

Resurrection Lutheran School
Student Handbook
Updated August 2023



Resurrection Lutheran School is committed to educating generations of children in the training and instruction of the Lord. Because of this commitment, we will provide a Lutheran educational experience that is Christ-centered, as well as academically focused, for children in grades kindergarten through eighth.

While every effort is made to ensure the accuracy of the information provided herein, Resurrection Lutheran School reserves the right to make changes at any time without prior notice. Nothing in this handbook should be construed as establishing a contract between Resurrection Lutheran School and any student or parent of a student.

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Dear Parents,

We are thrilled to welcome you and your family into our Resurrection Lutheran School community, and we consider it an honor to be part of your educational journey. Our goal is to provide an outstanding academic experience within a Christ-centered environment where each student is encouraged to reach their full potential. Thank you for entrusting your child's education to us.

To ensure a smooth and meaningful experience for your child, we have prepared this handbook, which addresses many frequently asked questions about our procedures and policies. These guidelines are essential for all members of our student body to follow, and we kindly request you read and understand this document. If you have any questions or need clarification about any aspect of the handbook, please don't hesitate to contact the school office.

For more specific information and grade-level procedures, your child's teachers will provide you with the necessary details. Furthermore, our Technology Department will share an Acceptable Use Policy with each student and family, focusing on technology-related issues.

Any policy or area not explicitly covered in this handbook will be at the discretion of the principal and/or the School Board. We strive to maintain a supportive and nurturing environment for all our students and families.

With gratitude,

Robin Hester

Principal

This handbook serves as a general guideline for daily school operations. The procedures are subject to change at the principal's discretion with the School Board's approval. You will be notified of changes relevant to your child.

Resurrection Lutheran School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its institutional policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Table of Contents

Statement of Philosophy	Page 4
Goals	Page 5
Governance	Page 5
Academics	Page 6
Health & Safety	Page 14
Student Expectations	Page 17
Discipline	Page 17
Dress Code	Page 20
Parent Opportunities & Expectations	Page 23
Parent School Organization	Page 24
School Procedures	Page 25
Carpool	Page 27
Miscellaneous Policy Information	Page 28
Tuition/Schedule of Fees Policies	Page 29
Before School/After School Care	Page 30
Technology Guidelines	Page 30
Additional Middle School Policies and Guidelines	Page 31
Honor Code	Page 36
Middle School Student Performance	Page 38
Honor Code Parent/Student Signature Page	Page 39

Statement of Philosophy

Spiritual Philosophy

As part of the mission of Resurrection Lutheran Church, RLS teaches and models the Christian faith as expressed in Scripture and the Lutheran confessions. Keeping Christ central in all we are and do, RLS uses daily Bible study, weekly chapel, devotions, and prayers to help each other “take every thought captive to obey Christ” (2 Cor. 10:5). While we recognize that our sinful nature affects every aspect of our existence, we believe strongly in the power of Christ’s redemption to free us. Working with the power of Christ’s Gospel, we motivate and empower each other to follow Christ in all of life. “We love him because he first loved us” (1 John 4:19).

Academic Environment

Resurrection Lutheran School provides an academically rich learning environment for students in Grades JK-8. Each day, students experience an exceptional learning atmosphere that has continued to strengthen and grow since RLS opened in 2002. At RLS, the teachers, administration, church staff, and parents work together to plant seeds in the hearts and minds of our students through discipline, respect, guidance, encouragement, sound educational strategies, and daily modeling of Christian love.

Educational Strategies

While reading, writing, and mathematics drive the core curriculum, RLS integrates these basics with religion, science, social studies, literature, physical education, music, art, Spanish, and technology. Within this framework, several teaching strategies are incorporated to provide a developmentally appropriate education and a full year of academic growth for each child.

- Varied instructional strategies include skill instruction, guided reading, cooperative learning, teacher-led, peer coaching and tutoring, thematic instruction, and literature study. A mixture of teacher-directed and child-directed activities offers the guidance necessary for academic growth while challenging the students to think independently.
- Integrating the curriculum combines many subject areas into a cohesive unit of study that is meaningful to the students and often relates learning to real life.
- Learning centers are utilized to encourage students to explore, practice cooperative learning, and problem-solving while giving them an opportunity to polish skills to their own satisfaction.
- Active learning experiences promote children’s active exploration of the environment.

In addition to these strategies, teachers at RLS are given the freedom to highlight their unique gifts, interests, and talents in the classroom to enrich the curriculum further and go below the surface to achieve academic excellence on many levels.

Expectations for Success

At RLS, everyone plays a role in education. The expectation is for parents, teachers, and the administration to work in concert in the best interest of each child through the following ways:

- Support one another with love and understanding and work as allies through proper and respectful communication.
- Operate with a grateful heart and lift each other up in all that we do.
- Model Christian behavior and set realistic expectations.
- Together, provide a safe, nurturing, secure school environment that will infuse each child with the confidence and enthusiasm critical for learning.

Each student at RLS is called to be an essential part of their education and contribute positively to the learning environment they share with their peers. Children are expected to:

- Work toward independence.
- Show respect to their teachers, peers, and school. Come to school prepared.
- Take responsibility for their learning and persevere through small disappointments as they practice solving problems surrounded by experienced educators and loving adults.

Goals

- Proclaim the Gospel of Jesus Christ to families of the Church and the community at large.
- Serve the individual needs of the total child in mind, body, and spirit.
- Provide a well-rounded, developmentally appropriate curriculum that focuses on the sovereignty of God in all aspects of school life.
- Provide an environment that stimulates spiritual growth and academic excellence.
- Be an extension of the Church for community outreach.
- Encourage active participation of parents and Congregational members.
- Facilitate children's interaction with the community at large.
- Encourage children's expression of their unique God-given talents.
- Recognize that all children have the right to learn in a warm, nurturing, and safe environment.

Governance

The Resurrection Lutheran School Board reports regularly to the Church Council. The Principal reports to the School Board. The Board consists of up to seven voting church and community members. It also includes an RLC pastoral advisor, the school's principal, and a teacher representative as non-voting members.

The Board's primary function is to govern Resurrection Lutheran School's programs, curriculum, personnel, facilities, budget, and planning. This governance involves establishing policy, setting goals, evaluating achievement of those goals, reviewing, and revising curriculum, providing financial planning and direction, and providing counsel and assistance to the principal. The administration of our Christian-based education program and the conduct of school business are left up to our school principal and, through his supervision, the RLS staff.

As individuals, RLS Board members have no legal authority outside of the meetings of the Board. The principal of RLS is given full charge of the school. Therefore, all suggestions, questions, and complaints should be directed to the administration.

The RLS Board welcomes input and feedback designed to improve our school and overall educational experience. If parents, students, staff, or RLC congregation members would like to request an item be added to the monthly meeting agenda, they should email the RLS Board chairman at rlsboard@rlscary.org. Please send the exact information about the item that you are requesting the Board to discuss. If your request is received less than one week before a scheduled Board meeting or if there are multiple requests for agenda items, the Board may need to move your item to a later meeting date. Please ensure that any item that you bring to the Board is best addressed by the Board and would not be more appropriately addressed by a teacher or the RLS administration.

Academics

Curriculum

Resurrection Lutheran School (RLS) will utilize a variety of curricula. To ensure continuity with the public school system, North Carolina's State Standards will be used as a framework upon which other curriculum will be added. RLS strives to integrate the various curriculum components into the school day to encourage logical and critical thinking. Our goal is to provide each student the opportunity to receive a full year of academic growth.

Elementary Curriculum (JK-5)

Students in elementary school are given the foundation to successfully navigate in an academic environment where they will focus on independence, perseverance, communication, organization, and exploration.

A child's first school experience is critical. These are the years when children learn to make a successful transition between home and school. They master the building blocks of all the future years of their education: recognizing patterns, observing and exploring the world around them, asking questions, and listening carefully. They learn the magic of books, imagination, creativity, and self-expression. They begin to master self-control and motor skills and make friends. They learn to trust teachers as they craft a developmentally appropriate environment that encourages play, exploration, creativity, imagination, and learning.

Highlights

- The curriculum is wholly engaging; teachers are gifted at using children's specific interests as a gateway to learning.
- Children spend much of the day moving - both inside and outside.
- Specialists in Music, PE, Art, Library, and Technology support gifted and loving classroom teachers.
- Rather than being compartmentalized, all teachers coordinate daily to ensure lessons are reinforced in multiple ways. This allows children to apply knowledge in new ways and ensures that their newfound insights are connected meaningfully to the world around them.
- A stimulating environment incorporates developmentally appropriate materials and interactive stations that encourage play, exploration, creativity, imagination, and a range of cognitive, social, and motor skills.
- We don't just nurture young children's minds; we also help them make good choices inside the classroom and out. Here, our youngest children learn the importance of being a good friend, a respectful classmate, and an important member of the school family.
- Each classroom is a safe and nurturing environment, and children feel valued as individuals and empowered to try new things.
- Most importantly, your child will be known and loved.

Elementary Specials

Music, PE, Art, Library, Technology, Spanish (3-5)

JUNIOR KINDERGARTEN

In Junior Kindergarten, our focus is to instill a positive attitude toward learning, creating a foundation for a lifelong love of education and exploration. Through weekly unit themes rooted in a Biblical worldview, students will engage with diverse subjects and topics to gain insights about the world.

Math

Students are introduced to fundamental mathematical concepts in a playful, hands-on, and age-appropriate manner. We focus on developing a solid mathematical foundation, fostering a positive attitude toward math, and promoting problem-solving skills. Topics in our math program include number recognition, counting, one-on-one correspondence, sorting, 2D and 3D shapes, patterns, positional words, problem-solving, measurement, comparing numbers, estimation, graphing, calendar, combining and subtracting sets.

Science

Students are exposed to seven basic science concepts while learning about common high-interest topics, such as the life cycle of plants & animals, weather, and outer space. The scientific topics include:

- Observation (using the senses)
- Comparing (looking at similarities and differences)
- Classifying (grouping & sorting)
- Measuring (working with or describing quantities)
- Communicating (describing ideas in journals, pictures, graphs, etc.),
- Inferring (using gathered information)
- Predicting (making reasonable estimations based on observations and prior knowledge).

