain a copy of the KNOVA policy regarding student education records. (Copies of KNOVA Student Records Policy are located in the Main Office. Please contact the office staff.)
- The school forwards education records requested under OAR 581-021-0250 (l) (m) and (p) within 10 days of receiving the request.
- If the student's parent/guardian(s) has a primary or home language other than English, the school shall provide effective notice.

### Access by Non-Custodial Parents

According to Federal Law, RPA must provide access to both natural parents, custodial and noncustodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. Parents/guardians who have questions or concerns regarding access to records by non-custodial parents are requested to contact the Front Office for detailed information regarding the procedures that must be followed.

### Publicity Denial - Permissions/Authorizations

Parents/guardians have an opportunity to request that the school NOT allow their child's information or photo to be used in: News Media, School Yearbook, School Web Page, and/or Student Directory. The welcome packet will include a student "change of information" form, which includes the permissions/authorizations fields. Change your permissions/authorizations on that form and turn it into the school office in the fall or simply call the school office anytime you wish to change your permissions/authorizations.

## Dress Code

Every student must wear the following:

- Navy blue, white, or khaki colored short or long sleeved polo-style (collared) shirts with or without the official RPA logo.
- Navy blue, white, or khaki colored dress pants, jumper, dress, skirt, or shorts.
- Shoes (any color) must be safe and easy to move in. Sandals must have a back on them. No flip flops.

Additional clothing requirements

- All clothing must be solid colored with no other patterns.

- Skirts and shorts must be longer than the bottom of the student's fingertips.
- Students may not wear clothing with logos larger than a dollar bill, unless it is the official RPA logo.
- Jeans or leggings are not accepted as school uniforms.
- Students may wear leggings under dresses or skirts. Leggings must be solid colored navy blue, white, or black.
- Students may wear a solid colored navy blue, white, black long sleeved t-shirt (not a sweatshirt or jacket) under the uniform shirt.
- As temperatures can fluctuate in the classrooms slightly, solid colored navy blue, khaki or white cardigans, sweaters, sweatshirts are allowed to be worn in the classrooms. These sweaters must not have any logos larger than a dollar bill, except the RPA logo. No large winter jackets may be on in the classroom or in the hallways. Students may wear any jacket outside.
- Once students enter the school building, wearing of hats, head wraps, bandanas, or kerchiefs are not permitted unless it is in accordance with religious observation.

We cannot allow deviations from this code because such exceptions undermine the respect that students have for adhering to school expectations. Families who have concerns or questions should contact the school immediately. This list is not designed to be comprehensive, but is designed to provide guidance on these items that could show up during the school year. Please check in the office or with any member of the Leadership Team if you have questions about a particular article of clothing.

#### Dress code compliance:

RPA follows a 3-offense policy:

1. 1st dress code offense: students will receive a documented warning indicating which part of their uniform did not comply with the school dress code. This must be signed by the parent/guardian and returned to the office.
2. 2nd dress code offense: the parents will be called notifying them of their student's being out of dress code.
3. 3rd offense and all subsequent dress code offenses: parent/guardian(s) will be asked to bring the proper uniform attire or pick up their student from school.

The students of parent/guardian(s) who do not come to pick them up for uniform offenses may not participate in the classroom learning environment until a uniform is brought to school. Dressing inappropriately may result in additional disciplinary consequences at the school's discretion.

The RPA dress code is not intended to suppress speech or expression. Students have alternate ways to express themselves through, among other things, verbal and written speech in the classrooms.

## RPA Logo Shirts and Hoodies

Navy blue and white polo shirts and navy blue zipper hoodies embroidered with RPA's logo are available for sale periodically throughout the school year. Please contact the front office for an order form. Available in youth small, medium, large and extra large. Adult sizes are also available upon request.

## Personal Property and Electronic Devices

Students may not possess personal electronic devices in public charter school facilities during the school day unless as authorized by the administration. A "personal electronic device" is a device capable of electronically communicating, sending, receiving, storing, recording and/or displaying information and data.

