

**RENTON
PREP**
CHRISTIAN SCHOOL



Family-Student Handbook

Renton Prep Christian School

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Renton Prep Christian School's ("Renton Prep," "RPCS," or the "School") Family-Student Handbook (the "Handbook") is published and distributed to members of the RPCS community for the purpose of providing information on aspects of student and campus life to help students gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between RPCS and any parent, guardian, or student affiliated with or attending the School. RPCS may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.

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I. INTRODUCTION

The Importance of Christian School Education

Historically, formal education was reserved for a small segment of the population. For people who did not have access to education or the ability to read or write, traditions and various learning were passed down through images and storytelling. Historically, Martin Luther wanted all children to be educated so that they could read Scripture and not just listen to what others told them Scripture said. He used the latest technology of the time to help people have access to knowledge. It is pursuant to this philosophy that Renton Prep seeks to educate students: the School endeavors to provide a Christian education with the latest technology to give young people access to the truth of God's Word and to teach them to think for themselves. They will need to make decisions in their own lives for reasons that are real to them, not just because someone told them they should believe something. We want young people to delve into evidence, evaluate, and we want faith to be real to them.

Because we believe God loved us first, we are able to love others (1 John 4:10). Because we have been forgiven, we choose to forgive others (Colossians 3:13). Jesus taught how to love people who are different from us, people who may not be accepted by society, and people who have wronged us. We believe a careful distinction between the Law and the Gospel is the key to understanding Scripture, where the Law shows sin, and the Gospel shows our Savior. This becomes the foundation of policies and procedures we have set forward for interacting with others, asking for forgiveness when we have failed, and offering forgiveness when we have been wronged.

Our entire school culture is built on the foundations of daily living out our faith bound in loving relationship with Jesus. It is not in isolated memorization. It becomes central to identifying purpose and passion in life and overflowing with a joy and hope that is in us. With that, we want to share that hope and healing to the world by contributing solutions to a global society. We want our learners to engage with the world and not hide from it. We want them to use their mind, their heart, and their spirit to make a positive impact in the world. To do that, it is also important that we train young people to evaluate, research, and learn to listen to and respect people with different perspectives, and to ask for help and know how to navigate the complexities of relationships. We want them to use the latest technology to amplify the positive aspects of what God has done in our lives.



For it is by grace you have been saved through faith, and this not from yourselves; it is the gift of God, not by works, so that no one can boast”

(Ephesians 2:8).

Statement of Faith

We believe that we are all equal, we are all imperfect, and all of us have sinned and fall short of the Glory of God (Romans 3:23). We believe that because of our imperfection, we are not declared righteous in God's sight by perfectly following the Law, because we can never follow it perfectly, but God's Law makes us aware that sin exists and that we are imperfect (Romans 3:20). We have hope (1 Thessalonians 4:14), even though we cannot do enough to cover or pay the penalty for our sin and imperfections as humans. We have hope because we have a Savior, Jesus Christ, God's son, who was fully God and fully human (John 1:14; John 10:30, 1 Timothy 3:16). We believe there is one mediator between God and us, Jesus Christ (1 Timothy 2:5). Because of God's love for the world, He gave His only son, Jesus, to be the final sacrifice through His death on the cross (John 3:16),

fulfilling the Law on our behalf (Romans 10:4), so that when we believe Jesus is who He said He is, and did what He said He did, we live with His promise of eternal life through Him in Heaven (Luke 23:43; 1 Thessalonians 4:14). This knowledge brings us a joy and purpose in life (John 10:10). We know that following Jesus does not make life perfect or make life necessarily easier, because we live in a world full of sinful people like ourselves. Jesus said that he has told us that in Him we can have peace: "In this world you will have trouble. But take heart! I have overcome the world" (John 16:33).

The Gospel reveals what God has already done for our salvation. The chief purpose of the Law is to show us our sin and our need for a Savior. The Gospel offers the free gift of God's salvation in Christ. The whole Bible can be divided into these two chief teachings. It is in the proper distinction between Law and Gospel by which the purity of the Gospel is preserved and the three *solas* of "grace alone," "faith alone," and "Scripture alone" are united. (see appendix)

Ecumenical means: promoting or relating to unity among the world's Christian churches. In addition to studying the Bible, we profess and teach the three ancient ecumenical creeds compiled during the early, formative years of the Christian era- the Apostles' Creed (ca. third century A.D.), the Nicene Creed (fourth century A.D.), and the Athanasian Creed (fifth and sixth centuries A.D.). In addition, the Book of Concord includes Luther's Small Catechism (1529 A.D.) and the Augsburg Confession (1530 A.D.), and five other 16th century statements, including Luther's Large Catechism and the Formula of Concord. (More detailed explanation on pages 59-62).

Mission Statement



MISSION – To offer a secure and technology-enabled Christ-Centered School where students learn to use their voice to contribute solutions to the challenges of our global community.

We encourage students to discover their own identity through an education based on Christian values while engaging in discussions from multiple perspectives. Critical thinking and problem solving help our students acquire the ability and skills needed to succeed in relationships and careers. We believe in inspiring learners to engage in productive struggle as individuals and collaborators, so they learn how to view daily obstacles and challenges as a positive and necessary part of living.



VISION – To inspire a passion for harnessing emerging technology for teaching, learning, critical thinking, and sharing the hope of becoming responsible and productive citizens, whose legacy will leave the world a better place.

A technology-enabled education means more than incorporating devices in the classroom. Success in the technologically advanced economy requires more than a simple education. It requires an education built with modern tools. As technology advances, so does our approach, while keeping the values consistent and building a legacy through the talent and voice of students, teachers, and a global audience. Training both thinking skills and flexibility helps students, teachers, and collaborators advance ideas to put them into action.



ACTION – By providing a well-rounded; technology-enabled Christ-Centered Education.

However, success in the technologically advanced economy requires more than a simple education. It requires an education built with modern tools. At Renton Prep, we understand that a technology-enabled education means more than incorporating computers in the classroom. The approach we use to carry out our mission in order to accomplish our vision is very simple. It stems from Christ's life and ministry, which then became our six core values – C.H.R.I.S.T.

Philosophy and Goals

At Renton Prep, we believe that the basis of all teaching is God and His Word. Our desire is to share the love of Jesus Christ through education, friendships, and restored relationships. Our goal is that each student would come to know and love Jesus Christ as Lord and Savior.

We teach from a Christian perspective by offering students the opportunity to understand themselves and the world around them from a Christian worldview, while respecting and learning to understand a variety of perspectives that differ from our own. Field trips and community and global connections are a vital part of learning. Some of this education will be formal (Chapel, Bible classes and studies, counseling) and some will occur as the faculty and students interact in the normal flow of school activity. The goal is to facilitate the development of the child spiritually, intellectually, physically, socially, and emotionally. The School employs Christian administration, faculty, and staff. These are professing Christians who are: actively involved on a consistent basis with a local Christian congregation, wholeheartedly committed to serve as role models in their Christian walks, and maturing both professionally and personally in their Christian faiths. Change in this world is constant and inevitable. Students are prepared to practice and demonstrate resilience. We work with learners on confidence and the quality of being trustworthy and performing consistently well. It is our belief that children are a gift from God to be nurtured and trained so that they may grow strong in character, wisdom, and knowledge (Luke 2:52).

We believe that school is an extension of the home, and we expect families to support the goals of the School and to adhere to the School's policies and expectations for families.

Renton Prep seeks to teach all students to:

- through the grace of God, develop a personal relationship with the Triune God.
- respond to God's gift of grace by honoring Him in their thoughts, words, and actions.
- learn through making connections across content areas, experiences, and life outside the classroom.
- develop new media literacy skills.
- learn effective communication skills, both electronic and conventional, through varied experiences (writing, speaking, visual representations).
- be challenged with projects requiring novel and adaptive thinking.
- learn spiritual, emotional, social, and physical life skills.
- learn to work with others and independently.
- work collaboratively with different ages, skills, disciplines, and perspectives.
- learn through student-initiated, technology-enhanced, experiences with feedback and critique.

- learn through Biblical foundations and Core Knowledge sequence informed by current National and International standards.
- learn through STEM (science, technology, engineering, mathematics), fine arts, and experiential field trips.
- participate in facilitated networks, extending learning beyond the classroom and learn from each other and experts in various fields.
- demonstrate knowledge through various forms of traditional and non-traditional assessment.

Student Expectations and Core Values

CHRIST: Jesus Christ's life and ministry form the foundation of our six core values for students, in partnership with their guardians. Students are expected to discover, display, and apply the God-given talents and gifts that make them unique individuals as they prepare for a life of leadership and service to others.

Renton Prep students must be willing and committed to:

- **CREATIVITY:** Forming and communicating new valuable ideas, products, or artifacts to reflect learning.
- **HUMILITY:** Being a servant to all following the example of Christ.
- **RESOLVE:** Persevering with determination to accomplish academic, social, and spiritual goals.
- **INTERDEPENDENCY:** Contributing skills and talents and accepting assistance from others to benefit the community.
- **SIMPLICITY:** Discerning the most important aspects of life and learning and effectively applying them.
- **TRANSFORMATION:** Embracing change to become more Christ-like.

Accreditations and Approval

Renton Prep is internationally accredited by Cognia (formerly known as AdvancED) and has also received STEM Certification by the same organization. Renton Prep has been recognized by Microsoft as a Showcase School and selected as one of 17 global schools to be part of their Flagship Schools program. Private school approval has been awarded by the Washington State Board of Education.

Renton Prep Anti-Discrimination Statement

Renton Prep is proud of its diverse educational community. The School admits qualified students of any race, color, sex, national or ethnic origin, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School. Renton Prep does not discriminate on the basis of race, color, sex, national or ethnic origin, or any other status protected by applicable law in the administration of its educational policies, admissions policies, financial assistance programs, and other School administered programs.

Relationship of Renton Preparatory Christian School to Amazing Grace Lutheran Church

RPCS is a ministry of and an integral part of Amazing Grace Lutheran Church and, therefore, the School's authority falls directly under the elected officers of the Amazing Grace Lutheran Church Council.

II. ADMISSION AND ENROLLMENT

Admission Standards

Admission to Renton Prep is by application. Consistent with availability in the relevant grades and programs, the School will review each complete and timely submitted application to determine whether the applicant is eligible for admission.

The School views the education process as a family enrollment and, therefore, accepts families, not individual students. Admission and continued enrollment at the School and participation in its activities are privileges which may be temporarily or partially suspended, totally withdrawn, or terminated by the School, at its sole discretion. Families should refer to the Enrollment Contract for more information.

1. Parental Commitment

At Renton, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. Please refer to the School's Parental Comportment policy for more information about the expectations for parents. In addition to the expectations set forth in this Handbook, the School expects that parents will adhere to the Parental Comportment policy, included as Appendix B to the Handbook.

2. Student Commitment

The School seeks to provide a safe, positive Christ-centered atmosphere in which students are nurtured to maturity and challenged academically and spiritually. It is, therefore, important to determine acceptable guidelines for the behavior and lifestyle of its students, and that those students understand and support the purpose and programs of the School.

I recognize that the School is a Christian institution and accept its guidelines:

- a) I have discussed the rules outlined in the Handbook with my guardians.
- b) I will not engage in bullying, harassment, intimidation, isolation, or carry gossip about others.
- c) I am willing to be governed by all the rules of this School, including policies on safety and dress.
- d) I commit to attend all School-sponsored retreats, field trips, or other activities deemed necessary by the School.
- e) I will honor Christ's name in all I do and say. (Colossians 3:17)
- f) I will work to my greatest potential using my God-given talents and abilities.
- g) I will avoid profanity, bullying, lying, and gossip. (Proverbs 6:16)
- h) I will not use tobacco, alcohol, or drugs not prescribed by a doctor for my use.
- i) I will not engage in any inappropriate public displays of physical affection.
- j) I will develop discretion in all my listening, reading, and viewing habits (Internet, music, books, movies, and television, etc.). (Philippians 4:8)
- k) I will endeavor to memorize scripture as assigned by the School. (Psalm 119:11)

3. Church Membership

The School seeks to aid families in the spiritual growth of their children, but recognizes that the School is not solely responsible for the child's development. While church membership is not required, it is encouraged that students worship Jesus Christ regularly with their families at a Christian church of their choice.

Enrollment Procedures

If an applicant is admitted to the School, the family will receive an enrollment contract by which they may enroll the applicant in the School. Enrollment for new families will typically begin in January for the upcoming school year. Students may not attend classes unless a properly executed enrollment contract is submitted to the School in a timely manner.

The School may admit or dismiss students based on its own criteria of spiritual commitment, academic performance, and personal qualifications, including a willingness to cooperate with the School Administration and to abide by its policies and regulations. IMPORTANT: There are no guarantees of placement, express or implied, by Renton Preparatory Christian School.

Enrollment contracts will be sent to returning students only if all financial obligations are current and the School is generally satisfied with the student's academic performance and behavior. A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student's academic record, effort, attitude, and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education. On occasion, re-enrollment contracts are held until later (usually April or May) when the School decides that an appropriate decision about placement can be made, or are not extended at all, if the School determines that such a recommendation is in the best interest of the student and/or the School community. In consultation with the Admission Team's recommendation, the Executive Director has the sole discretion, to make the final decision as to whether a student will be invited to return for another year. This difficult conclusion is only reached after careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

III. ATTENDANCE AND ARRIVAL AND DISMISSAL POLICIES

Regular and punctual attendance is essential for success as a student. Absence and tardiness interrupts the process of learning for all students. Therefore, to maximize the learning experience, we discourage unnecessary absences and vacations on school days. To be excused, an absence must be due to an unavoidable emergency or illness. In some cases, other reasons may be accepted if previous arrangements are made.

The School is a "closed campus," meaning that students may not leave the School grounds at any time without

prior permission and must check out with their teacher. Students must be signed out of the office by a parent/guardian or otherwise appointed member of pick up if leaving the School grounds prior to dismissal.

The School may grant exceptions to these policy on a case-by-case basis for any reason, and an exception granted to one student applies only to that student and does not apply to any other student who attends the School.

Absences

1. Absence Procedures

- a) If a student is ill or prevented from attending school by some other emergency, parents/guardians should email their student's teacher to notify them of their absence.
- b) If a student has a planned absence (see below), parents/guardians should notify the student's teacher at least 3 days before the absence. These may be excused or unexcused (see lists below).
- c) A student being picked up before the end of the school day will be released to a Parent/Guardian when the Parent/Guardian comes directly to get the student from the student's teacher.