Language Arts

We utilize phonics, phonemic awareness, and other research-backed methods to lay a solid foundation for literacy development. Students are taught letter names, and the sounds each letter makes through interactive and multi-sensory activities. Students are taught the proper formation of each letter and given plenty of opportunities to practice their penmanship. Students are immersed in a language-rich environment with an emphasis on expanding their vocabulary to enhance their language skills. We read nursery rhymes, perform finger plays, and read various fiction and non-fiction books related to our weekly unit-based theme. After listening to a story, students are engaged in discussions to assess their comprehension and encourage critical thinking. Students are introduced to the basic story elements of character, setting, plot events, and the story's overall meaning. To help strengthen memory and language skills, students are guided in the art of retelling stories using their own words, illustrations, and creative interpretations.

Social Studies

Students are introduced to the world around them by learning about their immediate environment and broader communities. Students explore their own unique characteristics, interests, and talents. Students are taught about the importance of family members and their roles within the family unit. Students are introduced to the concept of community and its significance in their lives. They are taught about the roles of community helpers, such as police officers, firefighters, doctors, and librarians. Students learn about different places in the community, including the library, post office, and fire station, and they understand how these places contribute to our daily lives. Students are introduced to basic geography concepts by using age-appropriate maps and globes. Students explore the different seasons and how they impact our daily activities. Students are taught what it means to be a good citizen and the importance of following community rules. Students are taught age-appropriate stories of historical figures or events, such as famous explorers, inventors, or historical events that have shaped society. Through stories, art, and interactive activities, students learn about different holidays and customs in the United States of America and around the world.

Creativity and Art

We encourage students' creative and artistic expression through various art projects, music, drama, puppetry, movement, storytelling sessions, and imaginative play.

Social and Emotional Development

We understand the importance of emotional growth at this tender age. Our Junior Kindergarten class emphasizes building social skills, encouraging teamwork, and promoting self-expression. Within our nurturing environment, we create a positive atmosphere that facilitates effective communication, empathy development, respect, and nurturing meaningful friendships.

Physical Activity

We incorporate fun and age-appropriate physical activities into our daily routine, including outdoor play, games, and motor skill exercises. Through these activities, children enhance their physical abilities, learn to follow instructions and develop a healthy lifestyle.

Bible

The One In Christ Bible curriculum teaches children about Jesus and His love for them. Our weekly Bible lessons are taught chronologically to help children learn the timeline of the Bible, the events, the stories, and the people.

KINDERGARTEN

The kindergarten classroom has a dedicated full-time teacher and teaching assistant to ensure that children transition smoothly into elementary school. Students are encouraged to take responsibility for their own learning and taught to explore strategies as they work toward independence using the “fruits of the spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control)” as a model for Christian life. The classroom environment is loving, predictable, and FUN as students develop foundational academic skills that will prepare them for first grade and beyond!

Math

Pearson enVision Math 2.0 emphasizes conceptual understanding of: numbers to 10 and beyond, adding, subtracting, composing, and decomposing numbers to 20, measurement, classifying objects, position, and 2 & 3-dimensional shapes.

Reading/Literature

Empowering Little Readers Kindergarten Curriculum is based on the close read model for interactive read-alouds-teaches foundational skills, phonemic awareness, reading comprehension (fiction and nonfiction), story elements, shared reading, vocabulary, mentor sentences, poetry, and kindergarten grammar. Science of Reading aligned decodable readers are used during small group instruction with a systematic and explicit phonics scope and sequence.

Language Arts

KinderWriting® Curriculum by Tara West Little Minds at Work is an engaging, kindergarten, genre-based writing curriculum. KinderWriting® is based on nine units: Writing With Pictures, Writing With Sentences, Writing With Stories, Writing With Narrative, Writing With Opinion, Writing With Direction, Writing With Persuasion, Writing With Imagination, and Writing With Information. *Supplemental resources: Zaner Bloser Handwriting*

Science

Studies include Force and Motion; Matter: Properties and Change; Earth Systems, Structures, and Processes; Structures and Functions of Living Organisms; Ecosystems *Supplemental Resources: "Let's Find Out"!*

Social Studies

Explore aspects of self, others, families, and communities; History (change over time); Geography and Environment (interactions between humans and environment); Economics; Civics and Government; Culture.

Religion

One in Christ Workbook Series, *Concordia Publishing House*

FIRST GRADE

Students and parents will find that creativity is integral to first grade. With an emphasis on writing and reading skills, first grade combines art and technology with academics. Our math curriculum covers many concepts, including problem-solving with addition and subtraction, fractions, time, and place value. We emphasize using kindness and promoting respect and responsibility. Students will grow academically and spiritually as they explore the world God has created and their relationship to it.

Math

Pearson enVision Math 2.0 - Emphasis on Addition/Subtraction Strategies to 20, Working with Numbers to 100, Place Value, Graphs, Money, Time, Measurement, Fractions, 2 & 3 Dimensional Shapes, and Problem-solving.

Language Arts

Foundational literacy skills, including vocabulary acquisition, character development, story elements, and comprehension skills, are taught using highly engaging, authentic books. The close reading model allows students to dive deep into the text to expand and apply their understanding of the text.

Reading skills are taught in small groups using systematic and explicit instruction of phonics and phonemic awareness. Practice materials transition students from decodable books to early chapter books.

Shurley English Level 1 - A systematic approach to identifying the parts of speech using songs, rhymes, and repetition. Writing units include personal narratives, opinions, procedural, persuasive, fiction, and nonfiction.

Zaner-Bloser Handwriting

Science

Studies include Sun/Shadows; Layers of Earth & Rocks; Relationship of the Earth, Moon, and Sun; Moon Phases; Animals in North Carolina; Plants/Seeds; Force and Motion. Science learning kits from *Foss* and *Delta*.

Social Studies

Studies include Rules, Government, Communities, Basic Economic Concepts (goods, services, supply & demand), Needs/Wants, Cultures Around the World, Compare/Contrast the Past, Present, and Future, and Maps.

Religion

One in Christ Workbook Series, *Concordia Publishing House*

SECOND GRADE

In second grade, we learn together through creativity, collaboration, communication, and critical thinking. We make it our mission to love and learn about our class family as we work hard together. A few of the highlights of second grade include celebrating Wonka-mania Day, Free Enterprise Day, Friendship Week, hatching chicks, and watching a variety of organisms as they go through the life cycle. It's quite an exciting journey!

Math

Pearson Envision Math 2.0 helps us explore Operations and Algebraic Thinking, Place Value, Measurement and Data (Time & Money), and Geometry.

Language Arts

Writing

Write Traits by Houghton Mifflin guides students as they develop six effective traits and implement them when writing opinions, narratives, and informative/explanatory pieces. They also participate in shared research and writing projects.

English

Shurley English is a systematic and multisensory approach to learning conventions of grammar, parts of speech, and good sentence structure through various engaging strategies.

Reading and Spelling

Wonders, McGraw Hill utilizes guided reading instruction to build a strong literacy foundation through fiction and nonfiction texts and skill practice.

Science

Matter, Sound, Weather, and Life Cycles are the main topics covered. *Foss Science Kits, Delta Science Modules, Teacher Resources*, and *Brainpop jr* are incorporated.

Social Studies

Topics include History, culture, Geography, Economics, Civics, and Government. *Teacher Resource Books, Social Studies Weekly*, and field trips tie into the curriculum.

Religion

One in Christ Workbook Series, *Concordia Publishing House*. Through stories and activities, students grow in faith and Christian living.

THIRD THROUGH FIFTH GRADE

Math

Pearson enVision Math 2.0 is based on conceptual understanding. The program incorporates grade-level objectives and problem-solving through interactive and visual learning. While the program is organized around the Common Core domains, RLS teachers modify the curriculum to meet the newly revised North Carolina math objectives.

Language Arts

Foundational learning of grammar and composition is taught through *Shurley English* instruction. Students spirally learn sentence structure, conventions, various parts of speech, sentence identification, the writing process, and traits of writing. Teachers correlate writing units with cross-curricular studies, such as Literature and Social Studies. Writing units include descriptive essays, research reports, persuasive essays, narrative writing, instructional writing, and writing poetry.

Literature

In the intermediate grades, reading moves from a phonetically based program to a literature-based program that focuses on fluency, vocabulary, and reading comprehension. Novels are often selected because of their cross-curricular support.

Non-fiction text covers 50% of the literacy objectives at the 3-5 level. Third grade primarily uses the Curriculum Associates *Cars and Stars* program, and 4th and 5th grade uses close reading text passages, articles, and activities. *Story Works*

Grades 3-5 also use various supplemental and teacher-created activities to enrich each child and make instruction student-driven and meaningful to each child. Grade 3 students learn *Zaner-Bloser* cursive handwriting.

Science

The 3-5 Science curriculum focuses on weather, space, plant life, the human body, rocks and minerals, electricity and magnetism, force and motion, and animal studies. Teachers use several different *Fossil* and *Delta Education Kits* and texts for experimental instruction.

Social Studies

Social Studies is intertwined throughout cross-curricular units at RLS as well as through various texts and publishers. The focus is the United States and North Carolina. Many hands-on projects and field trips enrich and enhance the fascinating things learned through these benchmarks.

Religion

One in Christ Workbook Series, *Concordia Publishing House*. Through stories and activities, students grow in faith and Christian living.

Middle School Curriculum (6-8)

The Resurrection Middle School focuses on collaboration, critical thinking, experiential learning, mastery learning, writing, integration, leadership, and community service. Our goal is to provide a rigorous core curriculum in the Lutheran tradition emphasizing the holistic development of the student (academic, social, emotional, physical, and spiritual). Students are prepared for “honors level” coursework in high school. While some RLS students choose a parochial high school, the majority of our students will matriculate into their local public high school.

Highlights

- High value on writing with a focus on both composition and intellectual depth.
- Extracurriculars include Sports, Art, Drama, Music, Clubs etc.
- Community Service and leadership opportunities
- Active student-led National Junior Honor Society
- Students participate in academic competitions-MATHCOUNTS, National GeoBee, Spelling Bee, etc.
- Eligible students take the 8th grade Core 1 End Of Course Exam.
- Team and Club sports
- Unique overnight travel opportunities
- Close-knit, encouraging, supportive Christian community
- Recess - every day! Healthy minds and healthy bodies go hand-in-hand!

Math

In middle school, we will focus on building problem-solving skills and strategies using the North Carolina standard course of study. At all levels, we will study ratio and proportional relationships, the number system, expressions, and equations, geometry, statistics and probability. As students move into higher levels of math, they will study linear functions, and those taking Math 1 will also dive into nonlinear functions.