Students may not access social media websites using public charter school equipment, while on public charter school property or at public charter school-sponsored activities unless the access is approved by a public charter school representative.

Students permitted to possess a personal electronic device are prohibited from having the device on active mode during class time. Personal electronic devices brought to school may be used for appropriate/approved classroom or instructional related activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on public charter school property or while a student is engaged in sponsored activities, unless expressly authorized in advance by RPA administrator.

RPA will not be liable for personal electronic devices brought to public charter school property and public charter school-sponsored activities. RPA will not be liable for information or comments posted by students on social media websites when the student is not engaged in public charter school activities and not using public charter school equipment. Students found in violation of the personal electronic device use and possession prohibitions of Board policy and rules as established by the administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student's parents/guardians. The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic, lewd or otherwise illegal images of photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries.

## Harassment/Bullying

RPA is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. RPA requires all students to conduct themselves in an appropriate manner with respect to their fellow students and all members of the school community. RPA strives to ensure that all of its students are free from bullying and sexual harassment. This includes electronic, written, oral/verbal or physical acts. All charges of bullying and sexual harassment are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. RPA will make every effort to handle and respond to every charge and complaint filed by students in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

### Definition of Bullying:

Bullying is defined as written or oral expression or physical conduct that the RPA (KNOVA Learning) school board or the Administration team determines:

- To have the effect of emotionally or physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

### Definition of Harassment:

*In General*, Harassment includes communications such as jokes, comments, innuendos, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

*Sexual Harassment:* While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes unwanted sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or

condition of education or grades.

2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive school environment.

### Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by teachers, administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by RPA.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Directors, subject to applicable procedural requirements.

## Corporal Punishment and Student Restraint

RPA maintains high expectations and clear disciplinary procedures. These procedures do not allow for corporal punishment, but rather, include a clear set of interventions, including logical consequences, loss of privileges, suspensions, and expulsions.

Corporal punishment of pupils is strictly prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the Principal will file a detailed report of such with RPA's Executive Director. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

## Internet Acceptable Use Policy

Appropriate use of technology in the school environment is the joint responsibility of students, parents, administration and staff. All student use of the network is to be conducted under adult supervision. Every user is expected to take individual responsibility for appropriate use of the network when selecting, sharing or exploring information and media.

## Children's Internet Protection Act Policy

RPA will prohibit access to offensive content on the Internet and will adopt the following internet filtering safety measures to ensure the safety of its students:

1. Ensure that filtering blocking obscene content is provided for all Internet enabled computers used by students, staff, and parents
2. Ensure that filtering is disabled only for bona fide research or other lawful purposes
3. Ensure that online activities for minors are monitored for appropriate use
4. Ensure that unauthorized online access, including "hacking" and other unlawful activities is prohibited
5. Ensure that unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited

## Acceptable Uses

Acceptable uses of RPA networked educational resources include, but are not limited to, information/resource sharing and materials that:

1. Achieve and support instructional goals and classroom learning.
2. Reflect academic honesty, and high ethical and moral responsibility.
3. Show restraint in the consumption of shared resources.
4. Promote innovation and educational excellence through research, worldwide resource sharing and communication.
5. Demonstrate respect for intellectual property and ownership of data.

## Unacceptable Uses

The following uses of RPA networked educational resources are not permitted:

1. Cyber Bullying of a fellow student or staff member: Accessing, sending, or displaying offensive, obscene, sexually explicit, defamatory, or harassing messages or materials, from school, or from home to school.
2. Trespassing in another's folders, work or files.
3. Plagiarizing, i.e., taking material created by others and presenting it as one's own.
4. Sharing your password with anyone or using another person's password.
5. Damaging computers, systems, or networks.
6. Tampering with, making changes to, or altering systems, folders or files.
7. Uploading or creating computer viruses.
8. Violating copyright laws and illegal distribution of software.
9. Intentionally wasting limited resources.
10. Using school resources for personal, commercial, political or religious purposes.
11. Sharing written or graphic information that identifies specific students using e-mail or the Internet.
12. Revealing any personal addresses, phone numbers, credit card numbers, bank account

numbers or other private information of any individual.

