“For the strength of the Pack is the Wolf,
and the strength of the Wolf is the Pack...”
~ Rudyard Kipling
Renaissance [re-nə-ˈsän(t)s] noun. a renewal of life, vigor, interest, etc.; rebirth; revival

You chose Renaissance because you were looking for a smaller, more creative high school experience that was a better fit for your unique personality and learning style. Simply put, Renaissance is all about personal growth. We all want Renaissance High to look and feel different from a traditional high school, but in order for that to happen, we need your support. Our ability to do school differently is dependent on every student, teacher, and staff member displaying a shared sense of 1) accountability, 2) resiliency, and 3) empathy. In addition to these character strengths, we embrace the 4 C’s that lead to 21st century career success: creativity/innovation, critical thinking, communication and collaboration. It is our hope you invest in yourself by taking advantage of what makes a Renaissance education so unique:

The foundation of our success at Renaissance is our small, accepting, and supportive community. This community is bolstered by three distinctive features of our school:

- Project-Based Learning (PBL): We believe learning is more engaging and relevant when you are able to work together to solve real-world problems and create authentic products.
- Creative Academies: The goal of our elective academies (Apps, Arts, and Audio) is to launch you on a career path that leverages your interests in technology, art, and music.
- Grading for Learning: The purpose of grades is to reflect what you know and can do on specific learning targets, not how well you “play school.” Resiliency and growth are valued over compliance.
RNHS Character Strengths

We

Accountable

Resilient

Empathetic

RENAISSANCE

21st Century Career Competencies

Creativity/Innovation
Creativity means having original ideas that have value. Innovation means translating those original ideas into services and products that benefit others.

Critical Thinking
Solving complex problems and making judgements that are logical, well-developed, and supported by evidence.

Communication
Articulating thoughts and ideas clearly and listening effectively in diverse environments.

Collaboration
Demonstrating the ability to work effectively and respectfully with diverse teams while assuming individual responsibility to achieve a shared goal.

Adapted from: http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf
“Don’t ask what the world needs. Ask what makes you come alive, and go do it. Because what the world needs is people who have come alive.” – Howard Thurman

Our Vision
Developing purpose, passion, and perseverance through creativity, innovation, and authentic relationships.

Our Mission
We provide Williamson County students a unique choice for their high school education that unleashes and channels their creativity to seek solutions to authentic problems in a smaller, more intimate, and personalized learning community.

Our Beliefs
§ We believe that some students have unique social, emotional, or academic characteristics that require a smaller, more intimate setting in order to thrive in high school and reach their creative potential. Therefore, we use an elaborate application and interview process to proactively identify these students, ideally before or early in their high school experience.

§ We believe students must learn the essential 21st century skills of creativity/innovation, critical thinking, communication and collaboration within the context of the core curriculum[i]. Therefore, we deliberately embed opportunities for students to develop these skills within each class and integrate interdisciplinary, real-world, project-based learning into our instructional day.

§ We believe that “creativity” can be simply defined as “the process of having original ideas that have value”[ii]. Therefore, we operate with the assumption that everyone has the capacity to be creative and that creativity can be identified, strengthened, and focused over time through their experiences.
§ We believe “innovation” means translating those original ideas into services or products that benefit others. Therefore, our students are given regular opportunities to innovate solutions and create products that benefit and serve the broader community. In other words, our students develop intrinsic value for the work they do because it has extrinsic value outside of school.

§ We believe that innovation thrives within a safe, accepting culture that values collaboration, risk taking, and perseverance over competition, compliance, and individual achievement. Therefore, everything we do from our coffee houses and advisory time to our assessment and grading philosophies is designed to cultivate academic, social, and emotional growth and resilience.

§ We believe that students are more successful both in high school and beyond when they take ownership of their own learning. Therefore, we leverage our 1:1 technology, use an advanced Learning Management System, and adhere to a standards-based grading approach that personalizes learning for students and empowers them to make instructional decisions.

§ We believe students naturally find focus and direction for their lives when they are given the creative freedom and scaffolding to progress from play to passion to purpose[iii]. Therefore, our students choose an elective academy designed around the most common interests of our students: Apps (coding/web design/gaming), Arts (a hybrid of fine art and digital design), or Audio (music industry and audio production) all intended to launch students on 21st century career pathways.

§ We believe that once students discover their purpose, we should provide them with specialized educational and training opportunities that will facilitate their transition after graduation to the road to a successful and fulfilling career. Therefore, we have established dual enrollment and dual credit opportunities with Columbia State Community College and other institutions to further students’ educational opportunities beyond the traditional schedule.

§ We believe the creative economy values portfolio over pedigree. Therefore, all students will graduate with a digital portfolio showcasing their original work and talents and will be given the opportunity for real-world exploration within their elective academy.

Project-Based Learning at Renaissance

What is Project-Based Learning?*

Project-Based Learning (PBL) is not just an instructional method; it’s an entire mindset that helps make Renaissance different from a traditional high school. Students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Essential Project Design Elements of PBL include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Source: [http://www.bie.org/about/what_pbl](http://www.bie.org/about/what_pbl)
Why Do We Do Project-Based Learning?*

The time for Project Based Learning has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn - and develop deeper learning competencies required for success in college, career, and civic life. At Renaissance, it has been an effective part of increasing our overall test scores and preparing students for life after high school. Here’s why we believe in PBL at Renaissance:

- **PBL makes school more engaging for students.** Today’s students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds and provides real-world relevance for learning.

- **PBL improves learning.** After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

- **PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

- **PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

- **PBL provides opportunities for students to use technology.** Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively and connect with experts, partners, and audiences around the world.

- **PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

- **PBL connects students and schools with communities and the real world.** Projects provide students with empowering opportunities to make a difference by solving real problems and addressing real issues. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and develop career interests. Parents and community members can be involved in projects.

*Source: Why Project Based Learning?*
PBL at Renaissance

- PBLs require the 4 C’s of creativity, critical thinking, communication, and collaboration.
- You will do at least one PBL in each class every quarter.
- PBLs are aligned to your learning targets and count toward your grade in each class.
- A PBL may be as short as a few days or as long as the entire quarter.
- PBL may look different in each class, but every PBL has the following features:
  - Kick-off: Introduces the PBL
  - Driving Question: States a real-world problem or project
  - Culminating Product
- Renaissance follows a design thinking protocol called EDICTS that fosters innovation and problem solving.
Standards-Based Grading

Renaissance High School believes in standards-based grading. This means your grades should be a reflection of whether you have learned the specific TN standards for each course. We break these standards down into student-friendly “learning targets.” Below are the grades you will receive on quizzes, tests, labs, writing assignments, and projects so you know which learning targets you have learned and what you still need to do and learn to improve:

- **Advanced (A):** You can apply learning targets to complex, real-world problems and can consistently solve lower-level problems accurately. (Score of 100% in Skyward)
- **Proficient (P):** Evidence of learning demonstrates a satisfactory understanding of the learning target. You can consistently solve problems or produce quality evidence related to standard with minimal errors. (Score of 87% in Skyward)
- **Emerging Proficient (EP):** You can solve simpler problems related to standard and can solve problems related to the standard with errors. You meet some, but not all, of the criteria for proficiency. (Score of 73% in Skyward)
- **Not Proficient (N):** Evidence of learning does not meet minimum standards of proficiency (Score of 50% in Skyward)
- **Incomplete Evidence (I):** The assignment was not submitted to be graded or did not meet minimum criteria for quality. Students will see an “I” as their overall grade if they are missing evidence of one or more key learning targets until the missing work is submitted. (Score of “I” in Skyward)