2. Excused Absences

Excused Absences include:

- Student Sickness/Illness (Temperature of 100°F or higher): School may require parents/guardians to send a written notice from a doctor or physician.
- Student Injury: The School may require parents/guardians to send a written notice from a doctor or physician.
- Death in the family.
- Planned Absences: Doctors' appointments with student absent for only the necessary appointment and travel time to and from school.
- Special one-day, academic-related events.

3. Unexcused Absences

Unexcused absences include, but are not limited to:

- Absences caused by the student or parent/guardian oversleeping.
 - Family Vacations Not Previously Approved
 - Transportation problems.
 - Student needed for babysitting.
 - If on a waitlist for another school and is absent from regularly scheduled classes.
 - Student or parent/guardian conflicts with School staff.
 - Finishing homework.
 - Excursions - such as attending a fair, sports events, movies, etc.
 - A parent/guardian's request to "excuse my child's absence" without a stated reason or with a reason that does not meet the criteria for excused absences will result in the child's absence remaining unexcused.
-
- Any absence, whether planned or unplanned, will remain unexcused when the parent/guardian does

not provide either an emailed or written excuse within 2 days after the date of the absence.

4. Absence Consequences

- It is the student's responsibility to make up missed work. The student is responsible to get all required assignments that can be completed outside of class from the teacher and turn them in by the assigned deadline.
- Excused and unexcused absences can impact a student's Achievement Levels for Content and Participation.

5. Excessive Absences or Unreported Absences

- On the day a student is absent from school without pre-arrangement or notification, staff will attempt to telephone or email the absent student's parent(s)/guardian(s). If unable to reach a parent/guardian, emergency contacts may be phoned.
- After 5 consecutive or non-consecutive excused absences or 2 unexcused absences, the administration will generally contact the parents/guardians.
- A student may receive an Achievement Level of Unsatisfactory (U) or Insufficient (I) in a course in which he/she has exceeded 10 absences, excused or unexcused. This includes absences for medical appointments and illnesses.
- A parent/guardian may petition for credit if the parent/guardian believes extenuating circumstances merit review of the student's record. The petition process begins by a parent/guardian calling the office to schedule a review.
- Chronic absence may result in dismissal.

Tardies

1. Tardy Policy

- A student arriving on campus or entering their classroom after the designated start time is considered tardy.
- If there is a planned tardy (i.e., doctor's appointment), parents/guardians should email their student's teacher to notify them of the tardy in advance.

2. Unexcused Tardies

Examples include, but are not limited to:

- Any family member/household member oversleeping.
- Student or other family/household member causing delay.
- Turning around to attain Readiness Work or school supplies from home.
- Completing Readiness Work or assignments.
- Traffic.
- Loitering outside the classroom.

3. Tardy Consequences

- All students arriving tardy to campus are expected to check in at the office. All tardies are then recorded on the student's daily attendance.
- After the 3rd unexcused tardy, the Administration will generally be notified of the student's unexcused tardies and may then contact his or her parents/guardians.

Early Dismissal Requests

The School discourages early dismissals from school for any reason including medical appointments. If a student requires an early dismissal for a medical appointment or other valid reason, the family must provide a written or electronic note to the teacher no later than the morning of the dismissal. In this way, the teacher can plan for the student's absence. To be released before the end of day dismissal, the parent, guardian, or other individual authorized to pick up the student must come directly to the School Office to sign out the student.

Arrival/Dismissal Procedures

Drop-Off and Dismissal at RPCS Campus

The School does not provide transportation services and, therefore, families are responsible for coordinating their children's transportation to and from school.

All students should be dropped off and picked up in the Mill Ave. S. parking lot.

Students should not arrive to school any earlier than 15 minutes before classes begin. Supervision of students will not begin before that time. Teacher supervision will conclude 10 minutes after school is dismissed. Extended Care options are available before and after school for an additional charge. See the Extended Care policies for more information.

Carpool Guidelines

Carpooling is a way in which parents/guardians can help and support each other. The School is in no way involved or responsible for carpool situations. The following are general guidelines to assist families in this area:

1. Parents/Guardians must inform the School Office of all names and telephone numbers of those who are authorized to pick up their children from school. When carpools are arranged, or changed, a signed authorization or email notifying the School of the change must be submitted without delay.
2. Parents/Guardians must notify their child(ren) and their teacher if another parent or adult other than a parent/guardian is picking up their child(ren) on a regular basis or on an abnormal day with special arrangements.
3. It is very important that parents/guardians always communicate any change in plans directly with the other families with whom they are carpooling. Messages should not be communicated through students.
4. Before leaving the School grounds, parents/guardians should confirm that all the student(s) for whom they are responsible are accounted for.
5. Parents/Guardians should give as much advance notice as possible to the other families in their carpool when they are unable to drive on a regularly scheduled day, or if a student will not be attending school.

6. Parents/Guardians should promptly notify the School Office, as well as their carpool families, whenever they change mobile, home, or work telephone numbers..

Bicycles

Students are NOT allowed to ride their bikes to or from school without authorization from the School and permission from the parents/guardians.

Driving Privileges

Students are not allowed to drive to or from school without authorization from the School and written authorization from their parents/guardians. Students must use the designated student parking area at all times. The following additional guidelines apply.

- All students must file an automobile registration form. A student may drive only the student's own automobile.
- Students may transport other students in their automobiles only with signed permission forms.
- The irresponsible use of an automobile will likely result in suspension of driving privileges and other consequences, as determined appropriate by the School.
- All students must comply with all laws, rules, and regulations of the Washington Department of Transportation.

Rideshare Services

Families should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The School prohibits the use of these services by students traveling to and from school, and will not take responsibility for calling car services for students.

Leave of Absence

Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the School's Medical Leave policy in this Handbook. The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Director of Administrative and Family Services and the Executive Director. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School in its sole discretion.

The School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the School in its sole discretion.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A

leave of absence will not be used in lieu of disciplinary action to address violations of the School's code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence. International students are advised to consult with the Director of the International Student Program to address any effect the leave of absence may have on student visa status.

IV. ACADEMICS AND ENRICHMENT

School Day Schedule

Curriculum

RPCS is committed to its students' academic and spiritual needs. In the pursuit of academic excellence and to facilitate the stated philosophy and goals of the School, the School provides curriculum materials, online subscription databases, and a dynamic adaptive online curriculum. To maintain a consistent course of study across grades and aligned with Common Core State Standards, we may adapt selected portions of the Core Knowledge sequence, and may align our course of study to selected portions of International Society for Technology in Education Standards for Students and Partnership for 21st Century Skills Framework. Our educators undergo ongoing professional development in technology integration incorporating selected subscription databases, STEAM (Science Technology Engineering Arts and Mathematics), and Microsoft Certified Educator training.

Integrated Curriculum

Classes are enriched by specialized coursework, such as choir, music, dance, art, drama, public speaking, computer science, physical education, and field trips.

Physical Education: Every student is required to participate in P.E. classes unless exempted for medical reasons.

Bible Classes

At RPCS, we believe that the basis of all teaching is God and His Word. Our desire is that each student would proclaim Jesus Christ as his/her personal Lord and Savior through the power of the Holy Spirit. We seek to nurture and train our students toward the goal of growth in godliness of character and action, and to encourage a deepening faith and personal relationship with our Lord. The study of God's Word is a vital element in the life of a Christian; therefore, Bible Study is a required course at the School without exception.

Chapel

Chapel is a special time set aside each week for worship, praise, and sharing God's message. Special guests, pastors, and speakers may be invited to share and to teach. Individual classes may also participate by presenting programs to share with the rest of the School. Chapel attendance is mandatory for all students; guardians and families are also invited to attend.

Class Placement

In arranging class placement each year, teachers and administrators create class lists with careful consideration given to students' academic and behavioral strengths. Previous years' teachers make recommendations with regard to students who work well together, as well as students who may work better when separated. We work to create class lists that are balanced in terms of gender, diversity, new/returning students, and academic and behavioral strengths.

It is School policy that the faculty and administration will make all class placement decisions and that we will not be able to accept families' requests for class placement. All class placement decisions will be made with interest, care, and concern.

Competency Standards

Introduction

RPCS employs an extensive, interdisciplinary, project based, Core Knowledge curriculum, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), International Society for Technology in Education (ISTE) Standards for students, and uses a variety of assessment techniques to monitor students' progress. The ongoing assessment process leads to two semester evaluations that consist of teacher evaluations and may include student self-assessments.

Each semester evaluation will report a Competency for content areas. The competency reported as the final grade on a student's transcript is the same as the second semester competency for each content area to present student growth throughout the year. For some Secondary courses, a Competency may be assigned for only one Semester.

Descriptions of the Exemplary (E), Mastery (M), Proficient (P), Developing (D), Unsatisfactory (U), and Insufficient (I) Competencies are as follows. Please note that all students are expected to maintain a Competency of Proficient (P) by the end of each semester. Exemplary cannot be achieved through adding "Extra Credit" to an already completed, submitted, and evaluated assignment.

We know that students demonstrate their knowledge in more than one way. One diagnostic system we utilize to help support student progress is called Edmentum. It provides us with content assessment in Math, English Language Arts, and Reading. Students take this diagnostic multiple times each year to help the School measure and monitor their progress. This type of information also helps us to provide individualized learning and tiered intervention strategies.

RENTON PREP COMPETENCY ASSESSMENT

Competency assessments measure growth and show consistent and accurate proficiency on specific standards and learning objectives. When a student demonstrates proficiency, they have done everything required to accurately and completely show learning through a task.

Proficient (P):

A Proficient Competency may include a student:

- Demonstrating and/or documenting the competent acquisition of concepts/skill meeting all requirements.
- Participating in class discussions, group meetings, projects, etc. through communicating relevant content knowledge.
- Accepting constructive critique and attempts to apply changes to content knowledge.
- Completing and submitting all academic work on time and meeting all set expectations.
- Producing mostly accurate self-evaluation, critique, and or/reflection.
- Managing time and resources to meet expectations for learning experiences.
- Contributing and/or facilitating class discussions, group meetings, projects, etc.
- Accepting constructive critique and trying to apply changes to content knowledge.
- Respectfully cooperating and communicating with others.
- Accepting responsibility for actions while showing self-control.
- Preparing for class daily and following directions.

The goal is to move toward mastery, where students can communicate, collaborate, self-regulate, and create without the assistance of external adult prodding or checking in. They bring in additional resources and perform above the requirements necessary to become proficient.

Mastery (M):

A Mastery Competency has met all Proficient criteria and may include a student:

- Participating in class discussions, group meetings, projects, etc. through clearly and consistently communicating relevant content knowledge.
- Connecting and transferring subject matter to other subject areas and/or making life applications.
- Producing an accurate self-evaluation, critique, and/or reflection.
- Accurately applying and documenting concepts/skills, meeting all requirements through communication, collaboration, with evidence of critical thinking and creative application.
- Demonstrating the ability to effectively teach, tutor, and/or mentor others.
- Accepting constructive critique and applying changes to content knowledge.

When students go above and beyond mastery, consistently bringing in novel approaches, outside resources, creative solutions, and combine domains in meaningful ways, communicating their learning in a clear way to specific audiences outside the classroom, they have attained more than mastery—their work is exemplary.

Exemplary (E):

An Exemplary Competency has met Mastery criteria and may include a student:

- Innovatively and creatively applying, demonstrating, and documenting concepts/skills beyond the requirements.
- Consistently and accurately connecting and transferring subject matter to other subject areas and/or making life applications.
- Pro-actively setting goals for preparation and completion of academic content.
- Initiating teaching, tutoring, or mentoring others in content knowledge.
- Requesting constructive critique and applying changes to content knowledge.

- Developing, applying, and synthesizing individual talents to enhance learning experiences of self and others.
- Completing and submitting all academic work on time, exceeding set expectations.
- Producing an accurate self-evaluation, critique, and/or reflection.
- Innovatively applying and documenting concepts/skills beyond the requirements through communication, collaboration, creativity, and critical thinking.
- Effectively and efficiently managing time and resources to maximize learning experiences.
- Contributing, initiating, and/or facilitating class discussions, group meetings, projects, etc.
- Demonstrating willingness to effectively benefit, teach, tutor, or mentor others.
- Requesting constructive critique and applying changes to content knowledge.

Competencies are measured against standards through intentionally designed assessments or projects, which may include Summative, Formative, Non-Traditional, and/or Standardized assessments. They include Experiential Learning, Blended Learning, STEAM, and/or Technology.

Renton Prep competency-based assessments aim to move beyond an individual skill or content component of learning to demonstrate proficiency within a given context, specific audience, authentic problem or challenge to solve, and with a broader scope than just the classroom. Assessments may include collaborative and interdisciplinary components, creativity, working within constraints, and learning in authentic settings. The focus of a competency-based assessment is that a learner should master all aspects of a skill or concept prior to moving to the next level of challenge or difficulty.

Developing (D)

A Developing Competency is when students have not met all Proficient criteria and may include:

- Progressing toward demonstrating and/or documenting competent acquisition of concepts/skills.
- Meeting some set expectations, but attempting all.
- Having limited participation in class discussions, group meetings, projects, etc. with inconsistent or inaccurate demonstration of content knowledge.
- Communicating concepts and ideas when prompted.
- Expressing ideas that are at times irrelevant or unclear.
- Working on managing time and resources to meet expectations for learning experiences.
- Providing limited contribution to class discussions, group meetings, projects, etc.
- Attempting respectful cooperation and communication with others.
- Working on accepting responsibility for actions, and working on showing self-control.
- Providing limited preparation for class.
- Improving on following directions.

Unsatisfactory (U):

An Unsatisfactory Competency is reserved for a student who fails to exhibit evidence to meet criteria set forth by the teachers and may include:

- Shows minimal demonstration or documentation of competent acquisition of concepts/skills.
- Work is inconsistently submitted.

- Set expectations are rarely attempted or met.
- Participation in class discussions, group meetings, projects, etc. is minimal and expresses irrelevant and/or inaccurate content knowledge.
- Work is rarely and inconsistently completed or submitted on time.
- Set expectations are rarely attempted or met.

Insufficient (I):

An Insufficient Competency is reserved for a student who fails to exhibit evidence to meet criteria set forth by the teachers and may include:

- Missing assignments, projects, or artifacts or not enough evidence of learning has been submitted.
- Disruptive participation, inattentiveness, taking away from other learners.
- Inappropriate use of School or personal property (computers, art supplies, ruler, etc.).

Readiness Work Policies

Philosophy

Readiness Work encompasses learning activities that prepare students to demonstrate mastery of required outcomes. These required outcomes could include, but are not limited to, class discussions, projects, tests, and life-long skills. Readiness Work will be done both in and outside of class.