Course options: Placements made according to ability

	6th Grade	7th Grade	8th Grade
Standard level	6th Grade Math	7th Grade Math	8th Grade Math
Advanced level		Compacted 7th & 8th Grade Math	Math 1 (High School Credit)

Language Arts

The North Carolina State Standards and Common Core Objectives define what skills students should master by the end of each grade level. The language arts curriculum will include a variety of informational texts that will increase in complexity. Students will utilize workbooks and mentor sentences to practice language standards related to the grammar continuum. The writing strand will include arguments, informative texts, narratives, and conducting short research projects. These skills are practiced in every subject area, with numerous opportunities to experience enriching collaboration. Informational reading, research, and writing will align with the material covered in Science, Social Studies, and Math.

Literature Studies

The separation of Language Arts and Literature Studies allows students to interact with nonfiction more deeply. The Reading Standards for Literature will be covered by studying novels, poetry, short stories, and drama. Students will analyze texts to cite textual evidence, determine unknown vocabulary, integrate ideas, and examine craft and structure. Students will participate in independent novel reading supported by all teachers across the curriculum. Class discussions, personal journaling, and project-based assessments will push students to activate prior knowledge while at the same time formulating real-world applications.

Science

Physical Science, Cycles of Matter, Energy Transfer, Motion and Force, Biological Science, The Human Body, Cell Theory, Heredity and Genetics, Microbiology, Earth Science, Geological Cycles, The Solar System, Population, Dynamics, Ecology, Atmospheric Studies, The Hydrosphere, Evolution of Landforms and Organism, Beginning Topics in Chemistry, Intro to Scientific Theory and Law, research of influential scientists/theories.

Publisher: Glencoe Integrated iScience, McGraw-Hill Education

Social Studies

Advanced Mapping and Geographical Concepts, Geographic, Cultural, Historical, and Sociological Studies of World Regions: Ancient Greece and Rome, Medieval Europe and Renaissance Revolutionary and Modern Europe, Latin America, Australia, Africa, Asia, North America, Comparison and Contrast of Cultural Features. North Carolina and American Political, Historical, and Geographical Study. In-depth Study of Multiple "Eras" in US History, Political Science, Comparative Study of World Political Systems, US Electoral Processes, and Current Events.

Publisher: Discovering World Geography, McGraw-Hill Education

Religion

Comparative Study of World Religions, Survey of Old Testament, Survey of New Testament, Application of Biblical Concepts to Daily Life, Servant, Leadership/Service Opportunities, Hymns/Songs of Faith, Chapel Leadership, Memory Verses. *Publisher: Concordia Publishing House*

Middle School Electives

Middle School Electives focus on Fine Arts - Drama, Band, Choir, and Art. Other electives offered include Study Skills, STEM, Chapel Leaders, Yearbook, Advanced Topics in Art, and Personal Finance.

In middle school, students will be able to choose and participate in two electives every quarter, allowing them to explore a variety of interests throughout the school year. Over the course of the year, a total of eight electives can be taken. In addition to the elective choices, all students must fulfill their Fine Arts requirement by completing courses in Art, Choir, Band, and Drama as 4 of the eight elective choices. 6th Graders will take a Study Skills elective during the first quarter to prepare them for the best success in middle school.

Chapel

One day a week, students will attend chapel in the sanctuary of Resurrection Lutheran Church. They will enjoy weekly Bible lessons and learn traditional hymns from our dedicated church leaders. Parents are encouraged to attend this chapel service; from time to time, the students will be participating in the leading of chapel.

Assessment

Starting with Kindergarten, RLS will implement NWEA-Measure of Academic Progress (MAP) Growth assessments. The MAP Growth is an adaptive computer-based test designed to evaluate individual student achievement and progress in math, reading, and language usage.

The decision to opt for MAP Growth is rooted in its student-centered approach to standardized testing. Unlike traditional paper and pencil tests, where all students face the same set of questions and take the test for a fixed duration, MAP Growth adapts to each student. This means every student receives a unique set of test questions based on their responses to previous questions. By the end of the assessment, teachers can precisely determine what each student knows and identify areas they are prepared to learn next.

MAP Growth stands apart from conventional standardized tests as it is administered three times a year, enabling the school to track individual student growth over time. Moreover, teachers can leverage the test results to tailor instruction better, personalize learning experiences, and monitor student progress effectively.

While RLS does not solely focus on testing, the school recognizes the importance of test-taking skills as practical life skills necessary for high school and college preparation. MAP Growth assessments represent one of the various forms of assessment used at the school, along with other formative and summative evaluation methods employed throughout the academic year.

Reporting to Parents

Report cards are issued four times during the year for grades 2-8. At the time of the first report card, parent/teacher conferences are conducted. A second parent/teacher conference may be requested by the teacher if applicable.

Kindergarten and first grade will issue three report cards throughout the year. The first, a "Semester Report Card", is issued at the end of the second quarter, with the second at the end of the third quarter and the final one at the end of the school year. K-1 parent conferences will be held before the semester report cards go out. K-1 will not be a part of the standardized testing regimen.

The final report card will be issued within two weeks of the last day of school if not made available on the final day of school. Parents are also encouraged to use the Sycamore portal to follow the student's progress. Many reports will be available through this service.

Permanent Records

The school office maintains a permanent record file for each student. The record contains personal information, academic records, attendance records, health records, work samples, and test scores. Parents may have access to their child's permanent record upon request. Requests to view these records must be made to the principal at least one day in advance.

Health & Safety

It is the responsibility of the parents to notify the school in writing if there are any special instructions regarding the application of first aid, food, or other allergies, special precautions concerning the student's health, or reasons why the child cannot actively participate in Physical Education. All students must be inoculated as required by the state. For clarity, the school office must be notified regarding medications, prescribed and over-the-counter, to be taken by the child. ALL PRESCRIBED MEDICATIONS are to be given to the school office upon arrival at school in a pharmacy-labeled container with complete written instructions from the physician. Students may NOT self-medicate. Much of this

reporting can take place via the Sycamore portal. Please contact the school office if you are unsure where your information is best reported to the school.

To minimize the danger of spreading diseases, a child having the symptoms of a contagious infection should be kept at home. Fever should be absent (not masked by medications) for 24 hours. Should signs of illness arise while the child is in school, the office will contact the parent/guardian, who will then arrange transportation home. In serious illness, we will contact the parent and/or 911.

Students unable to go outside for recess or participate in Physical Education will be required to have a note from the physician. Children will be supervised at all times by a teacher or staff member.

Immunization Compliance

Resurrection Lutheran School is required to comply with North Carolina Immunization Laws. As such, any child entering RLS as a new student must submit a copy of current and up-to-date immunization records from their doctor. Returning students must also be in compliance and up to date on their immunizations.

If you are claiming an exemption for your child from NC immunization laws for medical reasons, documentation is required from the child's physician explaining why such exemption is requested. For more information about the vaccines or state requirements, visit the NC website at www.immunize.nc.gov . We encourage you to check with your doctor with any questions or concerns you may have.

If an outbreak of a communicable disease (whooping cough, measles, meningitis, etc.) occurs and your family has claimed an immunization exemption to a particular vaccine, your child WILL BE EXCLUDED FROM SCHOOL UNTIL THE DISEASE IS NO LONGER CONTAGIOUS. This protects the health of not only your child, but the health of individuals in the process of immunizations but not yet complete due to their age, those with compromised immune systems, and, most importantly, prevents the spread of disease in the community.

Head Lice

Students affected should be medically treated and have no live lice on them before returning to school.

First Aid

In the case of a minor injury on school grounds, first aid will be administered by the teacher or office. In the case of a serious injury, the parent/guardian will be contacted, and the child will be taken to a hospital. Parents will be required to provide emergency contact information to be kept in the child's file. **If contact information changes during the school year, you must update it immediately in Sycamore**
<https://app.sycamoreschool.com/index.php?schoolid=3000>

Food Allergies

The number of children with potentially life-threatening allergies to food products is on the rise. While it is understood that it is impossible to make the school completely safe for children who have life threatening allergies, we can make it a safer place for these children.

As a result of the volatility of peanuts and nuts (even minute amounts of peanuts-e.g., 1/200th of one peanut – can trigger a reaction), as well as the viscosity of peanut butter (which can stick everywhere), and since peanuts and nuts are the most common serious food allergy, the following policy will be in effect. If RLS has a student with a known peanut allergy, that student's classroom will be designated as a peanut/nut sensitive classroom. We will request that

parents and students avoid bringing food products containing peanuts or other nuts into a classroom designated as a peanut/nut sensitive classroom.

All administration and staff are trained in the proper emergency procedures for students with potential allergy-induced anaphylaxis to foods.

Blood Borne Pathogens

The parent/guardian of any student enrolled or enrolling in Resurrection Lutheran School who has contracted a blood-borne pathogen (such as AIDS or Aids Related Complex) or has tested positive on a reliable test for such must inform the principal.

Fire & Disaster Drill

Regular drills are conducted for emergency exits of the building for fire and other emergencies. Disaster drills are also conducted in the classrooms.

Fire Drills: When the bell sounds for the fire drill (or actual fire), all persons are to go quickly and quietly to the exit determined in advance for each class. Students proceed as a group to the designated outdoor area. The last person exiting a classroom should turn out the lights and close the door. Students gather silently with their classmates while the teacher takes attendance. When the return signal is given, everyone should return quietly and in a single file to the classroom. (Exit paths are posted outside the RLS office.)

Tornado Drill: When the announcement is made for a tornado drill (or actual tornado), all persons are to go quickly and quietly as a group to the place designated by the classroom teacher. When they get to their safety area, students should sit as directed by their teacher for maximum safety. Parents should not pick up their child(ren) from school during a tornado warning. Please wait until the warning has passed.

Lock-down Drills: Lock-down drills are conducted on an as-needed basis. These drills prepare the students for all other emergencies. Playground/field procedures are in place to clear the playground/field immediately should there be a need to do so. A community lockdown occurs when there is a general or specific localized threat, and for the safety of the students, the administration confirms all entry doors are locked and posts a notice on the main entrances and exits. The notices state that a lockdown is in effect. Parents who come across these signs may be unaware of the potential danger and may call the school for admittance to the building. However, no one except the authorities will be permitted to enter any building on Resurrection's campus until the lockdown is over. A critical lockdown is rare but handled similarly. This is an unannounced and imminent danger that may present itself. Procedures are in place for handling such emergencies.