Your goal is to be *proficient* or *advanced* on each of the specific learning targets teachers that will be shared with you at the start of each quarter. Your teachers will also share with you in advance the criteria to be *proficient* or *advanced* on each learning target when you are given an assignment. Using these rubrics will help you strive to be *proficient* or *advanced* the first time, which will prevent you from having to take extra time and effort to remediate those learning targets later. However, we also want you to know that it is okay to struggle on learning targets that are initially difficult for you. Even though your teacher may require you to do extra practice or come in for remediation before you can retake or submit additional work to be graded, grades on learning
targets can usually be improved during each nine weeks. Teachers will organize the learning targets in their gradebooks around major topics and units so that your grades will provide you with ongoing feedback on your proficiency of each specific learning target. Keep in mind that one assignment, project, or test may often result in multiple grades in the gradebook if it measures multiple learning targets, so it’s important you stay caught up and do not have incomplete work. The only students who consistently struggle at Renaissance are those who get overwhelmed with incomplete work and cannot get caught up before the end of the quarter when report cards come out. If you still have in completes at the end of the quarter or semester, they may turn into zeroes in the gradebook, which unfortunately has a devastating effect on your overall average. At this point, your grade no longer accurately reflects what you’ve learned, but rather is diluted and skewed because you were not accountable. In summary, the Renaissance standards-based grading system will allow each of you to earn straight A’s this year if you focus on hitting the individual targets throughout the year and you demonstrate resilience when you struggle!

Homework

At Renaissance, we believe rigor is better defined by the quality of your work rather than the quantity of work you do. Most of the work you do at Renaissance will be assigned in class. If you use your class time efficiently and focus on the proficiency criteria, you will be able to complete much of your work during the time teachers give you in class. This is one of the reasons it is so important that you be here every day and why we want you here on time. However, you may have to finish graded assignments or projects at home or remediate work outside of school if it is not of good quality. Furthermore, you may be assigned homework outside of school to help you practice and reinforce new skills in courses like math, science, and Spanish. Students who do not do this important practice are not likely to do well on assessments and will not be able to remediate the learning target until this practice is complete. Students will be given a student agenda the first day of school to keep up with daily homework assignments and upcoming deadlines. Schoology also will notify you of all upcoming and past due assignments.
A.R.E. Cards (Accountability. Resiliency. Empathy)

<table>
<thead>
<tr>
<th>ACADEMIC PROGRESS</th>
<th>LEVEL</th>
<th>INCENTIVES &amp; INTERVENTIONS</th>
</tr>
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</table>
| • You have an *Incomplete* (I) or a *failing grade (below 70%)* in at least one class | 1     | • 20-minute A.R.E. Boost time in Advisory for academic reflection, goal setting, and remediation/study hall.  
• 35-minute *working lunch* to complete incomplete work. You will need to order a WCS lunch or bring it from home.  
• If *incomplete* work is not submitted by the end of the day Thursday, you will be assigned a Friday Evening School from 3:30 - 5:00 PM.  
• You may be assigned to study hall during Coffee House performances.  
• You will be assigned a study hall during Coffee House performances if the incompletes are not resolved by the following Monday. |
| • Your overall average in any class is *between 70 and 75%*  
• No “Incomplete”s in any class | 2     | • 20-minute A.R.E. Boost time in Advisory for academic reflection, goal setting, and remediation/study hall.  
• 35-minute *inside lunch* (9th-12th). You will need to order a WCS lunch or bring it from home. |
| • Your overall average in each class is *76% or higher*  
• No “Incomplete”s in any class | 3     | • 20-minute A.R.E. Boost time in Advisory for academic reflection, goal-setting, and remediation/study hall.  
• After you get the back of your A.R.E. Card initialed by your advisor acknowledging you submitted your daily reflection, you may have a 35-minute *inside/outside lunch* (9th-12th) or *off-campus lunch* (10th-12th) lunch. |
| • Your overall average in each class is *85% or higher*  
• No “Incomplete”s in any class | 4     | • 60-minute *inside/outside lunch* (9th-12th) or *off-campus lunch* (10th-12th) for the entire week.  
• You can also order WCS lunch or bring it from home.  
• 4-Card *raffles* for free pizza and VIP parking. |

Renaissance students strive to be Accountable, Resilient, and Empathetic (A.R.E.). Mastering these character strengths will benefit you not just at school but throughout your lives.

A. Your advisory teacher will use your grades in Skyward at the start of Advisory on Monday to determine your A.R.E. Card level for the upcoming week that will determine lunch incentives and interventions for the week.
B. Only 4’s and 3’s will receive a card on Monday.
C. You will receive a keychain and a plastic card holder to allow you to clip your A.R.E. card to your backpack, keys, etc. You can get one spare card from your advisory teacher each week. A.R.E. Cards will change color each week.
D. Level 4 students will complete a weekly academic goal setting reflection on Monday during Advisory and will then be allowed to have a 60-minute lunch for the week (10th-12th grade may leave campus and 9th grade may eat outside). You will just need to show your Level 4 A.R.E. Card to the staff members at the front doors. Note: Students will get a 45-minute lunch on Power Monday.

E. Level 4 students should keep their A.R.E. Cards and turn them in to the “4 Score from 7 Days Ago” box in the main lobby every Monday. We will do weekly drawings on Tuesdays for either a free medium pizza or VIP parking next to the school a week.

F. Level 1, 2, and 3 students will also complete a weekly academic goal setting reflection on Monday during Advisory and then use any remaining time between 11:50 a.m. and 12:10 p.m. for remediation/study hall. Students will not be dismissed for lunch until they have submitted the daily reflection electronically.

G. Level 3 students can get the back of their ARE Card initialed by their Advisory acknowledging they have completed the daily academic goal setting reflection, show their card to the staff members at the front door, and then go outside for a 35-minute lunch. 9th graders should stay on campus, and 10th-12th graders may have an off-campus lunch.

H. Level 1 students are required to report to the assigned classrooms at the start of lunch (12:10 every day except Power Monday) for a working lunch. If Level 1 students who still have Incomplete/Failing grades (from the previous week) at 3:30 PM on Thursday, their parents will receive a phone call/email requiring the student to stay for the Friday Academic Intervention & Remediation (FAIR) from 3:30 p.m. to 5:00 p.m. for a mandated study hall/remediation.

I. Level 1 students who still have incompletes the following Monday after receiving their A.R.E. Card will have to stay in and work during a scheduled coffee house.

J. Renaissance is unique in that it allows students the opportunity to submit work late or remediate assignments for full credit. If you do not submit incomplete/missing work by the following Monday 3 times during a semester, a conference will be held with you, your parents, your teachers, the principal, and a counselor, when you will be placed into our Wolf Pack intervention group during Innovation Lab on Tuesdays, Wednesdays, and Thursdays. If you do not submit incomplete/missing work by the following Monday 6 times during a semester, you will lose the privilege of submitting work late for full credit or remediating failing grade the following week for the rest of the semester.