### Network Etiquette

The goal of network etiquette is to encourage the efficient use of shared resources. Students are expected to learn and to abide by generally accepted rules of network etiquette, as well as the school wide expectations which govern school decorum. These include, but are not limited to:

- a. Being respectful and polite.
- b. Respecting any time constraints placed on usage by teacher or computer lab monitor.
- c. Only engaging in acceptable uses of networked resources.

### Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. RPA reserves the right to examine all data stored on CD-ROMs, online drives, and jump drives, involved in the user's use of RPA's Internet service.

Internet messages and virtual interactions are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review online and virtual interactions and communications to maintain integrity system-wide and ensure that users are using the system responsibly.

### Violations

Access to the RPA Internet service is a privilege not a right. RPA reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension or expulsion for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through RPA Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

If a student needs to be sent home due to a behavior infraction, a parent/guardian must come to the school to meet with the Leadership Team, and remove the student from the school grounds. Attendance and early dismissal policies do apply in cases of suspension. Students sent home for behavior infractions will not be dismissed unless the parent or guardian has physically come to the school (please see Code of Conduct for more details).

## **Additional Academic Supports**

At RPA, we work tirelessly to assist our students in their pursuit of academic success. In addition to the specific supports already noted above, and those supports in place for students with specific learning needs (e.g., Special Education students, English Language

Learners), RPA assesses student learning frequently and adjusts its programs accordingly. When we determine that students require additional support, we will adjust the schedule and expectations accordingly.

## Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) and Oregon Act 102 guarantee students with disabilities a free, appropriate public education in the least restrictive environment. RPA makes every effort to locate and identify all students who may be disabled. Procedures consistent with state and federal regulations are utilized in referring, evaluating and delivering specialized instruction and related services to students with disabilities.

To be eligible for special education, a student must have an identified disability which results in an adverse effect on educational performance and the corresponding need for special education. Appropriate services are provided for students with a specific learning disability. Once eligibility has been established, a program is designed which meets the individual needs of the student.

## IEP (Individualized Educational Program)

RPA works together with the Reynolds School district to support students with disabilities. For students with a specific learning disability, the Individual Educational Plan (IEP) will address only those academic areas that are a result of the disability.

An IEP will be developed for each student who receives special education services. It is the responsibility of the Reynolds School District Team to review and compile all data during the referral/evaluation process. The IEP must be completed prior to placement of students in special education services. During the placement process of students with disabilities, the Reynolds SPED Team must provide special education services based on the IEP and determine at least annually the need for continued placement in special education. RPA encourages full parent/guardian participation at all conferences in which the educational needs of the students are being considered.

## Accommodations and Modifications

Modifications in materials, methods of instruction and/or curriculum must be made to assist the student with a disability. Under the process of inclusion, RPA policy ensures that students with disabilities are educated with students who do not have handicapping conditions as much as possible.

## Grading Policies

RPA is on a quarterly grading system. At the midpoint of each quarter, students will receive progress reports with information about their performance in each subject area. At the end of each quarter, all students will receive formal report cards with information about their performance in each area.

All grades are based on a 0 to 100% scale. **90-100%=A, 80-89%=B, 70-79%=C 60-69%=D 59% and below=F**

Honor Roll. At the end of each quarter an A and A+ honor roll will be published. Students with all grades above 95% will earn A+ Honor Roll status. Students with all grades above 90% will earn A Honor Roll status.

### Promotion Policies

If a student passes all core subjects, the student is promoted automatically to the next grade level.