Required Annual AHERA Notification

The US Environmental Protection Agency's (EPA) Asbestos Hazard Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. AHERA excludes schools from the inspection requirement if the school was constructed after October 12, 1988, and has a signed statement from the architect or project engineer responsible for constructing the school stating that no asbestos-containing building materials were specified for use in the construction of the school. Our school has been provided such a statement and is, therefore, exempt from the requirement to conduct an asbestos inspection.

The EPA requires us to annually notify you that we are aware of the AHERA regulation and that we are in compliance. The Management Plan is available for your review at any time during normal school hours (Monday – Friday, 8:30 A.M. – 3:00 P.M.). The Asbestos Program Manager is available to answer any questions you may have about asbestos in our buildings (919-851-7271).

Student Expectations

At Resurrection Lutheran School, we have expectations for our students regarding their academic performance and behavior. Our philosophy is that making good choices is a skill that develops with age and practice. While no person makes good choices 100% of the time, we encourage students to focus their attention and efforts on the behaviors described below. Respect teachers, parents, and peers. Evidence of this choice is seen through the student's actions and words.

- Represent our school in a positive way, whether on our campus or away from school.
- Come to school prepared to learn. Adequate sleep completed homework assignments, and a positive attitude are examples of preparedness.
- Manage his/her behavior in ways that enhance his/her own learning and the learning of others. Examples of effective behavior management are following class rules, staying focused, paying attention, keeping hands and feet to selves, and speaking when appropriate.
- Choose to demonstrate a kind and caring attitude toward others.
- Choose to respect individual differences.
- Choose to honor personal safety and the safety of others when at work and play.
- Choose to give each task his/her best each day.
- Choose to take responsibility for his/her actions, behaviors, and decisions.
- Choose to accept responsibility for his/her learning.
- Choose to share with others.
- Choose to speak truthfully about self and others.
- Children are always to show reverence for the house of God when entering and leaving Church.

At Resurrection Lutheran School, we expect our students to strive to do their best academically. Each student should produce work they are proud of. With this in mind, the following academic standards have been developed:

1. Homework must be completed by the required time. Students will receive an "Incomplete" on their report card for unfinished work. If work is not made up in an appropriate amount of time, the grade will automatically be changed to "Unsatisfactory".
2. Students are expected to make productive use of all classroom time, including study periods and time before school starts.
3. All assignments have specific learning objectives. Therefore, each assignment should be done neatly to the best of the student's ability.
4. A student may be kept after school at the teacher's discretion due to unsatisfactory work or behavior. The parents will be notified in advance so that transportation arrangements can be made.

Christian Living

We expect RLS students to reflect Christian behavior in and out of the classroom. The vertical love from God to a Christian is reflected both in responsive love to God and horizontal love to classmates, teachers, and parents. The climate of Christian love, with confession and forgiveness in the home, will do much to augment the atmosphere at school. We encourage RLS families to worship together regularly on the weekends. We welcome you to attend services at RLC if you are searching for a church home. Pastors are available for appointments through the church office.

Discipline

Respect should be shown at all times. Every student should respect the authority of all teachers and the rights and property of other students. Students should act responsibly and accept responsibility for their actions.

In the absence of the attitudes outlined in the expectations, reasonable consequences may be necessary. The primary responsibility for classroom discipline rests with the classroom teacher. The teacher will establish and enforce consistent and justifiable behavioral limits within the classroom and reinforce positive behavior. In addition, the teacher assumes the responsibility of helping to enforce school-wide limits outside the classroom.

Parents have the responsibility to work with the school in reinforcing appropriate behavior. Communication between the school and home must be open and supportive in both directions. Students have the responsibility to be familiar with the limits and consequences defined by their teachers and to behave in a positive manner.

The administration has the primary responsibility for establishing and enforcing school-wide behavioral limits and supporting the teachers in their effort to maintain classroom discipline.

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.” Galatians 5:22-23

Discipline at Resurrection Lutheran School is a cooperative undertaking among students, teachers, administrators, and parents. We have a great sense of commitment and love for the students and families we serve. In order for Resurrection Lutheran School to provide a safe and secure environment in which students can grow academically, socially, and spiritually, staff members will implement the following discipline plan:

Fruits of the Spirit Cards:

- Verbal Redirection: Teachers and staff will demonstrate grace for negative choices and behaviors through verbal warnings and redirections.
- Yellow Card: If the behavior is not corrected upon verbal redirection, the student will receive a yellow Fruits of the Spirit reminder card. If the student redirects, the yellow card is collected by the staff member.
- Red Card: If the behavior continues after the administration of the yellow card, the student will receive a red Fruits of the Spirit card. Once a student has received a red card, communication to parents will be made on behalf of the student. Parents will receive an email notification that the student will be bringing this communication home. This notification should be signed by a parent and returned to RLS the next school day:
 - **Jk-K: Students** will complete an illustration form where they will illustrate their negative choice and the choice he/she should have made.
 - **1st-5th Grade:** Students will write a letter home to parents explaining the negative behavior and which Fruit(s) of the Spirit he/she neglected to showcase in the opportunities given in grace and redirection. Students will also reflect on steps he/she will take to improve their behavior.
 - **6th-8th Grade:** MS students will follow an appropriate adaptation of the above discipline plan.

Offenses for immediate administration referral:

- Any type of fighting
- Abusive behavior toward peers or staff
- Throwing any object with a harmful intent
- Verbal harassment and/or inappropriate language

School-Wide Consequence System

In cases where the teacher is unable to obtain appropriate behavior from a student, the teacher will report such inappropriate behavior to the parents. If this intervention does not produce the desired results, the matter will be referred to the principal and, at her discretion, fall under the “School-Wide Consequence System.”

When a student is sent to the office, the following actions will be taken:

1. The student will confer with an administrator. He/she will be asked to explain the reason for being sent to the office, what could have been done differently, and how that could have changed the situation. The administrator will make the determination whether to send the child back to class for the remainder of the day or if further consequences are warranted.
2. The parents may be notified by the school office to schedule a conference with the parents, teacher, student, and principal. A follow-up between the principal and parents will take place within one week.

On a second, subsequent visit to the office, the above actions will be taken and additionally:

1. The student will be removed from the classroom for the remainder of the day, and the parents will be notified that they need to pick their child up from the office.
2. At the subsequent parent, teacher, student, and principal conference, an Individualized Behavioral Contract will be used. The contract will specify the behavioral expectations to be observed and the consequences which will be encountered if the rules are broken. Since this is an individualized contract, the consequences will differ in severity from student to student based on the behaviors that have been targeted in the contract.
3. Any privileges or activities taking place within a week's time of the office visit will be taken away (e.g., extracurricular activities).
4. The student may be suspended from school for at least one additional day.

Any additional, subsequent visits to the office will result in the following actions being taken:

1. The student will be removed from the classroom for the remainder of the day and will serve an additional suspension from school for at least one additional day.
2. The Individualized Behavioral Contract will be reevaluated with the parents, teacher, student, and principal.
3. The student may be disenrolled for the upcoming school year and/or face expulsion for the remainder of the present school year.

The severity of the incident may cause one or more of the above "steps" to be passed over. It is at the discretion of the principal to determine this.

Detrimental Behaviors

The RLS School Board believes that the protection of our students is of utmost importance. It is our hope that harsh consequences for detrimental behavior will not have to be administered. However, the possibility of an occurrence cannot be ignored. A list of criteria that qualifies as detrimental behavior and the consequences is posted within the school office and is also provided below. The school principal will determine if the student's behavior fits the criteria of detrimental behavior.

The following is a list of criteria that characterizes **detrimental** behaviors and the consequences that may occur. Ultimate consequences will be based on the severity of the incident.

1. **Vandalism.** Any child who vandalizes the school, school property or other children's possessions may receive 1 to 3 days suspension from school and may be disenrolled from the school. He/she will also be required to pay for or correct any damage done.
2. **Theft.** Any child who steals from the school or from another child will receive 1 to 3 days suspension from school and may be disenrolled from the school. They will also be required to return or provide compensation for the property.
3. **Fighting.** Any child who physically fights with a peer will receive 1 to 3 days suspension from school and may be disenrolled from the school.
4. **Bullying/Disrespect.** Any child who demonstrates bullying behavior or shows disrespect toward peers or teachers may receive 1 to 3 days suspension and may be disenrolled from the school. Please refer to the school's Technology Acceptable Use Policy for reference to cyberbullying or online misbehavior.

5. **Language/Gestures.** Any child using foul language, obscene language, or displaying obscene gestures may receive 1 to 3 days suspension from school and may be disenrolled from the school.
6. **Schoolwork.** Any child who habitually refuses to do the required class work may receive 1 to 3 days suspension from school and be disenrolled from the school.
7. **Drugs.** Any child who brings any illegal substance onto school property or to school functions will receive 1 to 3 days suspension from school and may be disenrolled from the school.
8. **Weapons.** Any child who brings a weapon of any type to school will receive 1 to 3 days suspension from school and may be disenrolled from the school.
9. **Assault.** Any child who physically or sexually assaults another student or staff will receive 1 to 3 days suspension from school and may be disenrolled from the school.
10. **Disruption.** Any child who excessively disrupts the class on a consistent basis, who consistently shows through his/her actions and performance that RLS is not suitable to his/her education needs, may be disenrolled from the school.

Dress Code

The primary purpose of our dress code policy is to ensure that our students are neat, clean, and well-groomed for school activities. The appearance should reflect the Christian values of our school and foster a positive learning environment. Parents are responsible for ensuring their child dresses according to this code.

General Appearance

- Students should dress neatly.
- Clothes should be clean and tidy, not tight-fitting, revealing, or inappropriately oversized.
- Holes, rips, and excessively frayed clothing will not be tolerated.
- RLS school dress code colors (**navy, light blue, khaki, or white for tops and navy or khaki for bottoms**) should be worn on designated uniform days.
- Girls in JK-8th grade may also wear the designated plaid available from specific vendors.
- Middle School students may wear any solid color top with a collar and khaki or navy bottoms on school uniform days.