K. You can also lose the privilege of having an Incomplete and submitting work in late for full credit if you 1) are a Level 1 and not report to working lunch 2) leave campus during lunch without permission or 3) consistently do not complete your daily academic goal setting reflection.

L. Incompletes may roll over to zeroes at the end of each quarter. It is very difficult to pass a class if you have multiple zeros. Remember that students who fail two more classes for a semester will be asked to return to their zoned high school the next semester.

M. Level 1, 2, and 3 students who submit quality work can upgrade to a Level 3 or Level 4 ARE Card by improving their grades during the week by showing their updated current quarter grades to their Advisor during A.R.E. Boost.

N. Teachers will need at least 24 hours to grade any work you submit during the week if you want to improve your A.R.E. Card after it is issued on Monday. Please do not expect them to grade it “on the spot.”
# Renaissance Daily Schedule

<table>
<thead>
<tr>
<th></th>
<th>MONDAY 8:15 a.m. - 3:25 p.m.</th>
<th>POWER MONDAY 9 a.m. - 3:25 p.m.</th>
<th>TUESDAY - FRIDAY 8:15 a.m. - 3:25 p.m.</th>
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<tbody>
<tr>
<td>1st Period</td>
<td>8:15-9:05</td>
<td>9:00-9:45</td>
<td>8:15-9:05</td>
</tr>
<tr>
<td>2nd Period</td>
<td>9:10-10:00</td>
<td>9:50-10:35</td>
<td>9:10-10:00</td>
</tr>
<tr>
<td>3rd Period</td>
<td>10:05-10:55</td>
<td>10:40-11:25</td>
<td>10:05-10:55</td>
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<tr>
<td></td>
<td>11:50-12:40 Advisory</td>
<td></td>
<td>12:10-12:45 LUNCH</td>
</tr>
<tr>
<td>5th Period</td>
<td>12:45-1:35</td>
<td>1:00-1:45</td>
<td>12:45-1:35</td>
</tr>
<tr>
<td>6th Period</td>
<td>1:40-2:30</td>
<td>1:50-2:35</td>
<td>1:40-2:30</td>
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## 2018-2019 Power Monday Dates
1st Sem: Aug 20, 27; Sept 10, 17, 24; Oct 1, 8, 22; Nov 12, 26; Dec 3  
2nd Sem: Jan 14, 28; Feb 4, 11, 25; Mar 4, 11, 25, Apr 1, 8
Notes about Daily Schedule

4th Period includes Advisory, Innovation Lab, A.R.E. Boost, and Coffee Houses. This time is used differently throughout the week.

- **Advisory:** Advisory may be the most important time of your week. We set aside that time to help you invest in yourselves and strengthen relationships. You will meet in your advisory groups with your advisor every Monday. The first part of advisory will spent in circles following a research-based restorative practices protocol. Circles establish a safe, supportive space where you can build community. You will then use the remaining time to reflect on your academic progress and set concrete academic improvement goals for the week. Finally, you will meet with your advisor individually to discuss your academic progress and determine what kind of support you’ll need to meet your goals. Level 3 and Level 4 students will receive A.R.E. cards during this time.

- **Coffee Houses:** Approximately every four weeks, Renaissance will host a Monday Coffee House either outside in the courtyard, under the trees behind the school, or in the theater to showcase the amazing creative talent at Renaissance while our wonderful PTO supplies treats and coffee. Students sign up in advance through Ms. Wolak for musical performances, poetry readings, dance performances, theater performances, etc.

- **Innovation Lab:** Renaissance is a creative environment where you can develop your unique talents and interests to create original products that address real-world issues. In this class, students are challenged to become innovators who develop products that benefit Renaissance High School and our larger local and global communities. Innovation Lab addresses all four 21st Century Skills known as the 4 C’s: Creativity/Innovation, Critical Thinking, Communication, and Collaboration. Freshmen will participate in a year-long, self-discovery and introduction to design-thinking class called Freshman Academy. Sophomores, juniors, and seniors will apply their creative talents and knowledge of design thinking to collaborate on original, meaningful, and relevant projects in the areas that include, but are not limited to music, art, film/video/audio production, coding/video game design, and entrepreneurship. Teachers shift into the role of mentors during Innovation Lab as they guide you through the steps of the Renaissance Design Protocol: EDICTS...1. Empathize the needs of others in the broader community. 2. Define a problem or need that you can address. 3. Ideate a solution to that problem. 4. Create a prototype. 5. Test and improve your prototype after getting feedback from others. 6. Showcase your final projects for the school and community during our spring Innovation Fair. These projects will be added to your digital portfolios to take with you after graduation. In your senior year, you will present your Renaissance story and capstone portfolios to a panel of staff, students and teachers to demonstrate how you have experienced growth in your time at Renaissance.
• **Academic Innovation:** You will be expected to use the entire Innovation Lab period on Fridays to act upon the feedback you received throughout the week from teachers on your proficiency of learning targets to improve your grades. You may choose to improve a written assignment based on the rubric feedback, get small-group help from a teacher, retake a quiz, complete make-up work if you were absent, or finish any assignments that were not submitted earlier in the week. Teachers may request to work with you during this time as well. This time is dedicated to helping you reflect upon and improve your grades on the current week’s assignments. If you maximize this time, you increase the likelihood of being a Level 4 the following week.

*Note:* If you are assigned to the Friday Academic Intervention & Remediation (FAIR) on Thursday after school because you still had incompletes from the previous week, then completing those past due missing assignments during Friday’s Academic Innovation will **not** exempt you from having to attend the FAIR. You will be still be required to attend and then spend your time in the FAIR improving upon the current week’s grades to improve your A.R.E. Level for the following week.

• **More about lunch:** You can order a boxed lunch (choice of a variety of salads/apple/roll/drink or a variety of sandwiches/chips/apple/fruit snack/drink) to be delivered at lunch time any day for only $2.90. Lunches must be ordered from the laptop in the front lobby before 8:15 AM. Pay for lunches by bringing a check payable to “Winstead Elementary School” on Mondays or you can set up an online account [here](https://www.wcs.edu/district/departments/food/meal-payments/). Eligible families may apply for free/reduced lunch to have a lunch delivered to Renaissance. For more information about setting up online payment accounts and free/reduced lunch, visit this website: [https://www.wcs.edu/district/departments/food/meal-payments/](https://www.wcs.edu/district/departments/food/meal-payments/).
Innovation Lab Expectations and Grading

Because we believe that this is an integral part of how we “do school differently” in our Renaissance learning community, the class will have a pass/fail grade each nine weeks. Any student who fails his or her Capstone Innovation course either semester can be sent back to his or her zoned high school for the following semester. At that point, it is apparent that the student has failed to “buy in” to our core learning community values.