If a student fails two or more core subject areas, in 2 or more quarters, he or she will appear before the academic leadership team for determination of retention.

## Code of Conduct

RPA has created a Code of Conduct in order to:

- Ensure that our school is a respectful space for learning,
- Allow students to focus on their learning, and
- Prepare students to become engaged citizens who follow rules set by our communities.

In an effort to meet these objectives, RPA implements a positive and proactive behavior management system based on the idea that appropriate behavior is a major aspect of academic success. Behavioral expectations are identified, defined, taught, acknowledged and corrected in order to make the school experience as successful as possible for all students. All school staff members are involved in the development and implementation of an effective behavior management system.

# School-wide Behavioral Expectations

Students at RPA will follow the school wide expectations of being Responsible, Respectful, Safe, and Hardworking. These expectations are taught and defined throughout the school day.

The RPA team responds to student behavior in two ways:

- When students meet RPA expectations, they are acknowledged for their appropriate behavior. This is done using positive reinforcement.
- When a student fails to meet expectations, he or she is corrected back to the expected behavior. Correction is accomplished through re-teaching and encouraging the expected behavior.

These two ideas are addressed on the following pages.

## Acknowledgment of Appropriate Student Behavior (Positive Reinforcement)

Students are acknowledged and given specific positive reinforcement for following specific behavioral expectations. Acknowledgement is done to maintain and increase the appropriate behavior in the future.

There are three levels of Acknowledgement.

### 1. Undocumented Minor Appropriate Behavior

Most Students meet behavioral expectations and academic goals every day. They follow directions, complete their work, clean up after themselves and perform many other tasks. When students do what they have been taught and expected to do by the teacher, they are given specific feedback for the behavior. This acknowledgement can be as simple as encouraging words or signals. The key is to make sure students are acknowledged as motivation to continue to meet the teacher's expectations. The key is to do our best to give attention to students when they meet our expectations.

### 2. Documented Minor Appropriate Behavior

Some students are constantly meeting our behavioral expectations. They are “chronic” in their appropriate behavior. At this level, a tangible reward is suitable for acknowledging this behavior.

*Accolades* are given to students for regularly meeting school-wide behavioral expectations and academic goals. Accolades are drawn for individual prizes or be used to purchase items out of the classroom store.

### 3. Documented Major Appropriate Behavior

There are times when a student goes above and beyond the normal expected behavior. They might do a task without being told or asked, help an injured student on the playground, volunteer to be a study partner in class and many other incidents in which a student exceeds the norm. These are behaviors that deserve significant responses from teachers and staff.

Some ways to acknowledge major appropriate behavior might include a certificate of recognition, a phone call to parents/guardians, or in class incentives/prizes

### Correction of Inappropriate Student Behavior

The goal of correction is to encourage students to demonstrate the behaviors they have been taught. If a student fails to meet these expectations, he or she is corrected back to the expected behavior. Correction is done by reminding, re-teaching and encouraging the expected behavior. We strive to use logical consequences, which are:

**Related:** Directly connected to child's misbehavior.

**Respectful:** Aware of the student's feelings and classroom atmosphere; not intended to humiliate or hurt.

**Reasonable:** Helping children restore their behavior to the school's expectation.

### Three levels of Correction

#### 1. Undocumented Minor Misbehavior

The first response to misbehavior is verbal correction. Students are reminded privately of the behavior they have been taught for the given situation and encouraged to follow the expectation. Correction should not be given "across the room". When a student responds with the appropriate behavior, it is important to call attention to the behavior as motivation for future appropriate behavior.

#### Break Space

Every Classroom will have a Break Space area.

- Students may choose or be sent to the Break Space area by the teacher.
- The student removes themselves from the group to gather themselves before they get frustrated. - This is not a time out.
- Students must be taught how to use the area.
- The time limit is 10 minutes. (A timer will be in the break area).
- Students will complete a think sheet
- Students are responsible for doing all work missed while they are in the break area.