Readiness Work promotes sound, independent work habits and develops responsibility.

Readiness Work provides guardians with a window to the classroom, helping tie the School to home.

Readiness Work should be developmentally appropriate and of reasonable length.

All students should record Readiness Work according to individual teacher policies. Methods for recording Readiness Work may include, but are not limited to, paper and pencil or electronic systems (including OneNote, Discovery Education, Aleks, Edmentum, Khan Academy), and/or email.

It is the responsibility of the student to do all necessary Readiness Work on time, including assignments missed due to absence. Late Work and Incomplete Work are unacceptable.

Guidelines for Time Devoted to Readiness Work

Students vary widely in their work speed, attentiveness, and use of classroom time. One student might be able to complete all of his or her assignments at school, while another student may need to spend considerably more time working at home to stay caught up. If a student or the student's family has concerns about the amount of time that the student is spending on Readiness Work, they should work with the student's teacher to identify the reason and find a solution.

Teachers may assign Readiness Work on a regular basis Monday through Thursday. We will generally try to avoid assigning work to be completed over the weekend, but some special projects may be assigned during the year that will occupy weekend time.

Reading practice does improve reading skills and so we encourage families to read together every evening.

Family Role

The family plays the key role in setting positive expectations and attitudes toward Readiness Work. We ask all parents/guardians to be aware of their child's assigned Readiness Work every day. It will help keep families in touch with what their children are doing and models responsibility.

Families should put into place an after-school routine that matches the needs of their household and school-related assignments. Some factors to consider are location, lighting, noise, and distractions. (Keeping distracting electronic devices off limits during study time is very important.) It is helpful to adhere to a regularly scheduled time and place (worked out with the child). We recommend that when students are working on digital devices for Readiness Work that parents/guardians actively monitor students to keep them on the assigned task.

Readiness Work is the student's job, not the parents/guardians. Parents/Guardians need to become great questioners rather than doers when it comes time for Readiness Work. If the parents/guardians do the Readiness Work, the student is not ready for the next class day.

Occasionally, we will design special projects that require family participation. However, we will be very clear and tell parents/guardians when it is okay for them to actively help the student complete the work. Otherwise, help your student to learn through questioning and supervision.

Above all, make learning a priority. There is great power in consistent actions and consistent expectations.

Definition of Late Work or Incomplete Work

Incomplete and Late Work

Incomplete Work is work that is unfinished or missing key components or content of criteria set by the teacher. It remains incomplete until changes have been made to meet the minimum requirements. Students are encouraged to resubmit or redo incomplete assignments.

Late Work is any assignment or project that is turned in after the date and time set by the teacher.

Consequences of Late Work

Late Work will affect a student's overall competency. All work still needs to be submitted; work submitted late may receive a maximum competency of Developing.

Absences and Assignments

Students who are absent because of excused absences will receive the same number of days to complete their missed work as the number of days they were absent (i.e., a student that was absent three days will have three days to catch up before the work would be considered late).

Students that go on vacation or are absent for reasons other than illness during the school year will receive the work they missed when they return from the vacation or absence rather than in advance.

Grades 4 – 10 must turn in work assigned the day before a planned absence by the due date.

E-Safety Policy

The School incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School's standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School's online and remote learning environment is subject to the requirements and limitations of the School's online and remote learning technology.

This e-Safety policy is intended to work in concert with the School's other rules and policies, including those set forth in this Handbook. Students and parents are, therefore, expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere. This policy sets forth additional, modified, and/or clarified expectations for the School's online and remote learning environment.

- Dress Code: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students adhere to the Dress and Grooming Guidelines as stated in the Handbook or adhere to a school approved modified dress code.
- Cyberbullying and Online Conduct: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- Remote Environment: Students may not use virtual backgrounds while participating in online and remote learning environments unless authorized or directed by the teacher. Backgrounds and physical spaces captured in online and remote learning should not have vulgar or profane words or images. Backgrounds should be appropriate. For example, students should not be sitting in a bed, but should be setup at a desk or table.
- Chat Functions: Students are expected to use any chat functions in an appropriate and respectful manner.
- One-On-One Interactions: Teachers and administrators may provide virtual one-on-one meetings with students, as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- Recording: Online and remote learning sessions and communications should not be considered confidential and be recorded. Teachers may record learning sessions for teacher and/or student review at a later time. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs.
- Risk Management: All members of the School community are responsible for maintaining a safe online

and remote learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable laws. For students who seek additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability may be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family and the Executive Director and the teacher. No waivers of academic graduation requirements will be granted.

Even after supportive services and accommodations have been put in place, a student may still not be able to satisfactorily fulfill the School's academic requirements. In such instances, the student's homeroom teacher, advisor, the Executive Director and/or other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the Executive Director and/or the Director of Administrative and Family Services will decide whether it is appropriate for the student to remain at the School.

Tutoring

Learning difficulties can be encountered in the classroom that cause student, teacher, and parent concern. The teacher is always the first line of remediation, and it is the teacher who offers suggestions to parents about home assistance or teacher help. The teacher knows the student's history from the student's file and has the kind of daily learning encounters that can best identify problems and suggest skill-building extra help.

Tutoring may be mandated only for a defined period of time, until a student can return to working comfortably without assistance, so that the full extent of the program can be part of each student's daily routine. Students are expected to use tutoring infrequently and with specific goals that are temporary. The School's resources are designed to assist students individually when needed over the long term, so dependence on tutoring is neither desirable nor necessary. Time available during the day is best used on program requirements, homework assignments, and meetings with teachers. Parents are expected to make arrangements for tutoring off campus and at times that do not conflict with regular School obligations.

The School does not have an "approved" list of tutors, although we have worked productively with some over a number of years, nor do we have a review or evaluation system that assesses tutors' pedagogical skills or places them under any kind of School supervision.

Our teachers and/or staff may not be contracted by a family as a paid tutor.

Library

The library is available to serve the needs and interests of students, faculty, staff, and families. Students learn to use various library resources within the context of their classes, and teachers are available to assist with research, reference material, and general questions about the library.

Please follow the proper procedures for borrowing library materials. Families will be held responsible for the cost of lost or unreturned books and materials.

Concerts & Programs

The School presents concerts and programs each year, generally around Christmas and in the spring. Our annual dance program usually takes place at Renton IKEA Performing Arts Center. These concerts are used to showcase the talents of our students. Friends and families are invited to these events. We also host school-wide STEAM Fairs in the spring. Teachers work individually with the students in each class to complete age appropriate demonstrations or projects. Throughout the school year there will be other School-wide events. Families will receive communication about these as they approach during the year.

Field Trips

The School believes field trips are an essential component of experiential learning. Experiences outside of the classroom help to establish and form connections to core content in a meaningful way. Many field trips provide a way to meet specific Core Knowledge content in the arts, literature, music, history, and science sub-categories. Although field trips are considered essential to the educational process, they are considered a privilege. Students will not be permitted to participate in any field trips unless the School determines that the Student is eligible (academically, behaviorally, or otherwise) to participate. Parents/Guardians will be informed of this decision prior to the field trip. Participation in field trips is expected, however, a family may opt out of having their child participate in a field trip in which case the student will be excused from the trip and remain at home for the day. For students not attending a field trip for any reason, the students' guardians will need to make other arrangements for childcare on that day.

Students represent themselves, their class, and the School when they attend field trips. It is expected that behavior will be excellent and reflect positively on the School's reputation. The School's behavioral expectations apply to field trips and off-campus activities.

Supplies

Each student is expected to come to school prepared for the day's activities. The School Office will email a supply list for required items prior to the first day of school. Students are expected to bring the necessary items on the first day of school and to replenish supplies, if necessary, throughout the school year.

Promotion Standards

Teachers, along with the Executive Director and the Administration, make the decision regarding a student's placement and readiness to move from one level of the School to the next. A student must be deemed by the

School to be ready physically, emotionally, socially, psychologically, and academically in order to move to the next level.

Summer Projects and Courses

The School does not customarily award credit for required or enrichment courses taken during the summer. However, for a number of reasons, students may elect or be required to take essential courses during the summer. In order to do so, they must enroll in a summer course approved by the Executive Director and the relevant instructor(s) and/or take a special school exam administered by the appropriate academic credit granting agency. Arrangements and permissions should be secured well in advance.

Students passing a summer course and/or exam do not earn credit from the School, but successful completion may mean they have earned the right to be advanced to the next course in the School's curriculum.

The School may recommend summer reading, to promote a love of reading and to provide an opportunity for students to explore different literary genres either independently or by reading books in concert with members of their family. Reading lists for students based on grade level are posted in e-mail communication.

Secondary School Placement Process

Graduates from the School move on to a variety of schools after graduating from RCPS: public and private, boarding and day, co-ed and single sex, urban and suburban. The School is available to help students and their families make thoughtful and deliberate choices regarding their next school experience. The School aims to help students and parents move smoothly through the initial brainstorming to a final decision.

Graduation

Graduation provides a special opportunity for friends, relatives, and their extended family to celebrate the unique gifts of the graduating students. Graduation is a special, formal occasion reserved only for students successfully graduating from 10th grade. No other types of graduations are permitted. The Graduation date may be published in the School calendar.

V. STUDENT CONDUCT POLICIES

Expectations and Responsibilities

The School is a private Christian institution that seeks to provide a positive Christ-centered atmosphere in which students are nurtured to maturity and challenged both academically and spiritually. It is, therefore, important to determine acceptable guidelines for the behavior and lifestyle of its students, and those students must understand and support the purpose and programs of the School.

1. Each student must display a sincere desire to attend the School and agree honestly and wholeheartedly to apply themselves according to 2 Timothy 2:15: "Study to show yourself approved to God, a workman that need not to be ashamed, rightly dividing the word of truth."
2. Students must be able to meet the academic requirements of the School, and be willing to submit to the discipline required to perform successfully.

3. Students should be aware that they represent the School community at all times, both on and off campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School expects students to behave consistent with the Schools values and code of conduct at all times.

Speech and Respect for Community Members

The School may dismiss students at any time for any reason it deems necessary based on a student's conduct or the conduct of the student's parent/guardian or other individual associated with the student.

The School seeks cultural competency for all community members and expects all community members to respect others. We strive to combat prejudice in all forms, including in speech. The School recognizes that words have the power to negatively impact others and we prohibit speech that discriminates, attacks, disparages, demeans, intimidates, or deliberately mischaracterizes an individual or group based on their identity. Offensive speech can take many forms, including, but not limited to, negatively biased categorical statements, stereotypes, and epithets.

The School invites sincere discussion and questions, and recognizes that there will be moments when insufficient information, erroneous belief, or faulty presentation will create opportunities to review statements and clarify impact. We encourage students to address those incidents directly when they occur, but we recognize that not all students may feel comfortable doing so. Students who have concerns about another's speech, whether in person or online, should contact their teacher or submit a written online communication with explanation so that the School can respond appropriately.

Commitment To Respectful and Healthy Relationships

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions, or otherwise – may negatively impact others.

All students are valued members of the School's community, which presents unique opportunities to develop lasting partnerships with peers, teachers, and staff. The School strives to help students develop such close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of Washington, the School has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Executive Director, Director of

Administrative and Family Services, advisors and/or teachers with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Anti-Harassment, Intimidation, Bullying (HIB), and Other Interpersonal Misconduct

1. Overview

The School is committed to maintaining a safe learning environment in which all members of our community treat each other with civility and respect and that is free from harassment, intimidation, bullying, including cyber-bullying, and other types of interpersonal misconduct. The School will not tolerate harassment, intimidation, or bullying that occurs on School grounds or in connection with any School activity or that otherwise interferes with the educational experience of any student as described herein. The School will support this commitment in all aspects of our School community and works to provide all students with the skills, knowledge, and strategies to prevent or respond to harassment, intimidation, and bullying.

Certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. With this in mind, the School will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the School. However, all students are afforded the same protection regardless of their status under the law.

2. Definitions

- A. "Harassment, intimidation, or bullying" means any intentional electronic, written, verbal, or physical act, including, but not limited to, one shown to be motivated by the affected student's protected class status, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:
- (a) Physically harms a student or damages the student's property; or
 - (b) Has the effect of substantially interfering with a student's education; or
 - (c) Is so severe, persistent, or pervasive that it creates an intimidating, threatening, and/or hostile educational environment; or
 - (d) Has the effect of substantially disrupting the orderly operation of the School.

Please note that nothing in this section requires the affected student to actually possess a characteristic (i.e., protected class status) that is a basis for the harassment, intimidation, or bullying.

Bullying can include the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, custodian, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim.

Hostile environment refers to a situation in which harassment or bullying causes the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive

to alter the conditions of the student's education.

Cyber-bullying refers to bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person; or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (A) to (D), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting rises to the level of harassment, intimidation or bullying.

- B. "Harassment" or "discrimination" is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment

- C. "Hazing" means subjecting a student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group. Prohibited conduct includes, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical or mental health or safety of a student or any other person, or which subjects the student or any other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.
- D. "Retaliation" is any form of intimidation, reprisal, or harassment directed against a student who reports interpersonal misconduct, provides information during an investigation, or witnesses and/or has reliable information about such misconduct.
- E. "Target" is any student against whom interpersonal misconduct or retaliation has been perpetrated.

3. Scope of the Policy

The School prohibits harassment, intimidation, bullying, and other forms of interpersonal misconduct:

1. On School grounds, which means any building or property that the School owns or uses for educational,

- athletic, or other purposes;
2. At or in connection with any School-sponsored or School-related activity, function, or program, whether or not the activity occurs on School grounds;
 3. In any vehicle or other form of transportation owned or used by the School; or
 4. Through the use of any technology or any electronic device owned or used by the School.

The School also prohibits conduct that does not meet any of the above criteria, but that nonetheless:

1. Creates a hostile environment at school for the alleged targeted student;
2. Infringes on the rights of the alleged targeted student at school; or
3. Materially and substantially disrupts the education process or the orderly operation of the School.

This policy applies to the entire School community, including educators, School staff, students, parents/guardians, and volunteers in their interactions with students. In addition, all community members are expected to treat others with respect. As such, the School will not tolerate any harassing or bullying-like conduct by students, parents, guardians, or any other individuals associated with students directed at any School employees or other members of the community.

4. Student Reports

Any student who feels he or she has been the subject of harassment, intimidation, bullying, or other interpersonal misconduct should immediately report the matter. The School has a form available on the School's website for reporting any incident of harassment, intimidation, bullying, or other interpersonal misconduct that occurs within the scope of this policy. <https://rentonprep.org/harassment-intimidation-and-bullying-reporting-form/>. This is the preferred method of reporting such conduct. However, if the conduct occurs in class, the student is encouraged to reach out to the teacher directly. There are additional forms for reports that do not fit within this policy, as well as located on the School's website under "Forms".