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<th>A student who passes will.....</th>
<th>A student who fails will....</th>
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| **PRODUCT**            | ● Present his/her progress and process at the end of each nine weeks in an academy symposium  
                          ● Present his or her final product and/or process during the Innovation Fair at the end of the semester | Fails to create a product that is meaningful and relevant and/or fails to demonstrate sustained effort in a process to create the product |
| **ACCOUNTABILITY**     | ● Attend the class and be prepared and ready to work each day  
                          ● Submit an approved proposal that explains the scope of the process, the purpose/relevance of their product and answers the driving question  
                          ● Meet with his/her Process and Academy Mentors each week to set goals and discuss product design  
                          ● Sets and accomplishes his/her own written goals each week  
                          ● Students will meet quarterly checkpoints and products (1st and 3rd quarters: group norms/roles document, an approved proposal, project timeline; 2nd and 4th quarters: final product, final presentation, personal reflection) | ● Misses class on a regular basis and has more than three unexcused absences in one quarter  
                          ● Fails to create an approved proposal that explains the scope of their process, the purpose/relevance of their product and answers the driving question  
                          ● Fails to use class time appropriately and productively; does not meet with mentors each week due to a lack of presence and/or preparation  
                          ● Repeatedly fails to set and accomplish realistic, written goals for each week in order to complete their product within the timeframe  
                          ● Student did not meet all quarterly checkpoints |
| **COLLABORATION**      | ● Collaborate and communicate effectively with team members and contribute meaningfully to team throughout the process  
                          ● Takes responsibility for oneself, helps the team, and respects others | ● Repeatedly fails to communicate effectively with teammates and/or fails to contribute equally to team efforts  
                          ● Repeatedly fails to take responsibility for oneself, help the team, and/or respect others |
Renaissance Clubs and Activities

- **RnHS Student Council:** An all-volunteer student council that organizes school-wide activities which affect positive change for the school. Students from all grade levels serve on committees that are involved in the planning and implementation of: 9th grade prospective student group interviews; volunteer tutoring in local schools and community agencies; annual fall concert and fundraising event; school-wide spirit days and team building activities; food distributions; fundraising for local senior center gift; supporting the American Red Cross through school/community blood drives; organization of the Spring Prom; serving as Student Ambassadors for prospective student Shadow Days and other Open House events.

- **Robotics:** A team of students interested in robotics, who commit to after school as well as in-school meetings, collaboration, engineering, and building robots. The students work as a team (4-5 students) and adhere to the Vex Robotics standards to design robots to complete specific tasks and compete in the announced Vex Robotics “Game” of the year. Competitions are held locally, statewide and nationally.

- **Destination Imagination:** Students form teams of up to 7 members, select their preferred Challenge and work together to develop a solution to the Challenge requiring creativity and innovation. Each team has at least one Team Manager (a parent volunteer) who helps keep the team on track, but does not assist or interfere with the team’s project.

- **Basketball Lunch Club:** Students in any grade who have at least a Level 3 A.R.E. Card meet at Academy Gym during lunch once a week for a fun, laid-back game of pick-up basketball. If there is enough interest, the basketball club will evolve into an interscholastic team that will play other teams in the community in the winter!

- **Yearbook:** Be part of the amazing team that puts together the most fun and creative yearbook in WCS!

- **Beta Club:** This is our honor society and service club for students who have a 3.5 or better GPA.

- **Diversity Club:** A new club for the 2018-2019 school year that provides an intentional space for students to connect across their differences. The focus will be on developing leadership, raising awareness in the school community about diversity and inclusion, and making diversity accessible, meaningful, and fun.

- **Board Game Club:** The board game club meets after school. Bring your own game or just show up to play the game of the week! Everyone invited.

- **Skills USA** (Audio, Apps, DAD): This club is a career and technical student organization serving more than 395,000 high school, college and middle school students and professional members enrolled in training programs in trade, technical and skilled service occupations, including health occupations. The RNHS Skills USA club will be directed by our creative academy teachers and will have either an Audio, Digital Art, or Apps focus.
● **Renaissance Drama Club:** The Renaissance Drama Club meets after school on Mondays and is open to everyone! We will have workshops each week that focus on learning different skills related to the theatre arts.

● **International Thespian Society:** This is an honor society for students thespians. Students can earn points for participation in activities related to the art of theatre. Meetings will be held monthly, and students will be invited to become members when they have accrued the required number of points.

Note: Williamson County has made it clear that since Renaissance High is an out-of-zone choice high school that students who choose to enroll at Renaissance may not participate in school-sponsored, extracurricular activities at their zoned high schools. This would not apply to club/community sports and activities not sponsored by other WCS schools.

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**Attendance Expectations**

**Absences**

*Note: Before the county attendance policies are explained in detail below, please remember that Renaissance is an out-of-zone choice high school. You are cared for here and we will do all we can to make it a supportive, welcoming environment. If you’re feeling anxious or you’re not feeling your best, let us know and we’ll help you get through the day. However, Renaissance only “works” if you come to school and fully participate in this environment. We don’t want you to miss class and fall behind academically.*

A. A **maximum of eight (8) absences per year can be excused with a parent note for a valid reason.** We will not excuse an absence from school without an approved written note from a parent or physician. Turn in excuse notes to the attendance secretary in the main lobby before school.

B. After **eight (8) total absences**, a formal doctor’s note will be required in order to excuse any future absences. Original medical notes, not copies, must be submitted unless the note is faxed/mailed directly from the doctor.

C. The principal may require that a medical note specifies that the student was not able to return to school before excusing the absence. In other words, the absence may not be excused just because a medical note is submitted stating that a student was seen by a doctor. Students are expected to come to school before/after an appointment if possible.

D. The attendance secretary will make a direct call to parents when the student reaches **3 unexcused absences** and document this phone call occurred.

E. **Tier I of the WCS Progressive Truancy Intervention Plan** must be implemented after the student reaches his/her **5th unexcused absence**. At this time the following steps will occur:
a. The principal will meet with the student and the student’s parent(s) or guardian(s).
b. The principal, the student and the student’s parent(s) or guardian will create an attendance contract that lasts no longer than 45 school days and will include:
   i. Attendance expectations of the student
   ii. Consequences for additional absence that may include:
      1. Detention
      2. Friday Evening School
      3. The assignment of a school mentor/advocate
      4. Community service
      5. Attendance at additional school assigned courses/meetings designed to improve attendance and behavior
      6. A referral to juvenile court may be necessary if a student continues to be absent and/or does not complete any assigned consequences.
   iii. Signatures of the student, the student’s parent(s) or guardian(s), and Principal
   iv. The Principal, the student, and the student’s parent(s) or guardian will establish regularly scheduled follow-up meetings to monitor progress. If the student continues to accumulate additional unexcused absences Tier 2 interventions will be implemented in addition to the Tier 1 interventions already in place.
F. If a student continues to have unexcused absence, the principal may implement Tier 2 interventions.
   a. Parent(s) and students referred to Tier 2 will be required to attend a monthly truancy awareness meeting hosted regionally by the WCS Truancy Intervention Officer.
   b. A school employee will conduct an individualized assessment to evaluate the reasons the student has been absent from school.
   c. The following actions may be taken to complete the individualized assessment:
      i. A home visit to consider how factors in the home impact the student’s ability to attend school.
      ii. Identify potential additional supports provided by the school and expectations of the student
      iii. A meeting with the school social worker and counselor to discuss wraparound services available to the student and the student’s parent(s) or guardian
      iv. A referral to the STARS Counselor
G. If the student continues to accumulate additional unexcused absences or if the parent(s) and student don’t attend the required regional truancy awareness meeting, Tier 3 interventions will be implemented in addition to the Tier 1 and Tier 2 interventions already in place.
   a. A school-based truancy board will evaluate the progress of the student and determine which action listed below is most appropriate for the student:
i. Refer the student to juvenile court for truancy

ii. Refer the student back to Tier 2 and continue the current intervention plan

iii. Refer the student back to Tier 2 and make recommended changes/additions to the intervention plan

H. The principal will call parents when students exceed 12 absences (excused or unexcused) to let them know their child will be considered “chronically absent” by the Tennessee Department of Education if they reach 17 absences.