General Dress Code

Pants/Shorts/Skorts/Skirts:

- (Boys) Walking shorts or pants are required. Fit should be comfortable, not too loose or too tight.
- (Girls) Walking shorts, skirts, skorts, jumpers, or pants are required. Fit should be comfortable, not too loose or too tight.
 - *Length should be mid-thigh or longer for JK-5th Grade.*
 - ***Middle school** girls shorts/skorts/skirts should be no shorter than 7 inches from the back of the crease of the knee.*
- Dresses (Girls) - Length should fall the top of the knee.
 - The dress should be the designated school color or plaid.
 - Collared shirts must be worn under jumpers or sleeveless dresses.
- Students are encouraged to wear pants that touch the top of their shoes.
- No sweatpants, soccer shorts, gym shorts, etc.
- No cut-offs are permitted unless hemmed.
- No spandex or leggings may be worn as pants.
- **Girls (JK-5th)** may wear leggings under skirts, jumpers, or dresses that are at least mid-thigh in length.
- **Middle school** girls may wear leggings under shorts, skorts, and skirts. Leggings should follow the RLS school color guidelines outlined under "Dress Code: General Appearance."

Shirts:

- Must have a collar or turtleneck.
- Sleeveless shirts for girls in warmer weather are allowed as long as they have collars, have the material between the neckline and arm at least "three fingers" wide (no "spaghetti straps"), and are form-fitting around the armpit area.
- Shirts should not have designs or writing, except for approved shirts with the school logo.
- No plunging or scooped neckline.
- No see-through or meshed material.
- Usually, shirts do not have to be tucked in, but it is at each teacher's discretion whether shirts should be tucked in on certain occasions.

T-shirts:

- Can be worn on designated days only.
- Designs or writing on the t-shirt should be age-appropriate.
- Crude language or pictures will not be tolerated.

Shoes:

- Students are encouraged to wear sneakers or dress shoes.
- Open-toed and/or open-backed shoes are prohibited for safety reasons. This includes flip-flops, sandals, crocs, and clogs.
- Platform shoes and high heels are not permitted.
- Athletic shoes or sneakers should be worn on PE days.

Socks and Tights:

- It is expected that socks are generally to be worn in school for safety or hygiene reasons.
- Girls may wear tights matching the child's outfit.

Cardigans:

- Should match the child's outfit.

Sweatshirt/Pullover Sweaters:

- Acceptable to wear inside if they are solid school uniform colors or RLS Spirit Wear and do not have significant wording, lettering, or art besides school logos/designs.
- Other sweatshirts may only be worn as "coats" and must be taken off when a student comes inside the classroom.

Coats:

- Should not be worn in the classroom.
- No restriction on design, color, or style.

Hats:

- To be worn outside.
- No offensive logos or words.

PE Dress Code

Students in JK-3rd Grade:

- Wear regular school uniform attire for PE days (school uniform shorts/skorts or pants and school uniform collared shirt/top).

Students in 4th-8th Grade:

- Wear the **new 2023 PE Uniform on Thursdays**
- Wear the **2023 "school theme" t-shirt on Fridays** with navy or khaki pants/shorts/skorts appropriate for the activity.
- All students should wear socks and athletic shoes on PE Days.
- For colder weather on PE days, a student may wear navy sweatpants. Girls may wear navy leggings under their navy shorts. Sweatshirts may be worn during PE class if they are the RLS Spirit Wear sweatshirts or plain navy/gray.

SPIRITWEAR DAYS and DRESS DOWN DAYS

- Every student will receive our 2023 school theme shirt this year. Please wear the school theme shirt on **Fridays** with navy or khaki bottoms according to school uniform standards.
- JK-3rd Grade students should wear the school theme shirt on Fridays with navy or khaki bottoms.
- 4th Grade through 8th Grade will wear the school theme shirt with navy or khaki bottoms on Fridays as part of their PE attire.
- JK-5th Grade Classroom teachers may award a “dress down day” monthly for their classroom.
- The Middle School teachers will collaborate to award a “dress down day” once a month.
- ALL EARLY RELEASE DAYS will be dress-down days. Students have the option to dress in casual attire.
- We will have special Dress Down Days throughout the school year for fundraisers and special events.

Dress Down Day Guidelines:

"Dress Down Day" allows our students to dress comfortably and casually while maintaining a neat and well-groomed appearance. This opportunity promotes a positive and relaxed atmosphere while ensuring appropriateness in their attire. To participate in Dress Down Day, please refer to the **General Appearance and General Dress Code Guidelines** to ensure that the casual attire adheres to our school's standards. **Let's make Dress Down Day an enjoyable and respectful experience for everyone!**

Jewelry: age-appropriate jewelry. Only pierced earrings will be allowed, preferably no more than one piercing in each ear. Teachers will set their own rules in terms of rings, bracelets, and necklaces.

JK- 5th Grade Makeup: lip moisturizers can be applied during the school day with the teacher's permission. Make-up should not be worn to school and will be confiscated if brought to school.

Middle School Makeup: Girls may wear light mascara or cover-up. Makeup should not be reapplied during the school day.

Hair: The school considers this to be a matter of personal responsibility and urges all parents to keep their children's hair well-groomed. In exceptional cases, the principal will inform parents as to the necessity of proper hairstyle. Extreme fad haircuts and hair color will not be acceptable at school. Students with dyed hair of an unnatural color will be sent home. Boy's hair should not fall below the top of the shirt collar. Hair should never hang in the student's eyes.

Special Event Dress Code

Boys

Navy pants or shorts, white collared shirt (short or long sleeved).

Girls

Navy skirt, skort or jumper with white collared shirt or designated RLS plaid skirt or jumper with a collared white shirt

Consequences: *The following will occur if dress guidelines are violated.*

Jk- 5th Grade

1. On the first offense, the student will be issued a written warning that must be taken home, signed by a parent, and returned to school. At the principal's discretion, the student may be asked to phone home for another item of clothing or one may be provided by the school. (Unless clothing/shoes present a safety issue)
2. On the second offense, the student will be sent to the school office, where he/she will remain until a parent can be contacted and an appropriate item of clothing is brought for the student.

3. Subsequent offenses will result in a conference between the principal and the parents to review and identify the problem and help find an appropriate solution.

Middle School

1. The student will be sent to the school office, where he/she will remain until a parent can be contacted and an appropriate item of clothing is brought for the student.
2. Subsequent offenses will result in a conference between the principal and the parents to review and identify the problem and help find an appropriate solution.

Parent Opportunities & Expectations

Resurrection Lutheran School continues to achieve academic, spiritual, and social excellence due to our parent population's many resources and unending support. The parents of RLS are driven by their strong commitment to a Christian education for their child. Their role will be critical to their child's success.

As an RLS parent, you are expected to abide by the following Code of Conduct:

- Respect each individual or group associated with RLS, including, but not limited to, school administration and faculty, the school board, fellow RLS families, and the staff and congregants of Resurrection Lutheran Church.
- Refrain from the use of any language, actions or behavior which may be considered abusive, threatening, profane or otherwise in conflict with the Christian mission of RLS.
- Any personal concerns relating to RLS of an academic, administrative, or financial nature should be treated as confidential information.
- Adhere to the following guidelines for bringing forth complaints and/or concerns pertaining to RLS:
 - **Any concerns with your child's classroom experiences should be first addressed by engaging in communication with the appropriate teacher. If, after a reasonable degree of effort and time, such concerns remain unresolved, then the concerns should be addressed to the principal for further handling.**
 - Any concerns with the administration of the school should be addressed to the principal's office for resolution.
 - Any appropriate documentation should be provided for review.
 - In the event that any concerns remain unresolved after all reasonable communications with the teacher, staff, and/or principal are exhausted, you may contact the Chairman of the RLS school board and request that your concern be placed on the agenda of the next regularly scheduled board meeting. This request must include a written statement of your concern and should be made as soon as possible and in no event less than one week prior to the meeting so as to provide adequate time for the board to investigate your concerns in advance. The board will contact you when your concern has been added to the agenda.

RLS takes very seriously its Christian mission to enrich and educate every student, and the RLS staff strives to model the highest degree of Christian behavior by respecting every child and parent within our community and by listening to every concern carefully and engaging in positive, productive, and cordial discussion of how such concerns may be alleviated or otherwise appropriately addressed.

Failure to abide by the Code of Conduct set forth above severely impairs the RLS mission and cannot be tolerated. Any such failure will result in appropriate remedial action, up to and including disenrollment of your children from RLS.

In addition, as an RLS parent, you are strongly encouraged to:

- Attend church and Sunday school faithfully, thereby setting a Christian example for your child.
- Regularly attend all parent meetings scheduled by the administration or teachers so that you will be informed and actively involved in your child's education. Parental involvement is critical to your child's educational success.
- Realize that your child will be taught Christian doctrine from a Lutheran perspective.
- Reinforce and support the Christian attitudes and conduct that is being taught during the school day.
- Look for opportunities to offer your time and special gifts to the School.

Parent Participation

Parents are invited and welcome to actively participate in our school. If you have an area of expertise or a hobby that you would be willing to share, please let us know so that we may maximize the many talents within our school population.

Parent School Organization

Additionally, Resurrection Lutheran School has been blessed with an extremely active **Parent School Organization (PSO)**. There are endless opportunities to become involved in the enrichment of your child's education within this organization.

The PSO's goal is to provide support for the school community's academic, religious, cultural and social needs through parental involvement. To this end, parents will seek to utilize their many gifts, talents, and resources to assist our teachers and staff and enrich the educational experience of our children. We invite all parents who share this vision to join us in this worthwhile endeavor.

Parent volunteers and visitors will be assisting in the classrooms throughout the year. Each teacher will discuss their individual classroom needs during the Parent Information meeting at the beginning of the school year. Volunteers will also be asked to help with school events, field trips and special projects. **All volunteers must check-in/out at the school office and wear an RLS Visitor badge while on campus.** To protect the privacy of our students, parent volunteers and visitors should not discuss individual students outside the classroom. Additionally, background checks may be required for participation in certain volunteer opportunities.

Room Parents assist the classroom teacher by arranging transportation for field trips and coordinating seasonal class events. All inquiries concerning transportation, parties, etc. will be directed to the Room Parent. Please speak to your child's teacher during the Parent Information meeting if you are interested in this responsibility.

Meet the Teacher is scheduled prior to the first day of school. This session is designed to give your child an opportunity to see the classroom, visit with the teacher and classmates, and get the supply list for the coming school year.