If a student does not respond to our verbal cues and reminders, the response by the staff member moves to the next level explained below.

## 2. Documented Minor Misbehavior

Some students will not respond to simple verbal directions. Their minor misbehavior is chronic. They demonstrate by their behavior that reminding and re-teaching have not been enough to change their behavior. At this point in time, teachers must begin to document the misbehavior. This documentation is recorded in our Student Information System. Consequences for these minor behaviors can include: time owed (minute for minute) to complete work not completed, or restorative consequences that relate to the behavior such as assisting with lunch/recess clean up, writing an apology note, restorative conversation with those involved, and various other minor consequences. Consequences are working when the behavior changes. If the behavior does not change, the consequence needs to be reevaluated and adjusted in order to make the desired change. There is the possibility that students will not respond to this level of intervention. If a student receives a third minor behavior report, the response by staff moves to another level.

## 3. Documented Major Misbehavior

After **three “Minor”** referrals, the misbehavior has become chronic and has not been changed by the previous responses. A meeting will be scheduled with administration, teacher and parent to discuss further interventions. Staff should consider home life, academic placing, past behavior history and whatever other information that might best support the student.

Another level of “Major” misbehavior includes behavior that is illegal, poses a threat to the physical safety of students and staff and/or in which there is the possibility of loss of control by the adult supervisor. Behavior included in this category includes: fighting or

physical aggression; defiance of the teacher or staff member; leaving campus, classroom, building without permission; vandalism/property damage or misuse; bringing weapons, drugs or other prohibited materials to school along with other issues agreed upon by the school staff.

Consequences for these behaviors might include: Conference with the administrator, out of school suspension, restorative justice, repair of damage, expulsion and other agreed upon consequences.

### Intensive Behavior Level

Students who receive 3 referrals for the same or similar incident have exhausted all basic levels of intervention. The interventions that have been implemented have not changed the student's behavior. A more intensive intervention plan must be designed at this point. A team of teachers, staff members and an administrator meets to design a plan to meet the student's needs. Parents and the students may also be involved at this time.

The following information should be taken into consideration:

1. Student data collected in order to identify specific behavior issues
2. Frequency and intensity of behavior
3. Student placement (ie., classroom, academic level, peers, etc.)
4. Teacher, parent, support staff input
5. Research validated practices as interventions.

The goal of these meetings is an Individual Behavior Plan (IBP). This plan should

- include:
1. A few reachable goals for the student's behavior
  2. Timeline for meeting the goals and student incentives
  3. A recording instrument for monitoring the goals
  4. Teacher and staff responsibilities in the intervention
  5. The date for a follow up meeting to evaluate and adjust the plan

### Serious Behavior Consequences

The following is a list of the most serious behavior consequences that could be assigned to students:

#### 1. Out-of-School Suspension

Infractions which may warrant an Out-of-School Suspension include gross disrespect of a fellow student, faculty, staff, or visitor. Examples of gross disrespect include, but are not limited to:

- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Disrupting Detention or In-Class Suspension through misbehavior
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar or profane language
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling
- Serious forgery, plagiarism, or cheating
- Leaving school grounds, building or classroom without permission
- Being asked to report to ISS office during class three times in a given week
- Repeated offenses for which the student has already earned In-Class Suspension

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below is limited to the following:

- Non accidental conduct causing serious physical harm to a student or employee;
- When a school administrator determines based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees;;
- Or when a suspension or expulsion is required by law.

Following a suspension, student, parent/guardian, teacher and administrator will schedule a re-entry meeting to discuss what actions led to the suspension, who or what was harmed and plan how best to move forward and restore any harm that may have been caused.