Any student who observes an act of harassment, intimidation, bullying, or other interpersonal misconduct should complete the on-line form; or alternatively report the conduct to his or her campus Director, or to any other staff member or teacher with whom they feel more comfortable making the report. If a reported incident involves a staff member, the report should be directed to the Administrator. If a reported incident involves the Administrator, the report should be directed to the President of the Amazing Grace Church Council.

Student reports can be made anonymously, although no disciplinary action will be taken against a student solely on the basis of an anonymous report.

5. Guardian Reports

Any parent/guardian who feels that any student has been the subject of harassment, intimidation, bullying, or other interpersonal misconduct should promptly report the matter. The School has a form available on the School's website for reporting any incident of misconduct that occurs within the scope of this policy: <https://rentonprep.org/harassment-intimidation-and-bullying-reporting-form/>. This is the preferred method of reporting such conduct. However, if the parent/guardian elects not to use the electronic form, he/she should make the report to the appropriate Director. Such reports may be made anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. Any parent/guardian who wishes to file a claim/concern or seeks assistance outside of the School may do so

with our business manager, Dr. Ryan Lowe from Energyhill.

6. Confidentiality

The School cannot promise absolute confidentiality to those reporting interpersonal misconduct, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

7. False Reports

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of interpersonal misconduct or retaliation may be subject to disciplinary action.

8. Retaliation

Retaliation or threats of retaliation meant to intimidate or punish the victim of harassment, intimidation, bullying, or other interpersonal misconduct or toward those investigating the incident will not be tolerated. Any student who feels he or she has been the subject of retaliation should immediately report the matter to his or her campus Director, or to any other staff member or teacher with whom they feel more comfortable making the report.

9. Responsibility of Teachers and Staff

Any faculty or staff member of our School community who has witnessed or otherwise become aware of any harassment, intimidation, bullying, retaliation, or other interpersonal misconduct must report it to the appropriate Director. In addition, faculty/staff members should fill out the on-line reporting form available on the School's website. If a teacher or staff member witnesses an act of harassment, intimidation, bullying, retaliation, or other interpersonal misconduct in progress, the teacher or staff member is expected to take reasonable steps to stop the act by communicating directly with the person where behavior is considered unacceptable, offensive, or inappropriate. Employees may NOT make reports under this policy anonymously. The Executive Director is available to assist anyone who may need support in reporting such activity.

10. Investigation of Misconduct

Once reported, the School will promptly investigate any allegation(s) of bullying, intimidation, harassment, retaliation, or other interpersonal misconduct. The scope of the investigation will be dictated by the circumstances and may include in-person interviews, review of available correspondence (written or electronic), and review of on-campus video surveillance, among other things. Students and their parents/guardians are expected to fully cooperate in any investigation, including, but not limited to, meeting with administration and/or providing documentary evidence. Failure to cooperate may result in termination of enrollment.

If the administration determines the reported conduct violates the School's policies prohibiting interpersonal misconduct or any other relevant policy governing student conduct, it will (i) notify the student who engaged in the misconduct, as well as the parents/guardians of the student, of the investigation findings and any resulting discipline; and (ii) notify the student who reported the misconduct, as well as the parents/guardians of the student, of the investigation findings and, to the extent allowed by law and the School's policy, any resulting discipline. The School will assess the reporting student's need for any measures that might be necessary to

restore a sense of safety. This may include referrals for counseling or other appropriate services for any/all parties involved.

If the student accused of misconduct or that student's parents/guardians fail to cooperate with the School in its investigation efforts, in implementing the required discipline, or in complying with any future steps or measures deemed necessary by the School to facilitate resolution or ensure the safety of the reporting party, the School may terminate the student/family's enrollment. Further, to the extent the School incurs legal fees or costs to address the student or student's parents/guardians failure to assist with or abide with these requirements, the School may assess these fees/costs to the family and require reimbursement.

If a reported incident involves a Director, the administration or the Amazing Grace Church Council will determine the appropriate person to conduct the investigation and implement appropriate intermediate remedies to support the safety of the alleged targeted student.

11. Legal Definitions and School Policies

In accordance with the School's mission, values, and standards of conduct, the School has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School's standards may be stricter than the law and the School may impose discipline accordingly. The School's efforts to enhance its protection of students in no way expand an individual's rights under applicable laws. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

12. Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under RCW 26-44, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, harassment, intimidation, bullying, retaliation, or other interpersonal misconduct, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

13. Discipline and Remediation

Students who violate this policy will be treated consistent with the School's disciplinary policies, as set forth in the Discipline section of the Handbook. The consequences will be consistent, reasonable, fair, age appropriate, and match the severity of the incident, as determined by the School.

The School may, at its discretion, apply stricter standards of behavior in order to prevent inappropriate verbal and physical conduct before a student has been subject to harassment, intimidation, bullying, retaliation, or other interpersonal misconduct. For example, the School may impose disciplinary measures or other corrective action in a case of a single expression, act, or gesture, as well as in a case of inappropriate conduct that may not rise to the level of the definition of bullying contained herein. This may occur if the School determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action, or if the repetition of an expression, act, or gesture might result in a violation of this policy.

14. Training and Prevention

The School takes specific steps to create a safe, supportive environment for vulnerable populations in the School community, and provides all students with the skills, knowledge, and strategies to prevent or respond to bullying, intimidation, and harassment that may interfere with a safe and effective educational environment. Indeed, Renton Prep is committed to support this commitment in all aspects of our School community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The curriculum of required guidance classes in each class includes topics that comprehensively address harassment, bullying, and intimidation, including case studies highlighting the toll on victims, school policies and procedures, state laws, etc. In addition, Renton Prep periodically convenes assemblies, advisory meetings, and other student gatherings to address the topic of harassment, intimidation, and bullying.

15. Additional Notes

This policy is posted on the School's website, and the parent/guardian community will receive copies of the policy at the start of each academic year.

The School may modify these policies and plans during the year, and it will formally notify parents/guardians prior to the effective date of any changes. The policy will be reviewed, and as needed, updated at least once every two years. In connection with that update, the Administrator or designee will be responsible for reviewing the policy and the file of reported incidents of interpersonal misconduct or retaliation in at least the preceding two years, and undertaking such other steps as may be appropriate to evaluate the effectiveness of this Plan and the School's compliance with the Plan and any laws or regulations relating thereto.

The School may report bullying incident data to the appropriate state department, as may be required by the State. The data may include, but not be limited to: (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the department.

The School may periodically assess the School climate, along with the prevalence, nature, and severity of bullying in the School, by administering a student survey at least once every four years beginning with the 2016-2017 school year.

As detailed in the preceding sections, the School takes allegations of student interpersonal misconduct seriously. We encourage you to report any conduct of this nature to the School, so that the School can address the behavior in a timely manner pursuant to our policies and applicable laws. The manner in which we address and/or investigate your concerns will depend on the nature of the issues presented, the number of parties involved, and the severity of the conduct, among other things. Similarly, the actions we take in response will depend on our findings.

There may be situations where a family believes specific actions should be undertaken by the School to investigate and respond to concerns—as well as certain disciplinary actions or mitigating measures. Please understand that although the School intends to work with all of the parties involved to get to a point of resolution—the determination of the scope of the investigation, whether certain conduct constitutes a violation

of school policy, and if discipline will follow, remains in the sole discretion of the School.

If you have questions about a particular finding or result, or the ramifications thereof, we will seek to explain as best we can, being mindful of confidentiality where such protections may exist. However, if after explaining our findings and/or decisions, a family continues to request further review or demand further action, such that the School and the family are no longer able to communicate in a productive manner, these requests could lead to a decision on the part of the School to terminate the family's enrollment contract(s). In the event the School is required to engage legal counsel to reiterate the School's position or respond to ongoing emails/phone calls/and other related correspondence from the family, the legal costs and fees incurred by the School in this regard may be charged to the family at the School's discretion.

Student Lockers and Valuables

Some students are provided with individual lockers or storage bins. All lockers and storage bins are the property of the School and are subject to search and inspection. Personal materials are to be stored in lockers. All books and notebooks should be properly identified with the labels provided. A student should never open another student's locker. No exterior decorations are permitted on lockers. Lockers should be kept neat and organized. The area around lockers is the student's responsibility and should be kept clean. With the exception of bottled water, food may not be kept in lockers.

Birthdays and Special Parties

Families wishing to celebrate a student's birthday on campus must include all students in that classroom in the celebration. The teacher, prior to the celebration, must approve plans. No presents or balloons are to be handed out in the classroom. Pizza, cakes, cupcakes, or candy are not permitted – only juice, fresh fruit and vegetables, or another approved healthy snack. If invitations are being passed out to an off-campus birthday party, all students in the class must be included; otherwise, invitations must be sent from off School grounds.

School Bus and Vehicle Rules

In addition to adhering to the School's general expectations for students, students are expected to observe the following rules when riding in school buses and other School vehicles:

1. Students being transported are considered under the authority of the vehicle's driver.
2. Students may not sit in the driver's seat, operate controls, or be in the driver's area.
3. Fighting, wrestling, or boisterous activity is prohibited in the vehicle.
4. Students shall use the emergency door only in case of emergency.
5. Students shall not bring animals, firearms, weapons, or other potentially hazardous materials in the vehicle.
6. Students shall remain seated, with seat belts fastened if provided, while the vehicle is in motion.
7. When necessary to cross the road, students shall cross in front of the vehicle or as instructed by the driver.
8. The driver may assign seats to students.
9. Students shall not open or close windows without the permission of the driver.
10. Students shall not extend their hands, arms, or heads through the windows.
11. Students shall remain quiet on the bus to allow the driver to remain focused and keep all participants

safe.

12. Students shall keep the vehicles clean, and must refrain from eating in the vehicles, or otherwise damaging them.
13. Students shall be courteous to the driver, fellow students, and passers-by.
14. When riding a Seattle Metro City Bus, students should sit in area designated by the classroom teacher and always know where their teacher is located in order to stay with the class.
15. Students shall load appropriate bus fare to their Orca card prior to the day of use.

Weapons Policy

The School has zero tolerance for weapons. A weapon is any object that is designed or used for inflicting bodily harm or physical damage. The term “weapon” includes, without limitation, the following items: any loaded or unloaded firearm; any knife; any defensive weapon; any martial arts device; and any tool or instrument which the School could reasonably conclude as being capable of inflicting bodily harm, or which by virtue of its shape or design gives the appearance of any of the aforementioned.

It is a violation of this policy for any individual to possess, carry, transmit, or use any weapon, firearm, or explosive device, or any replica thereof; and/or to commit an assault or battery with the use of any weapon, firearm, or explosive device while on School grounds or on any School-sponsored event. Potential responses for violation (or suspected violation) of this policy include, without limitation:

- Weapon confiscation;
- Parent/guardian notification;
- A thorough investigation;
- Referral to local law enforcement; and
- Disciplinary action.

Voluntary Disclosure: If a student brings a weapon to school unintentionally and brings the weapon to an administrator when the student discovers it, the administrator may treat the situation with a non-disciplinary response. Determination as to whether a specific case has met the criteria for avoiding a disciplinary response rests with the School.

Drug, Alcohol & Tobacco Policy

In order to protect the safety of students, staff, and the public, and to provide a healthy educational environment, the use of drugs, alcohol, and tobacco are prohibited on School property and on School outings. The School community members shall not use, possess, sell, buy, or distribute drugs, including alcohol, controlled substances, or related paraphernalia on School grounds or on School outings.

Potential responses for violations of this policy, or for behavior that creates a reasonable suspicion of a violation, include, without limitation:

- Substance or paraphernalia confiscation;
- Parent/guardian notification;
- A thorough investigation;
- Referral to local law enforcement; and

- Disciplinary action.

Parents'/Guardians' Role In Alcohol/Drug Prevention

Parents/Guardians are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents/guardians as a guide for discussion and as a foundation for community agreement.

As parents/guardians, we will:

1. Become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our children.
2. Develop and communicate to our children a clear position about alcohol and drug use.
3. Promote and encourage social activities without alcohol and drugs.
4. Not serve alcohol to other people's children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into our homes.
5. Support School and law enforcement policies regarding the use of alcohol and drugs by young people.
6. Request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

In addition, we will:

1. Take responsibility for our own children and be concerned for the welfare of the children of others.
2. Set a responsible example for our children.
3. Attempt to resist peer pressure and encourage our children to do likewise.
4. Help our children develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
5. Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
6. Communicate openly with other parents/guardians to establish a sense of community and to provide support in giving consistent messages to our young people.

The School's Director of Administrative and Family Services and/or Executive Director are available for consultation with parents/guardians and students on a variety of issues, including drugs and alcohol.

Sanctuary Policy

The use and abuse of alcohol and drugs can lead to serious health consequences. As a way of letting students know that their health and safety are of paramount concern, the School encourages students to ask for help from adults should they find themselves or another student impaired, ill, or struggling with substance use or abuse. The School's Sanctuary Policy provides students with a way to access support without concern that reaching out for help will trigger the disciplinary process.

The School believes that students should be guided by their obligation to, and respect for, other members of the community in seeking the best possible help for themselves and others. The School endeavors to foster an atmosphere of trust on campus and views student-School conversations as vital to that effort. Students should

seek guidance from any adults on campus whose judgment they trust and respect.

Any student may invoke this policy on the student's own behalf, or on behalf of another student, simply by contacting anyone on the faculty, staff, or administration at the School in the following circumstances:

- In any apparent medical emergency, even if drug- or alcohol-induced, the School will initiate medical rather than disciplinary intervention.
- In non-emergency situations where a student's health is at risk because of alcohol or drug use, including, but not limited to, the ill-effects of recent ingestion of a banned substance, chronic substance use or abuse, or past use or abuse that may be impairing functioning at school.

In either scenario described above, the request for assistance must be student-initiated and occur prior to any School administrator or faculty or staff member learning of the impacted student's use or abuse of drugs or alcohol.

If a student invokes this policy, the School will promptly determine whether medical attention is warranted, and the student's advisor, the Executive Director and the student's parents/guardians may be notified.

The School will determine whether follow-up evaluation or counseling is appropriate in an off-campus medical or substance abuse treatment program. In a case with such follow-up evaluation or counseling, the Executive Director, and Director of Administrative and Family Services will be kept informed as appropriate. If lengthy follow-up is needed, the student may be allowed or required to take a medical leave of absence, in the School's sole discretion.