A Parent Information/Orientation Session (Back to School Night) will be scheduled the week after your child starts school. Administration will present the Student Handbook and discuss general policies and procedures that will be followed during the school year. Teachers will review classroom goals and expectations and answer any general questions you may have regarding your child's day. Parental participation, Room Parent Sign-up, and classroom needs will be addressed at this time.

Parent Teacher Conferences may be scheduled throughout the year. Unless there are extenuating circumstances, we will not schedule conferences during the first six weeks of school to allow teachers the time necessary to fully evaluate each student. Of course, if your child's teacher feels it is necessary, they will contact you to request a conference. We

ask that you do not conference with your child's teacher during morning drop-off or afternoon pickup. If you need to provide immediate information to your child's teacher or ask a question, please do so by written note or email.

Home and School Cooperation RLS teachers look forward to getting acquainted with the families of their students. They are highly motivated to achieve academic success with your child and welcome your insight to assist in this process. The relationship between home and school is a two-way process. This relationship will be nurtured in order to provide the insight, understanding and cooperation that are essential for the proper development of a child. Parents are always welcome to visit the school, **by appointment**, for conferences or matters pertaining to their child's welfare.

The first line of communication regarding your child's education is the teacher. If special circumstances dictate, the matter may be referred to the principal. **All appointments will be scheduled after school and NOT in the presence of children.**

School Procedures

School Hours

The school day begins at 8:30 AM and ends at 3:00 PM for grades JK - 5 and for Middle School, the day begins at 8:30 AM and ends at 3:15 PM. Carpool will begin promptly at 8:15 am. We ask that you do not bring children prior to 8:15 AM as the staff will be involved in morning devotions and preparing for the school day. Students should be picked up by 3:30 PM. Middle School students will be expected to be in their first-period classroom by 8:30 AM to go over morning announcements and devotions.

Check-in/Check-out

Parents/guardians must check their child(ren) in and out at the school office when picking up or dropping off during school hours. In addition, all items being delivered to a child during school hours must be left in the office.

Parents visiting the School Building

All entrances to the school building will be locked during school hours. Parents/guardians must check in at the school office and pick up an RLS Visitor tag when entering the school building for any reason. Parents who are volunteering or wish to visit the classroom must contact the school office **and** the teacher to set up an appointment prior to the visit.

School Cancellations and Inclement Weather Policy

As a general rule, Resurrection Lutheran School will follow the Wake County Public School Inclement Weather Policy. Exceptions may be made during extended school cancellations in the county if the administration is confident that the safety of our students will not be compromised. A message will be posted on Sycamore by 6:00 a.m. to advise of late openings or school closings. You may also be notified via a school-wide email and Parent Alert text. Various television and radio stations may also carry RLS cancellation notifications, but your primary resource is Sycamore. The decision to send a child to school or not remains with the parent. This is true for field trips as well as bad weather days.

Attendance

In accordance with state laws, all pupils are held to regular and punctual attendance. Students who are more than one hour late to school or who miss more than one hour of school during the school day will be considered absent for $\frac{1}{4}$ of a day. Students who miss more than two hours during the school day will be considered absent for $\frac{1}{2}$ a day, between three and four hours missed, they will be marked absent $\frac{3}{4}$ of a day, and four or more hours will be considered and marked absent for the entire school day. Written excuses from the parents are to be presented to the student's

teacher via the School Office following the period of absence. A phone call the morning of the absence is always appreciated but does not take the place of a written explanation. Students having unusually high absenteeism may be subject to retention. Parents will be contacted by the School Office after 15 absences. Good attendance and school performance go hand and hand. Please be reminded that students missing school with illness due to fever, vomiting or diarrhea should be symptom-free for 24 hours prior to their return.

Absences for reasons other than illness (such as medical appointments) must be excused in advance by written notice through the School Office and teachers. *Parents may submit a Request for Excused Absence form to the School Office at least one week in advance of any scheduled absence to request prior approval for educational and family trips.* A final decision regarding the excused absence will be communicated, in the form of a letter, upon receipt of all necessary assignments.

Lateness to School

Prompt arrival in class is important so that your child can start the day in a positive and productive manner. Students must be in their classroom, ready to work, by 8:30 AM to avoid being marked absent for the day. Any student arriving after 8:30 AM must first come to the front door with his or her parent or guardian to be checked in. A RLS staff member will safely escort your child to his/her classroom to minimize any interruptions.

Lost and Found

A lost and found is located in the teacher's workroom. Please label your child's clothing to aid in the identification of lost items.

Lunchtime

Students will bring their lunch each day and eat lunch in their classrooms. If a student in your child's class has known peanut allergies, the classroom will be designated as a peanut/nut sensitive classroom. Your teacher will inform you if that is the case. We appreciate your consideration in this matter, as the safety of our students is of utmost importance.

There may be opportunities during the school year to provide lunch for your child's class. Please see your classroom teacher for individual classroom policies. In addition, the PSO will offer a "hot lunch" option for the students.

School Library

All students will have weekly library time and an opportunity to check out books. Books are returned or renewed each week. Students will be unable to check out a library book for the week if they have more than 2 books checked out. In case of lost books, please contact the school librarian to discuss the replacement policy.

Communications

Each week, students in grades K-4 will bring home a *Weekly Folder* containing timely information. Please read the enclosed materials and return the folder the following day. Communications from the school office may come home in your child's Weekly Folder or will be emailed directly to families and will be posted in the appropriate section of Sycamore. From time to time, a text may be sent to parents from the RLS office through Sycamore. Students in grades 5-8 will receive timely information in hard copy format as needed but will primarily receive information from teachers via email and Sycamore. Additionally, parent/teacher communication may take place through the student planner. Parents may communicate with Resurrection Lutheran School staff by phone, in person, through notes, or via email. To reach most RLS staff members by email, use the following format: firstnamelastname@rlscary.org, for example:

robinhester@rlscary.org. The administration team may be reached at rlsadmin@rlscary.org. The business office may be reached at finance@rlscary.org.

Classroom sites on Sycamore will be updated regularly, at least monthly for grades K-4 and weekly for grades 5-8. All school calendar events will be emailed to parents weekly from office administration.

Appointments for all staff can be made by calling the school office. Situations requiring immediate attention should be addressed by phone or in person. If you send an email, please allow 48 hours for a response.

Carpool

Carpool Safety Rules & Procedures

As children are dropped off in the morning and picked up in the afternoon, safety is our prime objective. The following text will outline a procedure that will help us maintain a safe, happy, and healthy environment for all our RLS children.

These rules apply to anyone who drives during morning or afternoon carpool.

Carpool Times

Morning Drop Off: 8:15 AM – 8:30 AM

JK- 5th-grade Afternoon Pick Up: 3:00 PM – 3:15 PM

Middle School Pick Up: 3:15 PM - 3:30 PM

*After the first week of school, we would encourage you to drop off your child in the carpool line. This procedure will give your child a sense of independence and personal responsibility as he/she prepares for the school day.

*Conferencing in the carpool line is not permitted. Please be considerate of the parents in line behind you.

Morning Procedure

- Students may be dropped between 8:15 AM and 8:30 AM. If you arrive after 8:30 AM, you will need to walk your child to the front door, and they will be signed in as tardy.
- Enter the second church driveway (lower lot entrance), follow the marked path, and follow directions.
- The first car should stop where indicated by a cone at the front of the school building.
- Students should exit to the left side of the car, as this is adjacent to the building.
- One or two designated adults will be available to help and assist at drop-off, but the car doors will not normally be opened by a staff member for every vehicle.
- Children are to exit from the car by themselves and walk directly into the school via the sidewalk and the main school entry door. There will be someone standing inside the main entrance to greet and guide your children to their classrooms.
- Do not pull around the car in front of you unless directed to do so by a RLS staff member.
- Vehicles will exit the school campus via the upper entrance near the traffic circle adjacent to the church building.
- If you need to bring something into the building or need to speak with someone in the school office, park in the lower left-hand lot and come to the main school entrance.

Afternoon Procedure

- Parents should proceed into the carpool line as in the morning procedure.
- RLS staff members or parent volunteers will be on hand. Please follow all staff member instructions.
- You will be provided with a number/name card at the beginning of the school year to assist staff in identifying your vehicle. Written permission must be delivered to the school office if someone other than you will be

picking up your child. Please have the name card in their vehicle. (Additional name cards are available in the school office.)

- Remain inside your vehicle and the staff members will direct your child to you to ensure safety.
- Do not pass other drivers in the carpool line. Patience will go a long way in the prevention of accidents.
- If you need extra time to secure your child's car seat belts, please pool around to the traffic circle.
- As in the morning procedure, vehicles will exit the school campus via the upper entrance near the traffic circle adjacent to the church building.
- Parents of 6th-8th graders are to follow the elementary (K-5) carpool line.

Walkers/Bicyclists

RLS families who choose to have their students walk or bike to and/or from school will register at the school office and agree to the following:

- When your child walks/bikes to school in the morning, he/she walks/bikes from home and is not dropped off in another area other than the carpool line.
- When your child leaves school as a walker/biker, he/she will be walking/biking home, not to a waiting car.
- When you need to pick up your child, you will follow the regular carpool/walk up procedures.
- Middle School students whose parents have requested to pick them up from the lower "Walk Up" lots will be considered "walkers" and must have the appropriate registration through the school office.

Miscellaneous Policy Information

School Class Directory

Resurrection Lutheran School's policy is to provide access to a directory of enrolled students on Sycamore. This list is for personal information and is NOT to be used for any non-school-related promotions or contacts. During school, no student or parent shall promote any business product or service among pupils for purposes of financial gain to himself/herself or others. Parents may opt to block personal information from being viewed on the directory by accessing the My Family Information tab on Sycamore.

Personal Property

Please label ALL personal items such as workbooks, umbrellas, coats, backpacks, etc. Backpacks with wheels are prohibited.

Birthday Celebrations

Parents of all school children may treat their child's class to cupcakes, etc., providing the details have been worked out in advance. Treats should be nutritious and simple in nature. Parents of children with dietary restrictions will provide treats for their child. Party invitations may not be distributed at school unless the entire class is invited.

Special Events

Students may have special event days to celebrate holidays such as Thanksgiving, Christmas, Valentine's Day and Easter at the discretion of the teacher. Room parents should coordinate activities with the classroom teacher.