## 2. Expulsion

Expulsion is defined as the exclusion from RPA on a permanent basis at the discretion of the Principal. Following behavioral infractions will be considered for expulsion:

- Possessing a dangerous weapon including but not limited to a knife or a gun.
- Possessing a controlled substance including but not limited to illegal drugs and prescription medication
- Possessing, distribution or use of marijuana or tobacco products on campus.
- Possessing, using or distributing paraphernalia related to drugs, marijuana or tobacco.
- Being convicted of a felony or being found guilty of committing a felony either by admission or adjudication.
- Repeated, deliberate and fundamental disregard of school policies and procedures
- Possession, use, or distribution of alcohol
- Assault (i.e. threatening assault, hitting, kicking, punching, biting, slapping, pushing) against fellow students or other members of the school community
- Theft or destruction (or attempted theft or destruction) of personal or school property

including arson.

- Harassment and violations of civil rights, as delineated in the RPA Student and Family Handbook

In addition to any of these infractions, any breaches of Federal law, Oregon State law, or bylaws of the city in which the school is located, may be handled in cooperation with the local police department and may result in expulsion.

Under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed or used a firearm on school property or at a school-sponsored event. The administrator may modify the expulsion requirement for a student on a case-by-case basis. Additionally, in accordance with Oregon law, any person who intentionally possesses a firearm, unless the person possesses a valid license under ORS 166.291 and 166.292, or other dangerous weapon in or on public charter school property or recklessly discharges a firearm in school is subject to criminal prosecution, a maximum five years imprisonment, a fine and forfeiture of firearm and/or other dangerous weapon, or both. Any person 13 to 17 years of age convicted of intentionally possessing a firearm in a public building is subject to denial of driving privileges for 90 days.

In accordance with Oregon law, any person under age 18 possessing a tobacco product or an inhalant delivery system commits a Class D violation and is subject to a court-imposed fine, as provided by ORS

167.400. Any person who distributes, sells or allows to be sold, a tobacco product in any form, a tobacco-burning device or an inhalant delivery system, to a person under 18 years of age commits a Class A violation and is subject to a fine, as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of public charter school property is a Class A felony, as provided by ORS 475.999.

A student who is found to have damaged public charter school property will be held responsible for the reasonable cost of repairing or replacing that property. [If the cost is \$50 or more, RPA will notify the student and parent.] [RPA will notify students and parents of all such charges.] If the amount due is not paid within 10 calendar days of receipt of RPA's notice, the amount will become a debt owed and certain penalties and/or restrictions may be imposed. See Fee, Fines and Charges.

If these consequences are assigned, further information may be furnished to the family on the procedures that are part of the School's Discipline Code.

### Discipline of Students with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Special Education Teacher.

## Student Searches

In order to maintain the security of all its students, RPA staff reserve the right to conduct, its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School lockers, cubbies and desks, which are assigned to students for their use, remain the property of RPA, and students should, therefore, have no expectation of privacy in these areas.

## Grievance Procedure

### Where To File a Complaint

Any student who believes that RPA/KNOVA has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, programs, and activities may file a complaint with the Principal. If the Principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Executive Director. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

- School Principal- Danielle Barnard (3-5) Maria McCollum (K-2)
- Executive Director- John Nelsen

### Complaints of Harassment by Peers

In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the School Principal or Executive Director.

### Complaints of Discrimination Based on Disability

A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined by Oregon state law.

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

## Contents of Complaints and Timelines for Filing

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of the grievant's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

## Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by RPA involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will

be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievances/respondents and witnesses will be maintained, to the extent consistent with RPA's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals of decisions made by the Grievance Administrator(s) can be made in writing to the KNOVA Learning Oregon Board of Directors. Please address appeal to:

*Jerry Fladoos, Board Chair, KNOVA Learning 740 SE 182nd Avenue, Portland, OR 97233*

The Board of Directors will issue a written response on the appeal to the grievant within thirty (30) school days of receiving the appeal. Generally, a grievant may file a complaint with the Oregon Department of Education instead of filing a complaint with KNOVA Learning:

1. Within 180 calendar days of alleged discrimination or harassment, or
2. Within 60 calendar days of receiving notice of KNOVA Learning's final disposition on a complaint filed through KNOVA Learning, or
3. Within 60 calendar days of receiving a final decision by the Oregon Department of Education.