Following treatment for any alcohol or drug use or abuse, the student must have an independent assessment prior to returning to school. Before the student will be permitted back to school, the medical professional conducting the assessment is required to assess the student's alcohol or drug use, make recommendations, and discuss those recommendations with the School. Students are expected to follow any recommendations arising from that consultation.

The law may require notification of state and local authorities in specific cases, including those involving child abuse and neglect, even when the School offers a non-disciplinary response. Students may be subject to law enforcement investigation and response.

If a student is already involved in the disciplinary process because of alcohol or substance abuse, the Sanctuary Policy may not be invoked. Students who misuse this emergency protocol to avoid disciplinary action for drug or alcohol abuse may be referred to the Executive Director.

Determination as to whether a specific case has met the criteria for sanctuary rests with the School.

VI. TECHNOLOGY POLICIES

Acceptable Use Policy

The School is fortunate to have excellent resources for communication and research. Students are expected to

remember that any exchange of information within this community must be made in line with the School's general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled in the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled in the School, as set forth in this Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both on and off campus, using the School's network, and accessing the Internet, to which the School expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Students may:

- use technology for school work or class projects and assignments, at the teacher's discretion;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher.

Students may not:

- post personal contact information about themselves or other people;
- access or attempt to access network resources not intended for them;
- share their passwords or others' passwords with anyone, with the exception of parents/guardians and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;
- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the School's policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Handbook;
- access or attempt to access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- create, request, send, or possess any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity;
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent, and other laws governing intellectual property;
- install or download software on to School computers from the Internet, home, or by any other means;
- create or use a mobile hotspot on the School's campus;
- remove any School-owned computer equipment (including, but not limited to, network cables and keyboards) from the School without express permission;
- store personal files on the network, except in their own network user account—any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;
- disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without

- permission;
- use the network for illegal or commercial activities, including, but not limited to, gambling;
- vandalize, steal, or cause harm to the School's equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware or software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the School network; or
- be "friends" with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes. If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify the Executive Director.

Students should understand that:

- the use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled in the School, is prohibited;
- there is no guarantee of privacy associated with their use of the School's technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School's network, School-issued devices, or School-administered services (even those marked "personal" or "confidential") will be private, confidential, or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School's network. Each student consents to the School's right to view and/or monitor the School's network and all of its associated accounts; and
- they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.

Parents/guardians should understand that:

- it is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

The School may:

- access, view, monitor, and track any information or communication stored on or transmitted over the School's network, on or over equipment that has been used to access the School's network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery; and
- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other

computer systems may be denied access to the School's network.

Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member's use of technology, the student should immediately report the student's suspicions, feelings, and observations to the student's teacher or the Executive Director.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution or otherwise contact law enforcement to notify them of any such violations to the fullest extent of the law.

Bring Your Own Device ("BYOD")

Students are expected to bring their own device to school for use each day consistent with the technology requirements specified for each student's grade and teachers. Students are to bring their device fully charged at the beginning of each school day.

Electronic devices will be used to support learning needs, and must be stored securely when not in use. The School will not be held responsible for computer loss, theft, or damage that may occur. Surface and other hardware devices owned by the students for use in education are the responsibility of students and families.

If students fail to bring their own device to school, the School will assess an immediate and automatic fee of \$10.00 to a student's account for the use of a School-owned device, or in the case of not having a functioning device needed to complete schoolwork. These devices are considered "rented" by the student for the day. Rented devices may include, but are not limited to, a Surface Pen, chargers, Surface, or mobile devices for each day the items are rented. The School does not provide replacement batteries.

Students who do not have use of a device for any reason (including being taken away during school for inappropriate use or off-task behavior) will be responsible for completing their schoolwork on computers available in their home.

Students may not install any unauthorized software on the laptop/tablet while on campus, including, but not limited to, games, file sharing software, and/or proxy or other software intended to defeat the School's web filtering.

School Hardware and Other Devices

If hardware owned by the School and used by students (including, but not limited to, robotics, 3D Printer, Virtual Reality, HoloLens or mixed reality, gaming equipment, mobile devices, electronics, equipment used for media and content creation, lighting etc.) is damaged, broken, or removed from the premises without approval in advance, it is subject to fees and replacement by the parent/guardian of the student whom the School determines is responsible for the damage or missing equipment. The fee will be assessed to the student account.

Students (and their parents/guardians) may also be held responsible for any willful or malicious damage to

School property, employee property, or other students' property attending the School.

Email

Beginning in Kindergarten Prep, the School provides students with an email account which should be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from school, etc.). Students are expected to comply with the policies outlined in the School's Acceptable Use Policy when using their School-issued email account.

Telephone Usage

Students are permitted to use the School telephone in the classroom, with permission, in cases of emergency only. All long-distance calls must be made collect. Students are not allowed to use any telephone, including, but not limited to, cellular, digital, or any other telephones without authorization. Cell phones may be used before and after school and/or during times permitted by the teacher. They may not be used during class at any time, including social media, text messaging, games, photos, music, or any other use, unless permitted by the teacher. Any device used on campus can be reviewed for content.

Family Social Media Policy

At Renton Prep, students may use social networking/media (Twitter, Facebook, Instagram, instant messaging, chats, blogs, etc.) as a way to connect with others, share educational resources, create educational content, enhance the classroom experience, and network within and outside of the School community. Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such social media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand *before* participating in social media. While social networking is fun and valuable, there are some risks students should keep in mind when using these tools. In the social media world, the lines are often blurred between what is public or private, personal or professional.

Students are expected to comply with the policies outlined in the School's Acceptable Use Policy regardless of whether they are using School-provided equipment or their own personal devices. In addition, below are guidelines to follow when families are representing the School in social media spaces, regardless of whether these are considered professional or personal spaces.

Use good judgment

Behave in a way that will make you and others proud and reflect well on the School. Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

Always treat others in a respectful, positive, and considerate manner.

Be responsible and ethical

Share and interact in a way that will enhance your reputation, the reputation of others, and the reputation of the School, rather than damage them.

Be confidential

Do not publish, post, or release information that is considered confidential or private. Online “conversations” are never private. Use caution if asked to share your birth date, address, and cell phone number on any website.

Respect private and personal information

To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.

Never share or transmit personal information of other students, parents/guardians, faculty, or staff online.

While taking care when posting to safeguard people’s privacy, be sure – as necessary and appropriate – to give proper credit to sources. In cases of doubt, privacy should be the default.

Post images with care

Respect brand, trademark, copyright information and/or images of the School.

Other general guidelines

Families are responsible for their own behavior when communicating through social media. They will be held accountable for the content of the communications they state/post. Students and families are reminded that they may not disrupt the learning atmosphere, educational programs, School activities, and/or the rights of other members of the School community.

Inappropriate communications that may cause disruption to the educational program of the School or hurt others include, but are not limited to: (1) confidential and/or sensitive information about a student; (2) bullying/cyber-bullying; (3) defamatory or discriminatory statements or images; (4) proprietary information of the School; (5) infringement of intellectual property; and (6) illegal items and activities.

The School may inspect, review, and retain electronic communications sent, displayed, received, or stored on the **School’s computers, network, files, systems, databases, software, and media.**

The School may inspect, review, and retain electronic communications sent, displayed, received, or stored on the **Student’s personal computers, electronic devices, networks, Internet, electronic communications systems, and in databases, files, software, and media that contain the School’s information and data.**

The School may inspect, review, and retain electronic communications created, sent, displayed, received, or stored on another entity’s computer or electronic device when such computer or device is on the School location, at a School event, or connected to the School’s network, and/or if such computer or device contains the School’s programs, data, or information.

STUDENTS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER THE SCHOOL’S SYSTEMS AS DETAILED HEREIN

VII. DRESS AND GROOMING GUIDELINES

General Guidelines

Emphasis should be placed on the fact that the School is a Christian institution, and the clothes that students wear should reflect a Christ-like attitude. We would like students to treat each other with respect, not based on clothing labels, words, brands, or styles. Therefore, the School prohibits any type of appearance that attracts undue attention to the wearer, and, thus, makes students feel less than or unaccepted by others, or which otherwise causes a disruption to the educational process in the School. The School expects students to exhibit a high standard of courtesy, respect, and etiquette.

Students are required to wear school uniforms, which signify that they are part of a team. In addition, students are expected to adhere to the following guidelines

Tops and Bottoms: All tops and bottoms should be School-approved items and purchased through the School's uniform provider, as explained in the following policy.

Hair: Should be clean, professional, and only be colors that are found naturally in humans. Hairstyles and accessories should not be a distraction in class. Headbands, barrettes, or large hair-ties in the colors of black, brown, white, red, blue, forest green, or purple can be worn. No bandannas, hats, or headbands with attachments can be worn.

Athletic Wear: Should only be worn during P.E. classes; only approved P.E. uniforms are permitted.

Holes and Stains: Rips and holes (intentional or not), and stained clothing are not allowed.

Outerwear: Approved outerwear consists of coats, jackets, blazers, rain gear, winter hats, scarves and gloves. To decrease costs for families when purchasing required uniform items, students are allowed to wear their own coats to and from school, outside around campus, and on field trips. Once inside the classroom or inside the field trip venue, students are required to remove their outerwear garments. This is most important for the safety of our students on field trips as the removal of their coats once inside helps us to easily distinguish our students from other patrons at an event. Coats should be solid colors or simple patterns and not include logos (other than small brand logos), graphics, words/phrases, or be representative of another school or organization.

Shoes, Socks, Tights and Hair: Shoes must be completely black and non-scuff with no colored logos or laces. No boots are to be worn inside the classroom. Socks must be white, grey, or black. Tights must be black, white, or grey for all students.

Hooded Sweatshirts and Sweatpants: Each of these items do not represent our expectations of professional dress and are not an approved uniform item or part of our uniform guidelines. Hooded sweatshirts or sweatshirts in general are not to be worn in replacement of coats. If any light layer of clothing is needed, students may wear School-approved uniform tops (including sweaters, vests, fleece, etc.).

Modesty and Undergarments: Students are not allowed to show cleavage in any outfit worn to school. Underwear is not allowed to show outside of clothing. All pants and skirts must reach fully up to the waist and not allow underwear to show outside of clothing. We recommend opaque tights or black shorts under skirts and dresses to limit the chances of underwear being exposed while at the same time not limiting the activity of the wearer.

Alternate Dress Days: Theme dress days are intended to allow for variation from the School team uniform. Each alternate dress day has a theme. If students choose not to join in Theme dress, they are to wear their regular School uniform. During alternate dress days, all uniform guidelines still apply.

Piercing and Tattoos: We realize that many cultures accept a variety of interpretations regarding modesty, tattoos, and body piercings. In our School environment, we recommend that tattoos (permanent or temporary) are covered and piercings are worn in ears only. Regarding our dress code, we ask students to comply with the following for safety and insurance reasons:

- Not allowed to wear dangle or hoop piercings; and
- Not allowed to wear open-toe shoes or sandals.

The School represents a multitude of faith traditions, families, and cultures that have a variety of perspectives regarding dress. It is the School's desire to reflect and present a professional image of our students to the community. While some attire may be acceptable in other environments, it may not be appropriate for school.

Our dress and uniform guidelines are not an attempt to judge one's spirituality or impose values on families. Acceptability of dress should not determine the acceptability of the student. The goal is to reflect what we feel are commonly accepted Christian values and to encourage our young people to value the individual, and not base someone's worth on their appearance. For example, we want to model what the Bible states in 1 Samuel 16:7, "...God sees not as man sees, for man looks at the outward appearance, but the LORD looks at the heart." The School assumes guardians will honor this intention and will assume the responsibility for guiding their student(s) in this area.

While some students may not agree with all guidelines and expectations, it should be recognized that they choose to attend the School and will, therefore, respect the policies of the School in its attempt to administer a fair and consistent dress standard.

The School Uniform Information: Kindergarten Prep To 10th Grade

Landsend.com is the Only Official School Uniform Supplier. See www.rentonprep.org for ordering.

Where to Purchase Uniform Items

1. LandsEnd.com Online Uniform Shop (Primary Source for uniform items)

Visit and log in to the custom shopping experience for Renton Prep Christian School to make all purchases.

- a) All uniform items except outerwear, socks, and shoes MUST be purchased through our LandsEnd.com online uniform shop.

- b) Lands' End carries sizes ranging from small children through adult sizes.
- c) Uniform shirts and tops:
 - 1) Uniform polo shirts are available in black, cobalt blue, deep purple, evergreen, red, & orange and are required to have the School logo.
 - 2) Additional uniform tops, such as sweaters, vests, and fleece jackets, are available in various colors and styles and are not required to have the School logo.
- d) Uniform bottoms:
 - 1) Color Options: All School bottoms are of the gray color.
 - 2) For husky and tall fits, uniform bottoms can be purchased directly from a Lands' End store, provided the items are from our approved items list. (See LANDS' END APPROVED ITEMS section for listing.)
 - 3) Pants should be worn straight and not rolled up or excessively baggy at the ankles.
 - 4) Solid black belts can be worn with pants as needed.

2. Themed Dress Days

- a) There are a limited number of themed dress days intended as a reward for students maintaining dress code standards and guidelines throughout the school year.
- b) Themes are listed clearly on the website and calendar. Themed dress days are not considered a 'free' dress day or a 'dress down' day.
- c) Students choosing not to wear clothing that fits within the guidelines for the themed dress day must wear their school uniforms.
- d) For student's safety, shoes must be closed-toed, and secured around the heel for themed dress days as well.
- e) No logos, pictures, or words on the clothing is permitted unless they fit within the theme.
- f) All other uniform guidelines apply.

Events, Field Trips, and School Programs

The School intends to display attitudes of professionalism, respect, and modesty when traveling off School grounds. Except when specifically instructed otherwise, the usual uniform dress code will be enforced for all special events including, but not limited to, field trips, School programs, and other events. We may require students to wear a specific color shirt to help us better recognize our students in crowds. Students must also adhere to the standard dress guidelines outlined above when they are a spectator or audience member at any School-sponsored events. This includes all events, concerts, plays, or other School events.

Enforcement

All dress standard infractions may be referred to the Leadership Team. In addition to facing disciplinary action, students found to be wearing or displaying improper dress/hair may be sent home. Consequences of dress code violations may also include: specific, individually assigned dress standards for designated periods of time or a trade for a scheduled themed dress day. In case of questions about appropriateness, it shall be left to the discretion of the Leadership Team. The decision of the Leadership Team will be final. When the infraction has been cleared or corrected, the student may be sent back to class with notification to the teacher of action taken.