I. Please note that an unruly petition may be filed with juvenile court sooner if unexcused absences accompany excessive incompletes, failing grades, excessive tardies, or behavior problems.

J. If an 18-year-old student accrues more than 5 unexcused absences, a conference will be scheduled with the student, parent, and principal. The student may lose off-campus lunch privileges until further notice and will then be put on a contract that outlines attendance expectations required for the student to be allowed to participate (i.e. “walk”) at graduation and other senior activities.

K. Make-Up Work: You will be expected to turn in all missing work within the number of days you were absent. For example, if you are absent two days, you are expected to turn in missing work after two days of returning to school.

L. Seniors and juniors will be allowed two excused visits per year for college visits. However, they will count toward the 8 absences a year that can be excused without a medical note. If a student already has 8 absences, these will be unexcused, unless the student receives prior permission from the principal. Students must bring a statement from the college on school letterhead to verify the visit and should notify the attendance secretary in advance.

M. A note about skipping school: It just doesn’t make sense to apply to and be accepted to an out-of-zone school and then skip class. Students who skip school or leave campus without permission may be returned to their zoned high school at the end of the next semester.

**Tardies**

A. Similar to a college campus, Renaissance High does not have bells. You are expected to demonstrate the responsibility to be in class on time with your laptop and materials when your teacher takes attendance each period.

B. School will begin promptly at 8:15 AM and dismisses at 3:25 PM. The front doors will be open no later than 7:30 AM for students. Students must not be in the building after 4:00 PM unless they are under the supervision of a teacher.

C. If you arrive after 8:15 AM (or 9 AM on Power Mondays), you will be required to sign-in at the front lobby desk. You will be given a late pass to take to your teacher. An excuse note from a parent is required to excuse the tardy to first period.

D. Students will only be allowed three (3) unexcused tardies per nine weeks grading period.
E. Up to 3 additional times a quarter, you can call the school before the start of the period to tell the attendance secretary you are running late, and we will excuse the tardy providing you are not more than 10 minutes late.

F. If you have an unexcused tardy in the morning and you walk in with a drink or food you stopped and bought on your way to school, your food/drinks will be held at the front desk until lunch.

G. You will receive a before-school detention from 7:15-8:10 AM the morning after you earn your fourth unexcused tardy to any class (including the period after lunch). You will continue to earn a before-school detention after every unexcused tardy to any class the rest of the nine weeks grading period. Tardies detentions can only be rescheduled for the next day with a valid note, phone call or email from a parent.

H. If you show up late for the detention, you will have to make up the full detention the following morning.

I. If you miss a morning detention without first reporting it to the school, you will be assigned the next two morning detentions to make it up.

J. If you miss an assigned detention more than three times in a quarter, you may be suspended from school for a day.

K. Excessive unexcused tardies will result in additional consequences, including an unruly petition being filed with juvenile court if you also have excessive incomplete/failing grades, unexcused absences, or behavior concerns.

L. Lunch must be consumed during your lunch break. If you try to walk into class with a lunch you did not eat during your lunch break, you will be asked to eat in the hallway, which will be considered an unexcused tardy.

M. If you are more than 25 minutes late to a class without a valid excuse note, it will be considered an unexcused absence. Again, students will receive a “0” instead of an “Incomplete” for any work they miss due to missing more than half of a class due to an excessive unexcused tardy.

**Leaving During School Hours**

A. Any student requesting an early dismissal should leave a note signed by his parent or guardian in the attendance office before 8:25 A.M. All notes should contain the date, the specific reason for leaving, the parent or guardian’s signature, and the parent or guardian’s daytime phone number. The parent or guardian will be contacted prior to student release to verify the note.

B. If there is not a note in the morning, the parent must physically come into the building in order to check out the student early. Emails or phone calls will not be accepted.

C. ALL STUDENTS MUST SIGN OUT in the front lobby. Students, regardless of age, should not sign themselves out without prior parental permission.
D. Make every effort to schedule appointments after school. Only five (5) early dismissals will be approved each semester unless a medical note is provided.

E. You must be in school a total of 3½ hours in order to be considered present for the day, including WCS early dismissal days.

F. You will be expected to stay in school before/after an appointment if time allows (ex: we will not excuse an all-day absence for a 1:00 PM routine dental appointment).

G. If you are feeling sick, do not contact your parent yourself and ask to be checked out. Early dismissals due to illness will only be excused if you first go through the school attendance secretary or bookkeeper, who will then notify the parent.

### Student Drivers

**A.** Students are required by Williamson County to park in the designated student parking lot across from Academy Gym.

**B.** You will have to pay $10.00 to receive a Renaissance parking pass to hang from your rear-view mirror while your car is in the student lot.

**C.** Students may not duplicate, give, lend, sell, or share their parking pass with anyone else. If you withdraw from Renaissance, you will be required to turn in your parking pass to the office. There are no refunds on parking passes.

**D.** Below are the requirements to receive a parking pass.

- a. For first-time drivers:
  - i. Complete the Renaissance High Parking Permit Application
  - ii. **New drivers to Renaissance (regardless of age) and a parent must participate in a free one-hour Checkpoints training.** These trainings will be offered at the start of school and again each quarter. The Checkpoints program requires new drivers and a parent to discuss and agree upon safe driving conditions at four checkpoints during the next year. The first checkpoint will be drafted at the initial training.

- b. For current drivers (students who parked on campus last year).
  - i. Complete the Renaissance High Parking Permit Application
  - ii. Submit the signed Student/Parent Safe Driving Agreement (available from attendance secretary)

**E.** All students’ and visitors’ vehicles are subject to be searched for drugs, drug paraphernalia, dangerous weapons.

**F.** Students must follow common rules of safe driving and all vehicular laws. Students who speed down Everbright Avenue may have their parking privileges revoked.
G. Remember that the parking lot is an extension of school property, so you must follow all RnHS and WCS rules (i.e. no smoking, zero tolerance violations, etc). Upon arriving to school, students should not hang out in the parking lot or vehicles.

H. Smoking in the parking lot will result in a tobacco citation and may result in a loss of parking privileges.

I. Vehicles are parked and left at the owner’s and driver’s discretion. Renaissance High School/Williamson County/WCS are not responsible for any damage or loss of contents incurred to a vehicle on school grounds.

J. Towing may result from parking in an incorrect area (i.e. along Everbright Ave, at the library, or at the Enrichment Center). Your car may also be towed if a vehicle does not have a valid and visible parking pass hanging from the rear-view mirror. Renaissance is not responsible for any damage incurred to the vehicle or its contents as a result of towing. If you have to need to borrow a parent’s car, please use your parking pass and inform the SRO you are using an alternate vehicle.