## Cheating, Plagiarism and Copying the Work of Others

Students and parents need to be aware of the importance of academic honesty at RPA. Academic honesty means not cheating, plagiarizing or using information unethically in any way.

### **Plagiarism includes:**

- Submitting someone else's work as your own, including that of tutors, friends, parents or siblings or paraphrasing *without giving credit to the source*.
- Turning in purchased papers or papers from the Internet written by someone else.
- Helping others plagiarize by giving them your work, even if you don't think it will be copied.
- Using someone else's idea *without giving credit to the original source*.

**Note:** You **can** use other people's ideas and even paraphrase or quote their words, but you **MUST** give them credit. Use phrases such as "According to..." and "In the book..." and cite

ALL of the sources you got information from in a bibliography.

**Cheating includes:**

- Copying assignments that are turned in as original work.
- Trading assignments with other students, even if you don't think they will be copied.
- Using unauthorized notes or technology, such as bringing notes into a test or using a computer program to translate an assignment and turning it in as your own.
- Sharing answers before, during or after quizzes or tests. Students must be responsible for their own papers and make sure others cannot copy their work.
- Using summaries or commentaries (Cliffs Notes, etc.) instead of reading the assigned material.

**How to avoid plagiarism and cheating:**

- Plan ahead. Rushing to get your work done the night before a big project is due may make it more tempting to cheat or plagiarize.
- Be sure you understand the assignments. Don't always rely on your friends for information about what is required.
- Don't read someone else's paper or homework before you do your own work. If you get any ideas from them, you would have to cite that person as a source.
- Make sure to ALWAYS cite your sources. This means saying where you got the information you are using.
- Keep a list of the sources you use (including the author, title, publisher and copyright date) as you use them and make sure to note which information you got from which source.
- When in doubt about what you need to do to avoid cheating or plagiarism just ask your TEACHER!

**The school will determine appropriate consequences but cheating, plagiarism, and copying the work of others may result in In-Class Suspension, Suspension, loss of academic credit, and/or other**

**consequences. *KNOVA Learning reserves the right to revise these policies at any time. We look forward to an amazing year!***

## RPA: Family/Student Agreement

Please read/review the following with your child, sign below and RETURN to the school's main office staff.

I understand and consent to the responsibilities outlined in the Student Code of Conduct. I also understand and agree that my student shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school during the regular school day, at any school-related activity regardless of time or location and while being transported on public charter school-provided transportation. I understand that should my student violate the Student Code of Conduct he/she shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violations of the law. Regarding student education records, I understand that certain personally identifiable information about my student is considered directory information and is generally not considered harmful or an invasion of privacy if released to the public. Directory information includes, but is not limited to: the student's name, address (including electronic address), telephone listing, photograph, date and place of birth, participation in officially recognized activities and sports, dates of attendance.

I understand that unless I object to the release of any or all of this information within 15 school days of the date this student handbook was issued to my student, directory information may be released by the public charter school for use in local school publications, other media and for such other purposes as deemed appropriate by the administrator.

I also understand that certain student information is considered personally identifiable information and may be released only with prior notification by the public charter school of the purpose(s) the information will be used, to whom it will be released and my prior written, dated and signed consent unless otherwise permitted by law. Personally identifiable information includes, but is not limited to: the student's name, the name of the student's parents or other family member; the address of the student or student's family; personal identifiers such as the student's social security number or student identification number or biometric record; a list of personal characteristics that would make the student's identity easily traceable such as their date of birth, place of birth and mother's maiden name; information requested by a person who the district reasonably believes knows the identity of the student to whom the educational records relates; or other such information that would make the student's identity easily traceable.

Student Name: \_\_\_\_\_ Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_