VIII. DISCIPLINE

Disciplinary Guidelines

These Guidelines are based on the School's philosophy and principles regarding good character, and reflect the School's commitment to providing a safe and healthy environment for students. Discipline, in general, is training in processes—procedures, preparations, and habits that help students develop a successful academic career. To be disciplined is to be corrected in patterns of behavior and actions. It is a three-way communication process between students, guardians, and School personnel. In the Christian environment, it is training in appropriate choices and ethical behavior that leads one to endeavor to become more Christ-like in responses and actions. Matthew 18 provides a model for a process to address conflict resolution and forgiveness. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School.

Consequences of misconduct (and/or attempting misconduct) applicable to all students are detailed below. These guidelines are intended to provide students and their families with a general understanding of the School's disciplinary approach; however, the School will respond to each situation with a response that the School determines, in its sole discretion, is appropriate. Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action.

The following guidelines have been established for all students at RPCS:

1. Growing in Christian character includes, but is not limited to, the following:

- a) Taking care of one's School community
- b) Respecting all School and Church personnel
- c) Being responsible for one's actions
- d) Respecting other's rights, feelings, and property
- e) Walking safely in the building, and staying in supervised areas
- f) Following through with goals and commitments
- g) Attending school regularly; being on time and ready to work with the necessary learning materials
- h) Wearing School uniforms
- i) Knowing and following the rules of RPCS

2. Offenses resulting in discipline include, but are not limited to, the following areas:

a) Procedural offenses include, but are not limited to:

- 1) Chewing gum
- 2) Running inside the building
- 3) Tardiness
- 4) Inappropriate dress
- 5) Being out of class without a purpose and/or permission
- 6) Being out of seat without permission
- 7) Talking out of turn
- 8) Eating or drinking outside of the lunchroom (unless specifically authorized)
- 9) Bringing unauthorized electronic items to school
- 10) Misuse of authorized or appropriate digital communication devices especially when it negatively impacts any person

b) Attitudinal offenses include, but are not limited to:

- 1) Disruptive conduct
- 2) Misrepresentation/lying
- 3) Disobedience
- 4) Disrespect to faculty/staff member
- 5) Threats, bullying, harassment, intimidation

c) Moral offenses include, but are not limited to:

- 1) Fighting
- 2) Inappropriate language/swearing
- 3) Bringing dangerous objects to school, including weapons of any kind
- 4) Vandalism (damaging School, Church, or personal property)
- 5) Use of drugs, alcohol, or tobacco
- 6) Inappropriate physical contact (non-sexual or sexual contact)
- 7) Theft
- 8) Cheating
- 9) Assault, threats, bullying, harassment, intimidation

3. Lunchroom rules, including, but not limited to:

- a) No talking during the time reserved for eating
- b) Enter the lunchroom in a single line, quietly and orderly
- c) Walk, do not run
- d) Remain seated until excused
- e) Use good table manners
- f) Leave your individual eating area neat and clean (clean up after yourself)
- g) Touch and handle your own food only, without sharing (due to food allergies)
- h) No food throwing, etc.
- i) Do not leave the lunchroom without adult permission
- j) Take all personal belongings daily from the lunchroom when you are finished

4. Playground rules, including, but not limited to:

- a) Remain in the designated play areas until permission is given to go elsewhere
- b) Return all equipment to designated area
- c) Go down the slides one at a time; climbing up or on top of slides is prohibited
- d) The following are strictly forbidden:
 - 1) Throwing rocks, sticks, woodchips, or bark
 - 2) Piggyback games
 - 3) Keep-away
 - 4) Fighting
 - 5) Dangerous use of playground equipment such as tying others up with jump ropes
 - 6) Inappropriate language or play
- e) When crossing playground equipment, students need to be supervised by a teacher or adult.

5. Consequences.

Consequences of inappropriate behavior will depend upon the severity of the behavior, the age of student, and the past conduct of the student. Procedural, attitudinal, and moral offenses, as outlined above, are all considered serious acts of misconduct and may result in a heightened disciplinary response.

Staff members who have knowledge of students behaving inappropriately may speak with the student directly, explain the seriousness of the behavior, and take appropriate immediate action. The staff member may issue a Behavior Notification (a report of student violation that is shared with the student's teacher and appropriate administrators). The School may communicate with the student's parents/guardians at any time during the disciplinary process and require teacher/student conferences, teacher/parent/guardian conferences, and/or an administrator/parent/guardian/student conference.

In addition, the student may be subject to disciplinary action, including, but not limited to, warnings; required counseling; loss of opportunity to participate in extracurricular activities, School social events, or graduation; probation; suspension (in or out of school), disenrollment, and expulsion from School.

6. Technology.

Violation of the School's technology-related policy may also result in requiring the student to turn over the device to the School and/or loss of technology privileges.

7. Suspensions and Dismissals.

Students who receive a suspension from school for any period of time are considered unexcused for the days they miss. However, they may be allowed to make up some portion of the work missed, at their individual teachers' discretion. It is the student's responsibility to discuss the particular circumstances with the student's teachers. The School recommends that any student serving an at-home suspension be given a particular task, possibly community service-related, to be performed while out of school.

Students who are expelled from school will be prohibited from being on School grounds and will not receive academic credit for the time after which they are dismissed. Students who are expelled from the School are subject to the normal withdrawal procedures, including, but not limited to, any financial obligations pursuant to the Enrollment Contract.

In the event that the School determines, at its sole discretion, that there does not exist a constructive and positive working relationship between the School and the parent(s) or guardian(s) of the Student; or for such other reasons as the School may determine to be in the interests of the health, safety, or orderly learning environment of the student, other students, faculty or staff, the School may dis-enroll the student.

8. Role of Executive Director.

The Executive Director has sole and absolute discretion with respect to determining disciplinary consequences for students. All disciplinary decisions are final and not subject to appeal.

Behavioral Expectations While Away From School

Students should be aware that they represent the School community at all times, both on and off campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

Parental Involvement with Disciplinary Matters

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, guardians should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

Disclosure to Community

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action will be shared with the School community as deemed appropriate by the Executive Director. Such announcement may be made in person, by electronic communication, or otherwise.

Disclosure to Next Schools

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools. When a student applies to a next school, it is the obligation of the student and the student's parents/guardians to notify such school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at Renton Prep. If a student's disciplinary status changes after applying to or being accepted to a next school, Renton Prep similarly expects the student and student's family to notify such school of the student's discipline. Renton Prep may, in its sole discretion, also communicate with any secondary or next school, or any other educational institution, regarding the student's disciplinary record.

IX. EXTENDED CARE PROGRAM

The goal of the Extended Care Program is to provide a safe environment for students during the hours before and after school while guardians are at work. This program may not be available at all times and is dependent upon adequate enrollment. Where offered, it is open in the mornings and afternoons for Kindergarten-Prep through 10th grade students. The usual times offered are from 7:00 a.m. – 8:00 a.m. and 4:00 p.m. – 6:00 p.m. The Extended Care program is a drop-in-as-needed program. No special enrollment is necessary for enrolled students. This program is operated on a minute-to-minute fee basis at the rate of 10 cents per minute. It is billed at the end of the preceding month and must be paid by the 15th before 5:00 p.m. each month (same time tuition is due) or a \$100.00 late payment fee may be assessed. Students may not attend the extended care program unless all fees and/or late fees, if any, are paid when due.

ALL LATE PICK-UPS (students picked up after 6:00 p.m. will be charged an additional \$100.00 fee for any fraction of the first half hour and \$50.00 for any fraction of a half hour thereafter.

DROP-IN STUDENTS

In the interest of the safety of our students, any teacher or staff member may send students who are not picked up within 10 minutes after the close of the school day to the Extended Care Program. Parents/Guardians will be charged for this service.

Extended Care Activities

Morning activities include a quiet time of reading books, playing quiet games, and occasional gym time or art activities. Afternoon activities include a snack time (provided by the student), a short quiet period, study and Readiness Work time, games, art activities, and cleanup time. Videos are used on a restricted basis and will only include age appropriately rated movies.

Notes regarding afternoon extended care:

1. Personal devices in extended care:

Students may bring their computers to Extended Care for Readiness Work and project use. Students must have a laptop carrying case to transport their computer. All School policies apply in Extended Care, including the School's Acceptable Use Policy. Computers may only be used to complete work related to School goals. All other personal digital devices must be kept put away in Extended Care unless the Extended Care supervisor gives permission.

2. Students with no Readiness Work in extended care:

We encourage students to use the afternoon Extended Care as an opportunity to complete any Readiness Work they have been assigned. We suggest that parents/guardians, who have their children in Extended Care after school for more than 1 hour, provide their children with other materials to work on to further their learning skills. This time is a great opportunity to work on skills and make additional progress. Supervisors are not responsible for assuring that homework is completed during Extended Care.

3. Supplies:

We are requesting that for children who stay longer than 1 hour at least 3-4 times per week that they have a supply of pencils, crayons, and markers for Extended Care. This is especially applicable to Kindergarten Prep and Kindergarten students. All students need to have a supply of pencils and paper as well when staying in Extended Care.

4. Goals:

Our overall goal for Extended Care is for students to have a productive, fun, and safe time while waiting for their parents/guardians. We appreciate parent/guardian partnership in this and making this time a great time to reinforce classroom learning and skills.

Snacks

There are no snacks provided in the morning or after school programs; however, students may bring a snack if they were not able to eat a good breakfast before leaving home. Snacking is allowed on an individual basis in the morning – especially between 7:00 a.m. and 8:00 a.m. Students may also bring an after-school snack.

Procedures

All students attending the School Extended Care MUST be signed in and out by adults authorized to transport the child. These adults must be listed on the student's registration form. **Please make sure to scan students in or out using the barcode recording system.**

Parents/guardians should inform their child in advance if they want their child to go to Extended Care in the afternoon. Students are to go directly to Extended Care immediately when the scheduled pick-up time has passed, at which time the teacher will sign them in. Renton Prep students using before and after school care will sign in on the 1st floor. Please come to the Extended Care room to pick up your child when you arrive in the afternoon. Every student MUST be signed out by an adult authorized to be with your child before leaving the room. If students leave Extended Care without being signed out, the parent/guardian will be charged for the entire afternoon.

Behavior Management and Discipline

The School Extended Care tries to teach children how to solve conflicts as Jesus has directed in the Bible. The same behavior and discipline standards for the academic day apply during Extended Care.

Medication

The School will not administer medication during Extended Care hours.

X. STUDENT HEALTH POLICIES

Health Records and Forms

An Authorization To Treat And Share Health Information must be on file for every student. The School also requires proof of an annual physical examination from a licensed physician and proof of up-to-date immunizations for every student (please see below for a more detailed policy on immunizations).

Families are asked to provide the School with information about the student's physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information. Please refer to the "Confidentiality" policy in this Handbook for more information about how this information is used.

Immunization Requirements

In accordance with Washington law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a certification form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with an Immunization Exemption Certification, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student's parent or guardian, attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may exclude non-immunized students, including those with valid religious or medical exemptions, from school and all School activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Washington Department of Public Health.

Communicable Illnesses

The School may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Illness/Medications

ILLNESS: In order to maintain a safe and healthy environment for students and staff, please do not send students to school with any of the following: fever, vomiting, diarrhea, persistent cough, profuse discolored discharge from nose or eyes. Students who develop a fever of 100.0 degrees F or greater, vomiting, or diarrhea will be asked to go home. Students must be symptom-free for 24 hours before returning to school. Parents are expected to notify the School if their child contracts a contagious illness such as strep throat, chicken pox, or head lice. The parent/guardian should pick up the child within an hour of the call. Should the guardian find this difficult, arrangements should be made, prior to the need, for a relative, friend, or neighbor to be able to pick up the child. Students may need to have a note signed by a doctor confirming the student can safely return to school. *Any exceptions granted under this policy are done on a case-by-case basis and any exception given to an individual is limited to and only applies to that individual.*

MEDICATIONS: Ideally, all medication should be given at home. The School recognizes that some students may have special needs that require medicine to be administered during school hours. If this should occur, the guardian should contact the School Office to submit the necessary signed documents for administration during school hours. All medications must be in the original container and be kept in the School office. Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings. It is the sole responsibility of the student's parent/guardian to notify the School in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes. The School will not assume any responsibility for students not in compliance with this medications policy.

ASTHMA PUMPS: If a student has asthma, a parent/guardian should provide an asthma pump labeled with the child's first and last name, as well as a current prescription label to the office on the first day of school and retrieve it on the last day of school, as well as provide new pumps if medication expires or is changed. The office will notify the student of where the pump is and make it accessible to the student.

ALLERGIES: If a student has any allergies, the parents/guardians must notify the child's teacher and the administration by filling out an allergy form by the first day of school. Educators are not allowed to administer allergy medication through injection or other means. Arrangements need to be the responsibility of the family for dosage and administration. For allergy-related emergencies, please refer to the acute emergency procedure.

Emergency

In case of an acute emergency, first aid will be administered as necessary. Emergency personnel and services will be consulted as indicated by the nature of the emergency. Parents/Guardians will be notified. If deemed necessary, 911 will be called and the student will be transported to VALLEY MEDICAL CENTER HOSPITAL in Renton (or another facility at the discretion of emergency personnel) for treatment, unless another hospital has been requested.

The Emergency Release Section is part of the enrollment contract, which must be signed by parents/guardians for all students enrolled at the School.

Medical Leave

A medical leave from school may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the Executive Director; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the School's opinion, meets these needs, the School may decline to grant a medical leave request, and instead require the student to withdraw.

A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return.

Additionally, in certain situations, the School may require that the student be evaluated and subsequently placed on medical leave. The School may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;
- When a physical or mental health condition interferes with a student's attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include, in the School's sole discretion, the student's advisor, senior administrators, the parents, or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and further steps that the School may require if the situation does not improve.

The School may require the family (parents and student) to enter into a medical leave agreement detailing the parameters of any leave. The agreement may include conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains in the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style School activities.

XI. GENERAL SCHOOL POLICIES

School Directory

The School has a directory of class lists and contact information for families, faculty and staff, and other members of the community. The Directory is updated each August and made available to families. The Directory may only be used for School-purposes, and not for personal or commercial purposes. Failure to properly use the Directory may result in restricted use and other consequences, as determined appropriate by the School.

Student Records and Transcripts

Students' records are kept in digital format file and stored offsite for protection. Each student's record contains a transcript with grades, commendations, test scores, formal academic and advisor comments, advisor letters, and letters and other documentation of major discipline infractions.

Transcripts must be requested online: <https://rentonprep.org/transcript-request/>.

Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Executive Director, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without

limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

Student Media and Likeness

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook and Twitter), newsletters, and local newspapers.