K. If you are seeking your driver’s permit, ask the attendance secretary to complete a Certificate of Compulsory School Attendance and take the original part of this form with them to a driver license station. Please allow 3 days for processing.

L. If a student fifteen years of age or older drops out of school, fails to make satisfactory academic progress, has more than 10 consecutive absences or 15 total unexcused absences, the school is required to notify the Department of Safety who will then suspend the student’s driving privileges. Minor students are required by the State of TN to pass 3 classes each semester to maintain their driver’s license.

Guidance, STARS, SRO Office, and Student Support Room

A. We have amazing support system made up of two counselors, a STARS counselor, two Student Support teachers, a Student Support assistant, a School Resource Officer (SRO) and a wonderful office staff. If you need to visit one of their rooms between classes, you are required to first check in with your scheduled teacher so he/she can take attendance.

B. If you need to visit a support staff, SRO, or office during class, you will be asked to use your school planner as a hall pass. This hall pass must be initialed by both your scheduled teacher and the support personnel along with the times you are coming and going. This will ensure your tardy is excused in Skyward.

Credit Recovery Attendance

A. Your acceptance into Renaissance High was contingent upon your agreement to work diligently to complete any credit recovery for classes you failed at your previous school.

B. Students who need to complete credit recovery will be expected to attend all credit recovery sessions offered Tuesday, Wednesday, and Thursday from 3:45-4:45 PM offered unless they have an excuse note from a parent or doctor.
C. Work schedules do not excuse students from credit recovery.
D. Students are expected to make satisfactory progress in their credit recovery within each semester. Students who do not attend credit recovery sessions or do not make adequate progress to complete credit recovery may be returned to their zoned high school at the end of the semester.

**Ethics and Behavior Expectations**

**Dress Code**

A. Renaissance High encourages students to express their creativity and individual personalities. Just note that Williamson County Board Policy 6.310 requires the following:

1. Tops of shoulders must have a minimum of a 1-inch strap unless otherwise covered by an opaque top garment.
2. Skin and undergarments must be covered with opaque clothing from the underarm to mid-thigh. Mid-thigh is defined as the mid-point between the waist and mid-knee.
3. All pants, trousers, shorts and skirts must be held at the waist.
4. Leggings and other compression-style garments may be worn so long as an opaque top garment covers the private body parts.
5. Appropriate shoes are required.
6. Any type of clothing, apparel or accessory, including that which denotes such students' membership in or affiliation with any gang associated with criminal activities is not permitted.
7. Any apparel or dress that advertises or promotes products or activity prohibited by law or by the Board of Education is prohibited (e.g. profanity, illustrations, or suggestive language, etc.).
8. Any apparel or dress that is potentially disruptive to the learning environment or educational process is not permitted. Any apparel or dress that is dangerous to the health or safety of students or the lawful, peaceful operation of the school is not permitted.
9. Administrators and teachers shall enforce the dress code policy. The principal or his/her designee shall be the final judge as to compliance with the dress code.
B. Students who are in violation of these dress code policies will not be permitted to attend class and must call a parent to bring clothes to school that meet dress code. Please do not be disrespectful to staff members who are doing their job by enforcing this county policy. Repeated dress code violations may result in an assigned detention.

**Bullying**

A. Simply Put: *There is absolutely no place for any type of bullying, harassment, or even name-calling at Renaissance High. We treat each other with kindness and empathy. Our goal is to build each other up and not tear each other down. If anyone repeatedly engages in behavior that tears down other students around them, they will be returned to their zoned high schools.*

B. Bullying, including cyberbullying, is defined by Tennessee law as any act that substantially interferes with a student’s educational benefits, opportunities or performance, and has the effect of:
   - Physically harming a student or damaging a student’s property;
   - Knowingly placing a student or students in reasonable fear of physical harm or damage to property;
   - Causing emotional distress to a student or students;
   - Creating a hostile educational environment. If you feel you are the victim of bullying or witnessed any bullying, please report it immediately to a staff member, who will refer it to the school principal.

D. The principal will investigate all bullying referrals within 48 hours of reporting and then take appropriate disciplinary action.

E. Retaliation against a victim, witness, or person with reliable information for reporting a bullying offense or for providing information in any manner is strictly prohibited. Anyone violating this prohibition shall be disciplined.

**Profanity**

A. Students and teachers at Renaissance High work hard to build a welcoming environment based on respect.

B. The use of profanity, no matter its tone or intent, has great power to do harm or offend others, and creates a negative environment.

C. Therefore, teachers will not tolerate the use of profanity in the classroom or hallways. Use of profanity will result in a referral to the principal. Continued use of profanity could lead to further disciplinary action.

D. Profanity directed to a teacher or staff member will always result in an out-of-school suspension and could lead to a referral to the ALC and/or an unruly petition being filed with juvenile court.
Academic Integrity

A. Renaissance is built upon trusting relationships. Cheating and plagiarism is never permitted at Renaissance.

B. Cheating is defined as, but not limited to, the following:
   - copying from another student’s work as well as allowing your work to be copied
   - giving or receiving answers during a test, quiz, or any other assignments without your teacher’s approval
   - using electronic means (such as text messaging, email, pictures, etc.) to copy homework assignments, projects, or communicate test answers
   - referring to a book, person, or any other resource while you are taking a test or quiz without permission
   - obtaining, possessing, using, or distributing tests, quizzes, answer keys, teacher manuals or teacher textbooks, etc.

C. Plagiarism is defined as, but not limited to, the following:
   - Representing the work of others as one’s own work. Copying another author’s work from any source and turning it in as your own ideas and writing.
   - Not using quotation marks, and/or proper citation to denote material that has been directly quoted from another source.
   - Paraphrasing an author without giving proper citation.
   - Violating copyright laws by not following fair use guidelines.

D. If you are caught cheating or plagiarizing, your parents will be contacted and may be required to attend a conference with the teacher and principal. You will receive an Incomplete on the assignment, and you will be required to serve a detention before school or on Friday evening to redo the assignment/assessment. An alternate assignment may be assigned. Repeated violations will result in more serious consequences, including being returned to your zoned school.

Bring Your Own Technology (BYOT)

A. Note: A key element that makes Renaissance so unique is how we use one-to-one technology daily to enhance teaching and learning. It is critically important every student uses technology responsibly and in a trustworthy manner.

B. You will be required to sign the WCS Acceptable Use and Internet Safety Procedures agreement and then to adhere to this agreement throughout the year. This agreement specifies:
Students must use the Wi-Fi WCS guest login to access the internet (you may not access the internet through 3G/4G).

Students are prohibited from posting photographs or videos of other students or employees on social media without permission from a teacher or administrator.

Administration may collect and examine any device for the purpose of enforcing the terms of this agreement, investigate student discipline issues, or for any other school-related purpose.

C. You are encouraged to bring your personal laptop or BYOT device to school. If you cannot get your own, you can use a school laptop while you are here, but you may not bring it home with you.