Field Trips

Various field trips may be planned throughout the year. All students will be required to have a signed permission slip prior to departure. Students under the age of 8 will be required to be restrained in a child safety seat. Room parents will coordinate transportation. Parents providing transportation will be asked to assist with supervision of the children. Parents are required to indicate via Sycamore whether or not they grant permission for their child to leave school premises under the supervision of a staff member for neighborhood walks or for activities at Ritter Park.

Electronic Devices/Cell Phones

Electronic devices such as Game Boys, radios, CD and MP3 players are prohibited at school. If you feel your child must have a cell phone, he/she must leave it "turned off" in the designated cell phone area in the morning and pick it up at dismissal time. Smart watches must be set to school mode and accompanied by a note from the parent acknowledging that the smart watch will remain in school mode or the student will forfeit the privilege of wearing the watch. Students should not use the watch to communicate messages during the school day.

Computer/Internet Use Policy

Students and their parents will be required to review a Technology Acceptable Use Policy (TAUP) at the beginning of the school year. Students may only bring in their own electronic devices with the permission of the technology administrator.

Admissions

The registration process begins in December with currently enrolled families and their siblings. Beginning in January, members of Resurrection Lutheran Church, Preschool, and other LCMS (Lutheran Church of Missouri Synod) congregations have an opportunity to apply online. Online applications will be open to the community by the end of January and remain open until classes are full.

Please contact Rose Marie Creasy, Director of Admissions & School Growth to learn more about the application process, student shadow opportunities, or to arrange a school tour. (919) 851-7271 x 35

Academic Calendar

The current Academic Calendar may be accessed and printed by visiting the www.rlscary.org homepage or its Sycamore site. An event calendar and announcements can also be accessed via Sycamore Education.

Tuition/Schedules of Fees Policies

Tuition/Fee Schedule

A schedule of the current Tuition and Fees is available online <https://rlscary.org/admissions/tuition-fees/>

Auto Payment

At no cost, your monthly payments will be directly from your checking or savings account.

Financial Assistance

Financial assistance is available to those who qualify. Applications are available online at <https://rlscary.org/admissions/affording-resurrection/>. An independent financial consulting firm conducts an analysis to determine eligibility and need for tuition assistance. Once the analysis is complete, the Financial Assistance Committee reviews the application and makes a decision. The applicant will receive notification via email of the committee's decision.

Termination/Withdrawal

Enrollment Agreements can be canceled without penalty (except forfeiture of the Deposit) only if done so (1) in writing and (2) prior to July 1st of the current school year. Otherwise, there is an obligation to pay the tuition and fees for the full academic year, and that no portion of fees paid or outstanding tuition due may be refunded or canceled in the event of absence, withdrawal, or dismissal from the School.

A signed Release of Records Request Form will be kept on file while awaiting a formal request from the new school for your child's permanent record. All outstanding tuition and fees must be paid before records are transferred. Parents/students must turn in all school-owned books and materials to their teacher or to the front office.

Before School/After School Care Program Information

Fee Schedule and Registration Form

A Schedule of the current fee structure and registration is available online <https://rlscary.org/parents/before-and-after-school-care/>

Before School Care is available daily at 7:15 am. We think of you as family and work hard to accommodate the needs of our school community to make the morning commute easier! (Monday - Friday)

After School Care is available Monday through Thursday from 3:00 pm-5:00 pm. Our "home-away-from-home" atmosphere allows students to learn and play in a relaxed, less structured environment. After care is not available on Friday.

Technology Guidelines

Resurrection Lutheran School (RLS) believes that internet access for students and teachers offers vast and unique resources. RLS's goal in providing this access is to promote educational excellence.

This policy aims to ensure that technology use is intentionally integrated into the curriculum while keeping the mission of RLS education in mind. Technology in the classroom should engage the student and enhance the learning environment. Technology instruction should prepare students for an ever-changing digital environment as well as train students in digital citizenship and cyber safety.

RLS provides internet access through a wireless and wired network. All connections are filtered to help prevent access to inappropriate, obscene, or other content that may harm minors. RLS faculty will be present to supervise and make sure students are not accessing harmful content. The filtering content is updated regularly to ensure proper filtering.

Information published via the internet from people all around the world may have little educational value in the context of the school setting. Families should be warned that some material obtained via the internet might contain

inaccurate, defamatory, potentially offensive, or even illegal information. In addition, the RLS technology program emphasizes digital citizenship and safety at all grade levels and among its staff. However, it is impossible to control all materials, and any user may discover controversial information, either accidentally or deliberately. Access to RLS technology is a privilege, not a right. All parents and students are required to follow this policy. RLS can manage and/or restrict student use of devices, software, and internet access.

RLS Technology Guidelines

The following Guidelines are to promote responsible and acceptable use of technology at RLS.

Technology Use Guidelines:

1. Student behavior in the digital world is held to the same RLS behavior guidelines as if they are in a classroom or school hallway.
2. The digital network and media lab are provided for students to use for school purposes only. Students must have an educational goal when using any school internet access points.
3. Digital social communication outside the rlscary.org educational domain is *prohibited at school*. This includes but is not limited to texting, chatting, video conferencing, blogging, emailing, gaming, and purchasing applications.
4. Physical or electronic tampering with computer resources is not permitted. Any damage resulting will be charged to the parents for reimbursement to the school.
5. The use of students' personal technology is prohibited unless specifically requested by RLS teachers for educational purposes. Personal technology includes but is not limited to laptops, e-book readers, tablets, etc.
6. All students are issued a rlscary.org Google Apps for Education login. This ID is to be used for RLS educational purposes only. Misuse will result in losing account privileges.
7. Grades 5-8 will have limited use of rlscary.org internal email address. This address will be monitored by staff and is to be used only among fellow students and teachers. Any abuse of the email account will result in the privilege being rescinded.
8. For all students' safety, refrain from using any personal identifying information when accessing internet applications requiring logins.
9. No food or beverages may be consumed while working on a device.
10. Music may not be listened to through headphones.

Additional Middle School Policies and Guidelines

Welcome to **Resurrection Lutheran Middle School**. The faculty is looking forward to a great year. The following is an alphabetical listing of Middle School policies and procedures that will help students and parents successfully navigate their middle school years at RLS. This handbook addresses concerns unique to the Middle School program while still working in conjunction with the general RLS Student Handbook. Please read it carefully and keep it on hand as a reference throughout the school year.

ATTENDANCE

For the Middle School, the office is the main point of contact for all communication about attendance. **If your child is absent from or late to school, please send him/her with a note for the office.** In the case of illness or an unexpected schedule change, call or email the office directly. Attendance is taken at the beginning of each school day through Sycamore. Students will be either marked (P) Present or (A) Absent. Students arriving after 8:30 am must report to the office with a parent or note, sign in, and get a pass to class. If a student arrives after 8:30 am and does not sign in at the front desk, they will be marked absent for the entire day.

Tardies: If a student has five unexcused late arrivals (after 8:30 am) per quarter, it will result in a silent lunch.

Students who arrive after 11:30 am or sign out before 11:30, and do not return, will be recorded as being absent for the day. Parents can view their student's attendance record in Sycamore.

Additionally, please remember the following guidelines:

Appointments

- Whenever possible, please schedule medical and dental appointments outside of school hours.
- Students who need to be dismissed during the school day should bring a note to the office before 8:30 am.
- Students must return to the office to sign out before leaving, and if they return to school, they must sign in.
- Students who arrive after 11:30 am or sign out before 11:30 am and do not return will be recorded as being absent for the day.

Illness

- **Please call or email the office by 8:45 am if your child will be absent.**
- Students who become ill during the day must go to the office for assistance in arranging to leave school.
- A written excuse is to be presented to the front office following the period of absence.

Excessive Absences

Regular daily attendance is necessary for all students to fully benefit from the educational opportunities provided at Resurrection Lutheran Middle School.

- The curriculum is established to meet the unique needs of eleven to fourteen-year-olds. As such, students are needed in the classroom every day.
- The hands-on laboratory-based science curriculum, the response activities in literature, and the cooperative learning and interdisciplinary experiences in the core and elective courses are negatively impacted when students are not at school fully participating in the daily educational requirements.
- The principal will contact the parents after fifteen absences. A meeting with teachers, parents, principal, and the child may then be scheduled. Students having unusually high absenteeism may be subject to retention.

Missed School Work

- Try to plan family trips during school holidays. If this is not possible, submit a [Request for Excused Absence](#) (See Student Handbook.) to the office. The office will then notify the teachers about the upcoming absence, and the teachers will make arrangements for makeup work.
- Students who are unexpectedly absent should refer to Google Classroom for their daily homework assignments. Any classroom handouts, if not posted in Google Classroom, will be given to the students upon their return to school. **Please do not call the office for homework needs unless your child has been absent for over forty-eight hours.**
- Students have one day at school for each day absent to make up work.
- Failure to make up work on time may result in a zero for the assignment.

Extracurricular Participation

- Unless there is a pre-arranged medical appointment, students must be present for the entire school day in order to participate in an after-school activity.

DISCIPLINE

The faculty is appreciative of those Middle School students who exhibit an admirable degree of cooperation with their teachers and each other. See discipline policies previously listed on **page 17**.

BULLYING

Research has shown that a policy against bullying involving all school community members is the most effective way to reduce bullying in schools.

Definition of bullying

Bullying is defined as “when a person has been exposed, repeatedly and over time, to negative actions on the part of one or more persons” (Olweus, 1991). Bullying can take several forms:

Physical: pushing, shoving, hitting, kicking

Verbal: name-calling, teasing, laughing at, threatening

Indirect: spreading rumors, excluding someone from a group

Property: taking or vandalizing property belonging to another person

Cyber: verbal or indirect bullying via any electronic device through any online social application (texting, chatting, email, social networks, Snapchat, TikTok, web pages, etc.)

Please reference the Technology Acceptable Use Policy (TAUP).

Bullying is not the same thing as a disagreement between two people. Bullying is:

- systematic and ongoing rather than on and off;
- done by the more powerful over, the less powerful rather than between equals;
- distressing and hurtful to the victim rather than good-natured fun;
- one way rather than an exchange.
- Students are encouraged to first abide by Matthew: 18 and go to the person that is bothering them, explaining how the situation is upsetting to them. All students should also support each other by reporting any instances of bullying.

If the situation continues or students do not feel comfortable approaching the person that is bullying them, students should go to a trusted faculty member and explain the situation. The involved parties will then have a conference with their parents, principal, and reporting teacher. A before-school detention or another form of disciplinary action will also be issued to the inciting party.