While the School strives to abide by parent/guardian wishes, we do not guarantee use of a student's name or image will never occur. Guardians are asked to contact the School if they would like to opt out of the use of Student Media Information.

Lunches

All students are required to bring lunches and snacks that can be eaten within the 20-minute lunch period. There is no microwave accessibility. Therefore, all food should be able to be opened and eaten without heating or refrigeration. Students who arrive at school without lunch will be provided basic nutrition. Guardians will be billed \$10.00 per meal, invoiced with the next tuition payment for lunches not received in the office 30 minutes prior to the beginning of the lunch time. The School does not provide students with utensils. If a student forgets to bring a lunch, a lunch can be dropped off at the School office. At no time should class be interrupted to deliver a lunch. For security purposes, the lunchroom is opened to students and staff only. Students and their families may not have food delivered to campus.

Pets on Campus

Family pets need to be left at home at all times for health and safety reasons. They should not be in attendance during the school day or at special occasions. If a student wishes to bring a family pet for Show and Tell, a brief visit can generally be accommodated. Parents need to discuss the visit ahead of time with the teacher and, if approved, remain with the animal at all times. No matter how gentle and beloved, we do not want a dog, cat, ferret, bird, or any other pet introduced into a classroom, hallway, or play area where a student may have severe allergies or fears that can be triggered by the presence of animals.

Emergencies and Drills

Renton Prep takes the safety of its students and the community very seriously. There are systems in place in the event of an emergency on campus, and regular drills are conducted to make all those on campus aware of the procedures.

Emergency Closures

The goal of the School is to establish a safe and consistent teaching environment for both students and employees. During winter weather, schools may need to close because of safety concerns. In cases of inclement weather conditions, the School will usually follow the local public-school closure/delay announcements. We will also make effort to notify the major local television stations, update our website, and provide messages on our office phone at 206-723-5526.

In the event school is cancelled due to snow, weather, or other issues, students will be assigned regular daily schoolwork electronically. Students are expected to carefully read and follow their teacher's instructions and turn in their completed work according to the timeline and directions stated by the teacher. By assigning work during snow days, the School is able to maintain the scheduled School calendar without change and avoid the necessity to add additional school make-up days. Furthermore, this policy allows the School to meet the required Washington State documented academic hours. All assigned work is intended to be completed by the student with minimal help or guidance from adults.

Search and Seizure Policies

The School may conduct a search of a student and/or the student's belongings, including personal items, such as bags and backpacks, personal electronic devices, and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. Lockers and storage bins are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Executive Director or the Director's designees, as well as law enforcement officials, may search lockers as the School determines may be appropriate, which may include random searches. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

Background Checks

With student safety as a priority, the School conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the School who may have direct and unmonitored access to children, including any individual who regularly provides School-related transportation to students.

The School requires any volunteers who will work independently with students to undergo a state criminal background check. It is also School policy to require that volunteers with direct and unmonitored access to students undergo a fingerprint-based check, which is run through the Federal Bureau of Investigation, and provides access to national criminal history databases. Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification, and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Child Abuse & Neglect Reporting

The School is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

By law and pursuant to the School's Mandatory Reporting Policy, any School official or employee is required to report knowledge or reasonable suspicion of abuse, neglect, or exploitation of children under the age of eighteen (18) to Child Protective Services (CPS) or other appropriate authorities, including instances of physical injury (including bruising), sexual abuse or crime, cruel/inhumane treatment, or persistent neglect.

As required by law, reports must be made within 48 hours following knowledge or reasonable suspicion of child abuse. If a School employee learns of a situation of possible abuse or neglect, the employee is expected to consult with the Executive Director (or the Director's designee) about the situation, so that appropriate action can be taken to protect the student and timely reports can be made to CPS. The Executive Director (or the Director's designee) will review the situation and, in the Director's discretion, may consult with the School's healthcare providers, the student's family, legal counsel, and/or a consultant specializing in the care and protection of children, as may be appropriate.

We ask that families understand that the School and its employees are sometimes required to make a report to CPS, and we ask that families support our decisions to do so. In all instances, the School will protect the confidentiality of the student and the student's family to the extent appropriate. Students are reminded that conversations between students and School staff, teachers, and administrators are not privileged.

Lost and Found

Lost and Found items are kept for only short periods of time in the School Office due to a lack of storage space. The School seeks to return all items labeled with a student's name to the student. Parents/Guardians are encouraged to label all their students' items to avoid loss. Unmarked items are regularly displayed, and any unclaimed items are periodically donated to a local charity or used at the School's discretion. The School is not responsible for lost or misplaced items and is not liable if any unclaimed items are given to a charity of our choice.

Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's leaseholder's office: City Of Renton.

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

XII. PARENT/GUARDIAN POLICIES

Multiple Households and Notice Regarding Rights of Parents/Guardians

In order for the School to communicate most effectively with parents and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who the primary caregiver is should be communicated to the School, in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips, or other issues, the School should be informed.

The School expects separated or divorced parents to cooperate and partner with the School with respect to their child's education. For this reason, the School will not get involved in parental disputes or custody issues.

Unless the School receives sufficient evidence (in its sole discretion) that a court order, legally binding legal document (for example, a document relating to divorce, separation or custody), or law or regulation specifically revokes the rights of a parent/legal guardian, the School will generally treat both parents/legal guardians the same for school purposes. As such, unless specified, each parent for whom the School has current contact information will (1) be authorized to receive the child from school; (2) receive and may have access to a copy of the student's report card, educational records, and other information about the student (as deemed appropriate by the School); and (3) receive informational mailings and electronic communications during the year. In addition, the School will view either of the student's parents or legal guardians as authorized to make educational decisions on behalf of the student, absent legal documentation to the contrary. In the event of conflicting instructions from the parents or legal guardians (when both are apparently authorized to make decisions on behalf of the student), the School may elect to take any action it deems appropriate, in its sole discretion, including taking no action.

Notification of Information Changes

Parents/Guardians are required to notify the School Office immediately in case of changes in family/student information including new addresses, phone numbers, mobile phone numbers (including student mobile numbers), work phone numbers, email addresses, carpools, emergency contacts, and pertinent student medical information (such as allergies), and other relevant information.

Employment of School Staff by School Families

School staff must not engage in independently arranged employment (paid in money or in kind) for current school families. This includes, but is not limited to, babysitting or tutoring for current families.

Communications

1. **RENWEB:** RenWeb is used for email communication from the School and staff, as well as to maintain family and student data/contact information.
2. **WEBSITE:** The School website is updated regularly and contains important information such as calendars, announcements, and other news. The website also shares some of the projects and accomplishments taking place at the Schools. rentonprep.org
3. **INSTAGRAM:** Follow us on Instagram and see photos and videos to get a glimpse inside the classrooms and read new stories. www.instagram.com/rentonprep
4. **TWITTER:** Follow us on Twitter. Our School re-tweets individual class or educator accounts. Check with teachers to see if their class or teacher has an individual account to follow. www.twitter.com/rentonprep and www.twitter.com/mrzphd
5. **FACEBOOK:** Like our School's Facebook page and see photos and videos of classroom happenings. Helpful resources and activities going on in the Seattle area will also be shared here. Reminders for upcoming events may also be posted. <https://www.facebook.com/rentonprep>
6. **NEWSLETTERS:** The School may publish and email periodic newsletters with important information pertinent to the School. Families should diligently review information in the notes to stay up-to-date in areas of School events and policies.
7. **CLASSROOM TEACHERS:** Send regular newsletters via email to students' families to update them on classroom news, upcoming projects and assignments, and current learning topics and objectives.
8. **EMERGENCY INFORMATION LINE:** 206-723-5526

Parent-Student-Teacher Learning Celebrations and Communication

Parent-Student Learning Celebrations (please see the School calendar for dates) and are extremely important forums for teachers and parents/guardians to exchange information about student progress. Students may sometimes participate in these conferences when specifically agreed upon by the teacher and parent in order to maintain effective, direct communication among teacher, parent/guardian, and student. Additional conferences may be scheduled at the request of parents/guardians or teachers at any time during the school year. It is the School's policy to communicate with both parents/guardians equally; however, there may be times when the School may require a meeting with only one parent/guardian or make other arrangements, as determined appropriate by the School.

All visitors, including parents/guardians and volunteers are required to check-in with the School Administrator or Principal and may be required to be accompanied by a staff member while on campus. Upon entering any part of the RPCS campus, all visitors, parents/guardians, and students consent to being on video and audio recorded at all times while on the campus.

Campus Visitors and Permission for Video/Audio Recording

1. **GUARDIANS:** For safety, we have a closed campus. Please contact the School administration for further details regarding accessing campus.
2. **OTHER VISITORS:** The School does not allow visits by students not enrolled in RPCS, and the School may refuse to allow anyone to access its campus and off-campus School-sponsored activities for any reason and at any time.

Any exceptions granted under this policy are done on a case-by-case basis and any exception given to an individual is limited to and only applies to that individual.

Gift Giving

Gifts from individual families to teachers are in no way required or expected.

Gift giving among students at school can lead to both awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

XIII. RPCS VIDEO AND AUDIO EQUIPMENT USAGE POLICY

Purposes

Renton Prep is committed to the free exchange of ideas and freedom of action that should be found at any Christian school. At the same time, it is committed to safeguarding the safety and security of those who visit, work, or study on its campuses and are involved in its activities. The School seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the School's employees, students, families, and guests. Security equipment is used in a manner that adheres to legal statutes and ethical standards where the right of privacy is concerned and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc. In addition, all entrances to the School's campus are posted with signs notifying School community members and other visitors that there are video surveillance cameras actively in use on campus.

The utilization of installed audio/video equipment shall be to meet one or more of the following objectives:

1. Enhance public safety and security, while reducing the costs incurred by Renton Prep in the promotion of campus security.
2. Aid in the on-going assessment of instruction and/or facilitate its delivery to remote locations, as well as enable video conferencing among remote sites.
3. Prevent, deter, or halt inappropriate behavior and/or criminal activity.

Camera Locations and Details

Cameras are located in each classroom and other designated areas. No cameras are in restrooms. The cameras record visual and auditory actions 24/7. All people entering the RPCS campuses grant permission to be recorded. Individuals who object should not enter the RPCS campus.

Regulations

Regulating camera use, additions, reductions, improvements, and permission to view camera recordings is the responsibility of the Committee on Audio/Video Surveillance (CVS). The CVS shall consist of one representative from the Church Council of Amazing Grace Lutheran Church, one faculty member, and the Executive Director.

Scope, Principles, and Procedures

The School's Policy of Video and Audio Equipment Usage located in the School Office provides more detail on the equipment scope, principles, purposes, regulations, and procedures. It is available for viewing upon request.

General Information:

1. The CVS has the primary responsibility for crime prevention, rule enforcement, and other public safety and security matters on our campuses. RPCS works closely with students, staff, and faculty to create a reasonably safe living, learning, and research environment for the campuses. In furtherance of this approach, RPCS is committed to enhancing its public safety efforts through the use of digital audio-video recording and/or surveillance under appropriate circumstances.
2. The purpose of audio-video recording of public areas by RPCS is to deter crime and any unacceptable behavior and to assist us in protecting the safety of students, staff, and property of RPCS.
3. Audio-Video recording for security and behavior review purposes will be conducted in a professional, and Christian ethical manner. Personnel involved in video recording will be appropriately trained in the responsible use of this technology. Training will be provided by CVS. Violations of this policy may result in disciplinary action consistent with the rules and regulations of RPCS.
4. Information obtained through any audio-video recording will be used only as provided herein. Information obtained through audio-video recording will only be released when authorized by the Amazing Grace Church Council according to the procedures established in this policy. Unless required by a legal directive, all audio-video recordings are for internal administrative use only.
5. Audio-Video recording of public areas for security and behavior purposes will be conducted in a manner consistent with all existing RPCS policies.
6. Audio-Video recording of public areas for security and behavior purposes at RPCS is limited to uses that do not violate the reasonable expectation of privacy and as agreed upon by signed enrollment and work documents giving permission to be so recorded at any and at all times while on our campuses.
7. Images of activities performed by employees, students, families, and visitors in the workplace and that are captured/recorded by RPCS audio-video devices may be used for any disciplinary or other employee work-relations purpose as agreed to by RPCS and its employees, students, families, and visitors. The use of audio-video recordings/captured images of the workplace for criminal or inappropriate behavior investigation purposes or as evidence for prosecution of criminal acts discovered in the workplace (i.e., thefts, assaults, etc.) is granted by anyone entering our RPCS campus.

8. To maintain an informed RPCS student and staff community, we will periodically communicate the purpose and location of audio-video recording equipment and the guidelines for its use.
9. All existing uses of audio-video recording and surveillance are presently in compliance with this policy.

Responsibilities and Procedures:

1. The CVS is responsible for overseeing and coordinating the use of audio-video recording for safety and security purposes at RPCS.
2. All new installations will follow the CVS's operating principles. All existing audio-video recording systems have been evaluated for compliance with this policy. In determining whether audio-video recording is advisable, the Amazing Grace Church Council will consider, among other things, whether other security or safety measures may better address a particular security or safety concern.
3. The CVS will monitor new developments in the relevant law and in security industry practices to help ensure that audio-video recording at RPCS is consistent with any such developments.
4. The School may grant parents/guardians to review audio-video recordings, in its sole discretion. If such permission is granted, the School will require the guardian to review the recording in the presence of an appropriate RCPS staff member. Permission to review the audio-video recordings may depend upon whether the requesting parent/guardian has the permission of any and all persons that appear or are heard on the audio-video recording to review such recording.
5. The Amazing Grace Church Council will review all requests to release recordings and transcripts. No release of audio-video recordings or transcripts will occur without authorization by the Amazing Grace Church Council or the Council's designee. Recordings will be provided if they directly related to a criminal investigation or arrest, or if the release of such information is required under a validly issued subpoena or other lawfully issued court order. Any request for release of recordings or transcripts must be made in writing to the CVS. Under no circumstances will any copy of audio-video recording or transcript be released directly to parents/guardians, students, or employees. Any saved copy of audio-video recordings will be maintained in a safe and secure vault and may be destroyed once any investigation is completed to the satisfaction of the Church Council, unless retention is required by any lawfully issued court order or is otherwise consistent with the School's document retention policies. No recording devices are to be used to re-record the original audio-video recordings.
6. Members of the CVS or the Amazing Grace Church Council are prohibited from disseminating any information acquired from the audio-video equipment, unless the CVS determines that dissemination of such information would be appropriate and consistent with the School's policies. All information and/or observations made in the collection and use of audio-video equipment are considered confidential and can only be used for official RPCS business and rule enforcement business upon the approval of the Amazing Grace Church Council.
7. The Amazing Grace Church Council has the sole and final determination of who may review and have access to recordings and transcripts, and the Church Council is under no legal obligation to allow anyone to review recordings, unless so directed by a lawful court order.