D. Cell phones should not be used as your primary BYOT device. Rather, a Chromebook or laptop should be used. Cell phones should not be used in class unless the teacher has given permission to do so.

E. The use of a laptop, cell phone, or other electronic device while at school is a privilege and not a right. If a teacher asks you not to use your technology tool at a particular time, then you must follow those directions.

F. Do not post any videos taken at school on YouTube or share on any other social media site.

G. Do not misuse your technology (play games during class, access Facebook, Netflix, YouTube, or for any other non-instructional purpose).

H. If you are using your phone in class without permission or you are using your BYOT device in violation of the WCS Acceptable Use Agreement, it may be taken up by the teacher and turned into the principal, who has the right to search that phone before giving it back to ensure no WCS rules were broken. Repeated or more serious violations may result in you losing the ability to use technology in school.

**Medications**

A. A parent or guardian must bring all medications directly to the office; only a parent can remove medication from the office.

B. All medicine (prescription, non-prescription, and emergency drugs) will be stored and dispensed in the office clinic.

C. A written request must be made by parent/guardian for any medicines to be administered to his/her child during the school day.

D. The nurse/office staff will oversee and record the self-administration of these drugs.

E. All students are prohibited from possessing any prescription medication (topical or oral) or over-the-counter medication.

F. Possessing, using, or dispensing prescription medication during the school day is a zero-tolerance violation.
G. Students who have issues with asthma or diabetes may have necessary medication with them providing a form is signed and on file with the nurse. (please note that RnHS does not have a full-time nurse. Our nurse is typically only here for a half-day, one day a week. The attendance secretary or bookkeeper will dispense medications when the nurse is not here.

**Tobacco and E-cigs/Juuls**

A. The use of tobacco/e-cigs/Juuls is prohibited on all school grounds, which includes in the building, the courtyards around the building, and the parking lots along Everbright Ave. and across from Academy Gymnasium.

B. Any student under the age of 18 who is caught using or in possession of tobacco/nicotine/Juuls on campus, the public library, the Academy Gymnasium property or parking lots shall be issued a citation by the principal or SRO to appear in juvenile court.

C. If you are 18-years-old and you are caught using tobacco/nicotine/Juuls products on school property, there will be disciplinary consequences including loss of lunch privileges, Friday evening school, loss of your parking privilege (if you are smoking in the parking lot), and possible suspension.

D. The possession, use, or selling, of e-cigs, vape oil, and similar inhalant devices is prohibited on school campus (including parking lots, Academy Gym, or the public library next door, and at all school field trips and off campus activities sponsored by Renaissance High). Violations may result in a school suspension or an unruly petition with juvenile court.

**Zero Tolerance Offenses**

A. Our **number one priority** is to ensure Renaissance High is a safe, healthy, and positive learning environment. We consider drugs/alcohol a major threat to that safe environment.

B. State Law and/or the Williamson County Board of Education has classified certain offenses as requiring a mandatory one calendar year suspension upon a determination by the Principal that a student has committed one of these “zero tolerance offenses.” The following are offenses that automatically result in a suspension of one calendar year, except as otherwise prohibited by federal law for students with disabilities.

1. Possessing, handling, using, or being under the influence of illegal drugs or controlled substances on school grounds, school activities, or any other grounds used for school purposes (including parking lots and Academy Gym)

2. Possessing, handling, using, drug paraphernalia on school grounds, school activities, or any other grounds used for school purposes (including parking lots and Academy Gym)
3. Possessing, handling, using, or being under the influence of alcohol on school grounds, school activities, or any other grounds used for school purposes (including parking lots and Academy Gym)
4. Physically assaulting or verbally threatening to assault any school employee or school resource officer while on school property, or on other grounds used for school purposes, or while attending any school activity or event
5. Possessing, handling, transmitting, using or attempting to use firearms or any dangerous weapon in school buildings or on school grounds, or on any grounds used for school purposes at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event
6. Making or circulating a false report of bomb, fire or other emergency will also carry with it discipline up to a year’s suspension and a report to law enforcement

C. Reasoned Judgement Zero Tolerance: State law and the WCBOE have identified other zero tolerance offenses that may warrant “reasoned” judgment by the Principal in assigning punishment. The following offenses may result in suspensions ranging from 20 days to one calendar year based upon the circumstances and other factors in each case:
   1. Physically assaulting or verbally threatening to assault a student, school volunteer or any school visitor while on school property, or on other grounds used for school purposes, or while attending any school activity or event
   2. Possessing, using, handling and/or transmission of items that may be classified as weapons other than firearms.
   3. Possessing or using any instruments or substances, including but not limited to nonprescription drugs, chemicals, inhalants, pencils, scissors, razors or compasses, with the intent to do harm to self or others or in a manner which renders the item dangerous in school buildings or on school grounds, or on any grounds used for school purposes at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event.

D. If you commit a zero-tolerance offense while enrolled at Renaissance High School during the school day will automatically be remanded to the Williamson County ALC. If the zero tolerance offense involved alcohol or illegal drugs/paraphernalia, you will be returned to his/her zoned high school for the following semester.

E. At Renaissance High, lunch is an extension of the school day. Students who commit an alcohol or drug related zero tolerance offense during their off-campus lunch break will be sent to the ALC and will be returned to his/her zoned high school for the following semester.

F. If you are a senior and your ALC referral extends into the second semester, you may be allowed to return to Renaissance until graduation providing you agree to a supplemental contract that keeps you on campus the rest of the year and precludes you from participating in Coffee Houses, Gatherings, Capstone Innovation, and other school-wide events.
G. All students who have knowledge of suspected illegal drugs or alcohol use during the school day must immediately report this information to a staff member, who will then report it to the Principal or SRO.

**Guns in Parks**

A. Renaissance uses Williamson County Park facilities at Academy Gym, the county-owned athletic field located between Academy Gym and Renaissance, and the new enrichment center and community theater. State Law prescribes a maximum six (6) years imprisonment and a fine not to exceed three thousand dollars ($3,000) for carrying weapons on property being used by schools. This is a felony offense.

**Child Find Notice**

<table>
<thead>
<tr>
<th>Is it hard for you to:</th>
<th>If so...</th>
</tr>
</thead>
<tbody>
<tr>
<td>● see the blackboard clearly?</td>
<td>Renaissance High School has many ways to help students who find it hard to see, hear or learn.</td>
</tr>
<tr>
<td>● hear or understand what people say?</td>
<td>Come by the guidance office to see if we can help you!</td>
</tr>
<tr>
<td>● read?</td>
<td></td>
</tr>
<tr>
<td>● do math?</td>
<td></td>
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<tr>
<td>● understand what the teacher tells you to do?</td>
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<tr>
<td>● keep your grades up?</td>
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Federal Notices

Pursuant to the terms of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.§1232(g), Williamson County Schools designates the following personally identifiable information contained in a student’s educational record as “directory information”, and it will disclose the following student information without prior written consent: name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, weight and height of members of an athletic team, and most recent previous educational agency or institution attended. Parents must notify their child’s school in writing if they do not want his/her directory information released. Under provisions of the Elementary and Secondary Education Act of 1965 and other federal law, directory information will be provided to recruiters from the armed services upon request. Parents must notify their child’s school in writing if they do not want his/her directory information released to military recruiters.