XIV. WITHDRAWALS/TRANSFERS

To withdraw from the School, families must notify the School in writing by submitting Renton Prep's Student Withdrawal online form to the School, which is available at <https://rentonprep.org/student-withdrawal/>. Verbal notification of withdrawal is not accepted. An exit interview with a School administrator may be required to complete the withdrawal process.

The expenses of the School do not diminish with the departure of a student, whether via withdrawal, dismissal, or for any reason, voluntary or involuntary, either prior to, or during, the academic year. Therefore, a family may remain financially responsible for the cost of tuition and fees depending upon when the family notifies the School of the intent to withdraw. Please refer to the Separation From School provision in the Enrollment Contract for more information about these financial obligations.

Requests for the transfer of transcripts or records are processed only when the family's financial account is current.

Our school faculty have been directed not to complete evaluations or recommendation letters for students transferring to other schools. A letter of reference may be submitted acknowledging the student's previous attendance at the School. The request can be made online at <https://rentonprep.org/reference-letter-request/>.

XV. FINANCIAL POLICY

Tuition

- All payments are to be submitted electronically through the School's Tuition Education Platform (Tuition EP). Payments made in the office (personal checks, money orders, or cash) will be assessed a \$50.00 handling fee for each transaction.
- All payments are expected no later than the due date by the 11:59 p.m. deadline.
- If the full payment for all charges due are not received before 11:59 p.m. on their due date, a \$100.00 late penalty will be automatically assessed.
- Any and every bank charge associated with any returned NSF (insufficient funds) payments will incur a \$50.00 fee.
- Student(s) may not be permitted to attend school beginning the NEXT school day if the account ever becomes past due, and dismissal may result if payment arrangements acceptable to the School have not been made prior to the due date.
- There is no grace period granted for any delinquent payment.
- Admittance to school may be permitted after any late payment has been made, with all fees paid in full.
- Any delinquent account may be submitted for collection assistance and the Student(s) may not be allowed to return to school unless and until the delinquent account has been satisfied.
- Any fees incurred for the collection of delinquent accounts, including attorney fees, shall be borne by the financially responsible parent/guardian.

- There is no reduction in tuition for holidays, vacations, illnesses, or absences. Returning families must be current in all financial accounts prior to continued enrollment.

No Pro-Rated Return of Payments: In the event the student(s) does not actually attend school and is voluntarily withdrawn or dismissed, suspended, disenrolled, or expelled from the School, the parents/guardians, or other financially responsible individuals, understand and agree that they will not receive pro-rated reimbursement for any payments received by the School.

Any charges on the FACTS Tuition account not paid by their due date will incur an automatic late fee. These include, but are not limited to, late payment fees, field trips, before/after school care, and tuition fees.

Families of students who do not return School property by the end of the school year, or when a student withdraws from the School if sooner, will be assessed a penalty of the actual new replacement cost of the item, plus a \$35.00 reordering fee.

School Finances Used for Church Purposes

The School is an integral part and a ministry of Amazing Grace Lutheran Church. The Church has the right to use church funds for School expenses or purposes. Additionally, the School may use the School finances in any way or manner we deem necessary, including using School funds for church expenses or purposes.

XVI. APPENDIX A: STATEMENT OF FAITH EXPLAINED

Significantly, the very first documents included in The Book of Concord are the three ancient ecumenical creeds compiled during the early, formative years of the Christian era – the Apostles' Creed (ca. third century A.D.), the Nicene Creed (fourth century A.D.), and the Athanasian Creed (fifth and sixth centuries A.D.). In addition, the Book of Concord includes Luther's Small Catechism (1529 A.D.) and the Augsburg Confession (1530 A.D.), and five other 16th century statements, including Luther's Large Catechism and the Formula of Concord.

Luther and the other writers of these confessions did not want to be doctrinal innovators. They, together with their contemporary descendants, maintain that we believe and teach nothing more and nothing less than what the Scriptures themselves teach and what Christians through the ages have always believed. We therefore consider ourselves to be catholic (small "c"), which means "universal." At the same time, we have always thought of ourselves as evangelical (in some countries, the Lutheran Church is still today referred to as simply the Evangelical Church), since the evangel—the Gospel, the good news of the death and resurrection of Jesus Christ for the sins of the world—is at the heart and core of everything we believe and teach. We Lutherans, therefore, can rightly be regarded as evangelical Catholics. Standing firmly in the tradition of the Trinitarian and Christological formulations of the 4th and 5th centuries, we believe that sinners are justified (declared right) with the Creator God by grace alone (*sola gratia*), through faith alone (*sola fide*), and on the basis of Scripture alone (*sola scriptura*). These three great "Reformation *solas*" form a handy outline of what Missouri Synod Lutherans believe, teach, and confess.

Grace Alone

At the heart of what we believe is the conviction that salvation is the free gift of God's grace (undeserved mercy) for Christ's sake alone. In 1530, the Lutherans confessed before Emperor Charles V in Augsburg, Germany, "Since the fall of Adam all men who are born according to the course of nature are conceived and born in sin" (Augsburg Confession II, 1). This "inborn sickness and hereditary sin" makes it utterly impossible for people to earn forgiveness. If salvation were dependent on human initiative, there would be no hope for anyone. "But God forgives our sins," says Luther in his Large Catechism (1592), "altogether freely, out of pure grace" (LC III, 96).

The basis for the grace of God that alone gives hope to sinners is the inseparable junction of the life, death, and resurrection of Jesus Christ. We believe, as Luther put it in his explanation of the second article of the Apostles' Creed, "that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the virgin Mary, is my Lord, who has redeemed me, a lost and condemned person . . . not with gold or silver, but with his holy, precious blood and with his innocent suffering and death. . . ." (*Luther's Small Catechism with Explanations*, p.14).

We believe that the Scriptures teach that God's grace in Christ Jesus is universal, embracing all people of all times and all places. There is no sin for which Christ has not died. The Formula of Concord (1577) says, "We must by all means cling rigidly and firmly to the fact that as the proclamation of repentance extends over all men (Luke 24:47), so also does the promise of the Gospel that Christ has taken away the sin of the world (John 1:29)" (FC SD XI, 28). Therefore, there need be no question in any sinner's mind whether Christ has died for each and every one of his or her personal sins."

Faith Alone

After years of struggle over this question, Luther finally discovered that the Scriptures teach that sinners are saved "through faith alone." God's grace is the sole basis of salvation for the sinner only when it is appropriated solely through faith.

The implications of salvation "through faith alone" permeate everything we Lutherans believe and teach. For example, we believe that the conversion of sinners is a gift of God and not the result of any human effort or decision. Lutherans therefore confess in the words of Luther's explanation of the third article of the Apostle's Creed: "I believe that I cannot by my own reason or strength believe in Jesus Christ, my Lord, or come to him; but the Holy Spirit has called me by the Gospel." (*Luther's Small Catechism with Explanation*, p. 15).

"Through faith alone" also implies that it is only through the proclamation of the Gospel— – in Word and Sacrament— – that the Holy Spirit gives the gift of faith. The proclamation of the Gospel Word in public preaching therefore occupies a central position in our Lutheran theology. Missouri Lutheran churches are preaching churches. But we are also sacramental churches, for the sacraments—Baptism and the Lord's Supper—are the Gospel made visible.

We believe that Baptism has God's command and promise. Baptism is "the Word of God in water," Luther said (Smalcald Articles, Part III, V, 1). We believe that it is precisely in the baptism of infants, who are included in Christ's Great Commission (Matt. 28:19-20), that we can see the full meaning of "through faith alone." We believe that those who deny that God gives faith to infants through Baptism, nevertheless in actuality deny salvation by grace alone (perhaps without intending to do so). God's action in Baptism, apart from any human initiative, creates and bestows the gift of faith through which the Christian lays hold of God's grace. We also believe that the Scriptures teach that the bread and the wine in the Lord's Supper are the true body and blood of Christ. Although we do not presume to understand how this takes place, we confess that in, with and under the earthly elements God gives the true body and blood of Christ for the forgiveness of sins. Missouri Synod Lutherans therefore seek a balance in public worship between the proclamation of the Gospel in the Word and in sacrament. It is only through these "means of grace" that sinners are brought to faith in Jesus Christ and preserved in it.

Finally, "through faith alone" means that, to use a phrase Luther made famous, Christians are at the same time both sinners and saints (*simul justus et peccator*). Justification is an act, a declaration. It is not a process. Through faith in Christ, and only through faith, sinners are declared to be forgiven and perfectly right with God. This declaration is whole and complete, totally independent of any inherent goodness in us sinners. In short, because of God's act on the cross received through faith, we are, even as sinners, declared to be perfect saints in God's sight. However, this does not mean that forgiven sinners, when judged by God's law, do not continue to be sinners. We are not "perfectionists" in the sense of teaching that following conversion, Christians stop sinning. In contrast, "forgiveness is needed constantly," says Luther. "Because we are encumbered with our flesh, we are never without sin" (Large Catechism II, 54).

Because of our emphasis on justification through faith alone, we, as Lutherans, have sometimes been understood to advocate, or at least to condone, what the German Lutheran theologian Dietrich Bonhoeffer condemned as "cheap grace," that is, taking sin for granted and ignoring concern for a life of holy living. But such notions are a perversion of what we believe. "Love and good works must also follow faith," writes Melancthon, because "God has commanded them and [they are necessary] in order to exercise our faith" (Apology of the Augsburg Confession IV, 74 and 189). In other words, we believe that good works are necessary – but they are not necessary for salvation. Because we believe that salvation is both "by grace alone" and "through faith alone," Lutherans refuse to give a logically satisfying answer to the age-old question of why some people are saved and others are not. We disagree with those, like Calvin, who teach that since salvation is God's free gift, hell for those who do not believe must be proof that God does not want everyone to be saved. In opposition to this view, we maintain that the Scriptures clearly teach that God desires all "to be saved and to come to a knowledge of the truth" (1 Tim. 2:4).

Yet we also disagree with those who answer the question "why some and not others" on the basis of something which human beings do or possess, as if the ultimate cause for salvation is our striving or cooperating or "deciding" for Christ. The Scriptures teach that all people by nature are "dead in ...transgressions and sins" (Eph. 2:1), utterly incapable of contributing anything to their conversion or salvation. If sinners, therefore, come to believe in Christ, this is the result of God's power at work in them. If they continue to reject the Gospel, this is their own fault. We do not regard this response as a "cop-out" but simply as faithfulness to what the Scriptures themselves teach about the doctrine of election. This brings us to the final *solus*, "Scripture alone."

Scripture Alone

Luther's insight that salvation comes by grace alone through faith alone cannot be divorced from "on the basis of Scripture alone." For it was directly as a result of his commitment to Scripture that Luther came to rediscover justification by grace alone through faith alone. Together with his contemporaries, Luther held that the Bible is the Word of God and that it does not mislead or deceive us. Luther stated that Scripture alone is infallible; it "will not lie to you" (Large Catechism V, 76). While maintaining a deep appreciation for the catholic (universal) church, Missouri Synod Lutherans believe that Scripture alone is the final standard of what the Gospel is.

However, we also believe that confidence in the reliability of the Bible is not possible apart from faith in Jesus Christ. Christians believe what the Scriptures teach because they first believe in Jesus Christ. Christ is the object of faith, not the Bible. We believe that the inversion of this order compromises "Scripture alone" and results in rationalistic fundamentalism, as if an accepted demonstration of the Bible's truthfulness and reliability—perhaps a piece of Noah's ark, for example—could provide a foundation for faith in the Gospel. The Bible remains a dark book apart from faith in Christ, for He is its true content. However, when sinners are brought to faith in Him, Christ points them back to the writings of the prophets and apostles as the sole authoritative source for all the church believes, teaches, and confesses.

The key to understanding Scripture properly, we believe, is the careful distinction between the Law and the Gospel. *The Proper Distinction between Law and Gospel* is C. F. W. Walther's best-known book. The Law tells what God demands of sinners if they are to be saved. The Gospel reveals what God has already done for our salvation. The chief purpose of the Law is to show us our sin and our need for a Savior. The Gospel offers the free gift of God's salvation in Christ. The whole Bible can be divided into these two chief teachings. It is in the proper distinction between Law and Gospel by which the purity of the Gospel is preserved and the three *solas* of *Sola Gratia*, "grace alone," *Sola Fide*, "faith alone," and *Sola Scriptura*, "Scripture alone" are united.

XVII. APPENDIX B: PARENTAL COMPORIMENT

At Renton Prep, we believe that a positive relationship between the School and a student's parents/guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents/guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, Renton Prep, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that parents/guardians will observe the following guidelines:

1. Share in the School's vision.

- Support the mission of the School.
- Understand and support the School's philosophy, policies, and procedures.
- Support the School's disciplinary process and understand that the School's authority in such matters is final.
- Be supportive of the School's commitment to a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
- Support the School's emphasis on sustainable practices.

2. Provide a home environment that supports the intellectual, physical, and emotional growth of the student.

- Create a schedule and structure that supports a student's study and completion of homework requirements.
- Be aware of the student's online activities and use of computers, television, and video games.
- Encourage integrity and civility in the student.
- Be a role model, especially when it comes to behavior at School and at athletic events.
- Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.

3. Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Executive Director, administrators, outside professionals, or law enforcement officers.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Support School functions and attend mandatory parent/guardian meetings and events. Engage in reciprocal communication including, but not limited to, responding to emails and phone calls, and returning required documents and forms.

- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, Executive Director, in that order). Questions or complaints should be communicated directly to the School staff or personnel involved and not to other parents/guardians, faculty, staff, or outside parties not involved (Matthew 18). Any concerns about the School's operation and programming should be reported to the School administration by submitting a complaint form on the School website rather than posting on social media publicly about the concerns: <https://rentonprep.org/complaint-reporting-form/>.
- Invest authority in the School to address behavior of students as the School feels necessary and support the School's discipline policy. (Ephesians 6:1-4; Colossians 3:20-21)
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one's ability.
- Support all standards of the School, including dress standards.
- Understand and support the School's technology policies.
- Share with the School any cultural, medical, or personal information that the School may need to best serve students and the School community.
- Cover the cost for any damage to School property that the parents/guardians/child are responsible for causing.

XVIII. APPENDIX C: COVID-19 RESOURCES

[2020-21 Re-Opening Plan](#)

[Renton Prep COVID-19 Wakelet](#)