SECTION 504 NOTICE

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) are acts which prohibit discrimination against persons with a disability in any program receiving federal assistance, among others. Both acts define a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
- has a record of such impairment;
- is regarded as having such an impairment, or has had a record of such an impairment.

In order to fulfill its obligations under Section 504 and the ADA, Williamson County Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person on the basis of a disability will knowingly be permitted in any of the programs or practices in the school system.

The school district has specific responsibilities under both acts, which include the responsibility to evaluate and determine if the child is eligible under Section 504/ADA, and to then afford access to appropriate educational accommodations.
If the parent or guardian disagrees with the determination made by the professional staff of the School District, he/she has the right to a hearing with an impartial hearing officer. For further information, contact Jill Merritt, 504 Coordinator at 615-472-4000.

**RIGHTS OF CHILDREN WITH DISABILITIES AND PARENT RESPONSIBILITIES**

Parents may access information about child advocacy groups and information on how to contact the state department of education for information on student rights and services from the following agencies:

Tennessee Department of Education Legal Services Division, 710 James Robertson Parkway, Andrew Johnson Tower, 5th floor, Nashville, TN 37243-0380, 615-741-2851, Fax: 615-253-5567 or 615-532-9412.

Williamson County Schools Student Support Services, 1320 West Main Street, Franklin, TN 37064, 615-472-4130, Fax: 615-595-4930.

**CHILD ADVOCACY GROUPS CONTACT INFORMATION**

In addition to the state and local resources available to parents and children, there are many organizations that offer support, information, and training, in advocating for persons with disabilities in Tennessee. A few of these organizations are listed below:

- The ARC of Williamson County, 129 W. Fowlkes Street, Suite 151, Franklin, TN 37064, 615-790-5815, Fax: (615) 790-589
- Support and Training for Exceptional Parents (STEP), 712 Professional Plaza, Greeneville, TN 37745, 615-463-2310, [Support and Training for Exceptional Parents website.](#)
- Tennessee Disability Law and Advocacy Center (DLAC), 2416 21st Avenue South, Suite 100, Nashville, TN 37212, Phone: 615-298-1080, Toll free: 1-800-342-1660, If you need to email complete the information at the [Disability Rights Tennessee Get Help.](#)
- Tennessee Voices for Children, 1315 8th Avenue South, Nashville, TN 37203, 615-269-7751, Fax: 615-269-8914, TN Toll Free: 800-670-9882, More information can be found at the [Tennessee Voices For Children website.](#)
- These are but a few of the organizations available to help with information, training, and advocacy. For a more extensive list visit the [Tennessee Disability Services-Disability Pathfinder Database.](#)
- This information is provided as a service to individuals seeking additional avenues for help and information. The Department of Education and Williamson County Schools do not intend this as an endorsement or recommendation for any individual organization or service represented in this list.

WILLIAMSON COUNTY SCHOOLS STATEMENT OF NON-DISCRIMINATION

Williamson County Schools in its employment of personnel and in its educational activities with students does not discriminate on the basis of race, color, religion, national origin, sex, age or disability. Employees of Williamson County Schools are appointed as coordinators of the various activities ensuring compliance with federal laws and regulations including the U.S. Department of Education regulations implementing: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap. U.S. Department of Justice regulations implementing: Title II of the American Disabilities Act of 1990. Williamson County Schools provides equal access to youth groups such as Boy Scouts and Girl Scouts.

TEACHER INFORMATION

Parents have the right to request information regarding the professional qualifications of the student’s classroom teachers and any paraprofessionals providing support to the child. Parents must be provided, upon request, state qualifications and licensure criteria for teachers and paraprofessionals. For more information, contact the Human Resources Department at 472-4050.

HOMELESS EDUCATION

You qualify for consideration under the McKinney-Vento Homeless Education Act if any of the following apply: if you live in a shelter, motel, vehicle, campground, abandoned building or trailer, or other inadequate accommodations, or if you live with friends or relatives because of the inability to afford adequate housing. If any of these apply, you may be entitled to all services, rights and protection provided under this law. Your children have the right to attend a school no matter where you live or how long you have lived there, continue in the school last attended before becoming homeless (if that is your choice and it is feasible) and receive transportation to the school last attended prior to becoming homeless if requested. Students, if qualified, are also allowed to enroll
in a school without a permanent address, without school records or without proof of immunization. These will be obtained by school personnel. For further information, contact Denise Goodwin, Assistant Superintendent of Elementary Schools at 472-4000.

**GRIEVANCE PROCEDURES**


*No person shall, on the ground of race, color, national origin, sex, genetics, religion, age, disability or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance or be subjected to discrimination in employment opportunities or benefits.*

Anyone who believes that Renaissance High School or the Williamson County School System has discriminated against them or another individual may file a complaint with the principal. Williamson County Schools has also designated the following people to handle such grievances to comply with the law: Student complaints of discrimination on the basis of disability under the IDEA should be directed to Carol Hendlmyer, Student Support Director, third floor of the Williamson County Administration Complex, (615) 472-4130. Student complaints of discrimination on the basis of sex should be directed to Dana Ausbrooks, second floor of the Williamson County Administration Complex, (615) 472-4050. All other complaints of discrimination on the basis of disability, sex, race, color, religion, national origin, age, genetics or veteran status should be directed to Vickie Hall, the WCS Human Resources Assistant Superintendent/Title VI and ADA Coordinator, second floor of the Williamson County Administration Complex (615) 472-4050.

and/or
Title VI Coordinator
TN Dept of Education
(615) 253-1550

and/or
The Office for Civil Rights
U.S. Department of Education
P.O. Box 2048, 04-3010
Atlanta, Georgia 30301-204
2018-2019 Renaissance High Student Contract

All students are required to sign and return this contract at the start of each year after initialing each statement below:

___ Since Renaissance High School is an out-of-zone school, I understand that I may be returned to my zoned high school if I don’t follow the rules outlined in the Renaissance High School Student Handbook.

___ I understand that freshmen will not be permitted to leave campus during the school day and that 10th-12th graders may only leave for lunch if they meet the criteria outlined in the handbook.

___ I understand that Renaissance is unique among all other WCS high schools in that we allow students to submit work late for full credit or remediate assignments/tests that are not proficient throughout the quarter. However, I also understand that this is a privilege that can be revoked if I do not adhere to the expectations and rules in the student handbook.

___ I understand I will be returned to my zoned high school at the beginning of the next semester for any of the following reasons:

1) Repeated violations of behavior expectations outlined in the student handbook (including our “no bullying” policy)
2) Committing a zero tolerance offense (including during lunch)
3) Leaving campus without permission
4) Excessive unexcused absences or tardies
5) Refusing to serve morning detentions or attending the Friday Academic Intervention & Remediation (FAIR)
6) Failing two or more courses for the semester
7) Refusing to attend credit recovery sessions or not making sufficient progress in credit recovery or online classes.
8) Repeated violations of other expectations, school rules, and county policies outlined in the student handbook.

________________________________________  __________________________________________
Student Name          Student Signature

For RnHS Office Use Only: Initial after receiving completed Google Form from parents acknowledging their awareness of the handbook and student contract:

Initials: _____  Date Received:______________