CARPOOL

Students will be dismissed from the gym using the carpool number system. Students are **not** allowed to do the following in carpool:

- eat or drink
- use any form of electronics (cell phones may be used for accepted communications with parents regarding rides, etc. once permission is granted by the faculty attendant)
- physically touch each other, even in fun

After School Expectations

- At the conclusion of the school day, students are expected to leave campus unless they are involved in a supervised RLS sponsored activity.
- Parents running late are asked to call the school office.

- Middle School students who are found on campus in an unsupervised area after 3:20 pm will be subject to disciplinary action.

CELL PHONES OR OTHER ELECTRONIC DEVICES

Cell phones need to be turned into the student's homeroom class cell phone storage area. The use of cell phones and electronic devices is prohibited on the school campus or on field trips unless in use for a school-approved activity. Students with Smart Watches must have a permission slip from home stating that the student's watch is in school mode from 8:15 a.m. until the student is dismissed for the day.

COMMUNICATION

Teachers will post assignments in Google Classroom. Please contact teachers through Sycamore immediately with any concerns. Teachers will respond within forty-eight hours.

HALLWAY PROCEDURES

Promoting good decorum throughout our school is very important. During passing time students are expected to act in an appropriate manner. No running or screaming is allowed.

HOMEWORK

Homework is a form of assessment and can be used to shape instruction. The Middle School faculty assign homework to help students develop their work habits and to collect evidence of learning and understanding.

What is homework?

Homework is defined as any assignment for study or preparation to be completed outside of class. As with all schoolwork, but specifically with homework, the interaction with the teachers, students, and parents is essential for the successful completion of the tasks. Yet, the final responsibility for completing the homework rests with the students.

The purpose of homework is many-fold:

- to reinforce concepts introduced in class
- to establish study habits
- to participate in research activities
- to enrich the instructional topic
- to supplement and complement daily classroom activity
- to help the students become more self-reliant

Homework assignments include the following:

Practice: exercises to follow classroom instruction

Preview: assignments to prepare for subsequent lessons

Extension: assignments to transfer new skills or concepts to new situations

Creative: activities to integrate many skills toward the production of a response or product

Teachers will use the following guidelines when assigning homework:

- The homework assigned will have a purpose as stated above.
- Time will be provided in class to clarify the homework assignment.
- Long-term assignments will have established checkpoints.
- Homework is not restricted to written assignments. Students may be asked to read leisurely and/or study and review notes and text.

Planners

The school issues Middle School students a daily planner. Students are expected to bring this planner to all of their classes and to record all of their homework assignments as well as other important school commitments in this planner. The planner is an important tool for students at the end of the day to help them determine the necessary items that they need to take home. This planner can also be used to monitor homework and as a communication tool between teachers and parents. Each teacher has a Google Classroom and will post assignments. Parents and students should check Sycamore for missing graded work.

Allocation of Time for Homework

Below are guidelines for the approximate time students should be spending on homework each night, broken down by grade level. Teachers strive to give less homework on Wednesday nights because of church functions, but they may occasionally assign a test or quiz due to unavoidable circumstances. Students should also plan ahead for long-term projects that are due on Thursday.

Grade 6: Approximate time per evening is 60 minutes

Grade 7: Approximate time per evening is 75 minutes

Grade 8: Approximate time per evening is 90 minutes

Special Items to Note:

- Actual time required to complete assignments will vary with students' study habits and academic skills.
- Parents are encouraged to contact their child's teacher(s) if he/she is spending excessive time doing homework or doing very little homework.
- Especially with online assignments, parents may want to supervise to ensure their child is using his/her time wisely. Students will need to have access to a computer and an Internet connection.
- Teachers may assign a due date for a homework assignment over a period of days. Assignments given over a period of days require additional time. Students may experience difficulty completing the assignment satisfactorily the night before the due date.
- If an assignment requiring online sharing is given, students will need to turn in the assignment by the deadline.
- Students will not be able to use the printer at school unless they have a note from their parents stating that they have printer issues.

Major Projects/Tests

Major projects include research reports, book reports, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum number of minutes per night.

Late Work

Students need to refer to each teacher's syllabus for information regarding late work.

Responsibilities of MS Faculty:

- Assign relevant, challenging and meaningful homework that reinforces classroom instruction
- Give clear instructions and make sure students understand the purpose of the homework
- Allow students time to record the homework in their Student Planner
- Give feedback and/or correct homework if appropriate
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops
- Post homework in Google Classroom

Responsibilities of Parents:

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor organization and daily list of assignments in their child's agenda and online
- Check to make sure that their child is keeping up with long-term projects by looking over rubrics in his or her possession or posted online
- Help their child work to find the answer, not just get it done
- Be supportive when their child becomes frustrated with difficult assignments
- Contact teachers to stay well informed about their child's learning process

Responsibilities of Students:

- Write down assignments in their planner
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible so that it reflects students' ability
- Produce quality work
- Make sure assignments are done according to the given instructions and completed on time
- Check Google Classroom for assignments and Sycamore for grades daily.

HONOR CODE

Academic

Honor is the moral foundation upon which quality education is built. The rules concerning RLS Middle School students' behavior derive from the school's academic Honor Code.

The Honor Code includes all aspects of honor in a school setting, particularly lying, plagiarism (whether from a print or electronic source), and cheating (including the copying of another's work, even if a student freely "lends" his/her work, in which case the "lender" is also cheating).

The first step for understanding the Honor Code is to specify for all students what is expected in terms of procedures for homework, quizzes, tests, and papers, and to state the consequences for honor violations. Each teacher will ensure students receive a thorough orientation during the first week of classes.

The Honor Pledge expresses one aspect of the Honor Code but does not cover every part.

The Honor Pledge and Honor Code apply to everyone, regardless of subject matter or accommodations made for a student or an assignment, and are in effect for all academic work. The Honor Code encourages each student to do his/her best to uphold the values, dignity, pride, and integrity appropriate for an RLS student.

Consequences for Honor violations will be as follows:

FIRST OFFENSE:

1. The student receives a zero on the assignment.
2. The parents are notified.
3. The student meets with the principal and is assigned before-school detention.

SECOND OFFENSE:

1. The student receives a zero on the assignment.

2. The parents, student, teacher, and principal have a conference.
3. The student serves an in-school suspension for one day.

THIRD OFFENSE:

1. The student receives a zero on the assignment.
2. The parents, student, teacher, and principal have a conference to discuss the student's future at RLS.
3. The student serves an in-school suspension for two days.

Internet Usage

As stated earlier, the Honor Code encourages each student to do his/her best to uphold the values, dignity, pride, and integrity appropriate for an RLS student.

In the world of technology, this commitment applies whether students are on campus or off. Resurrection Lutheran School expects that students' behavior in the electronic world will reflect the same standards of honesty, respect, and consideration that they use face-to-face with others. Specifically, all students are expected to act with an understanding of the following:

- **Actions can hurt or heal, whether in person or online.** Therefore, students should be cautious and respectful in all online communication. Electronic transactions are persistent and replicable and can be forwarded, copied, or traced. **A piece of gossip, an insult, or an unflattering video can last forever on the Internet.**
- Some activities on the Internet are illegal. They include but are not limited to making threats, harassing others, committing fraud, stealing, vandalizing, and violating copyright or trademark rights of others (including improper copying of licensed software).
- Some activities are illegal for minors and/or do not belong in a school or any other setting, including viewing, downloading, or transmitting pornography or materials containing obscenities.

Students participating in any Internet activity that violates the School Honor Code, whether the episode occurs on or off the school campus, may be subject to disciplinary action. Students must sign a Technology Acceptable Use Policy (TAUP) at the beginning of the school year. Students may only bring in their own electronic devices at the request of a teacher after returning a signed Bring Your Own Device (BYOD) form to the RLS Technology Coordinator.

INELIGIBILITY

Students earning below a C in any course may not participate in any activity that meets more than two times per week after school until the grade is back to a C level. If ineligible, the student's grades will be assessed four times a quarter.

KEYBOARDING

Successful keyboarding is an essential skill for utilizing today's educational technologies. It is beneficial for middle school students to confidently input data that will help them complete various assignments and projects for school. To this end, a keyboarding efficiency of 30 words per minute with 85% accuracy has been established as the goal for all middle school students.

LOCKERS

Students are assigned a locker and may request a combination lock from the school. Students should not give their combination to anyone. Students are expected to keep all of their belongings in their lockers. If students have a large item that they cannot fit in their locker, they may hang it from one of the hallway hooks or store it in a classroom cubby. Students should not bring valuables to school. The school is not responsible for lost or stolen items. The hallway floor is not for storage. Occasionally during the day, teachers will sweep the hallway for items not properly stored and

will place them in the lost and found in the office. Students will need to check in with the office to reacquire their items.

LUNCHROOM ETIQUETTE

All students are expected to report to the designated area outside or inside the classroom assigned for inclement weather during lunchtime. **Students should throw away any trash left over from lunch.**

SCHOOL PROPERTY

Students are expected to respect all school property and to help maintain the physical plant and equipment through thoughtful use. Students will bear the financial responsibility for repairing any damage that they cause.

STUDENT PERFORMANCE

Sycamore

Parents may monitor their child's achievement and performance in each subject by securely logging in to Sycamore Education. Please remember that the overall grades a student has earned during a quarter marking period are a snapshot of a child's current academic performance. They may not accurately represent a student's overall performance, particularly early in the quarter, when one minor assignment or quiz can significantly impact an overall grade. Parents should focus on individual assignment grades and comments their child has earned in each class instead of overall grades to get the most accurate view of their child's achievement.

Interim Reports

An interim report will be posted on Sycamore at a specified date near the middle of the quarter. The interim will provide parents with information about their child's performance in two areas: *Academic Performance* and *Work Habits* (See below). Interims can often point out areas of improvement to allow students time to make the necessary changes for a successful quarter.

Quarter Reports

Quarter reports are issued each quarter or four times yearly to parents to provide information about their child's performance. Notice is sent out electronically via email and the report cards will be available through Sycamore. Electronic acknowledgment of receipt of the report card will be done through Sycamore.

Academic Performance

Teachers will assess student performance and understanding concerning subject-specific standards and benchmarks. Below is the scale used to report student achievement for each subject.

RLS Grading Scale

93%-100%=A

85%-92%=B

77%-84%=C

69%-76%=D

68% and below =F

Incomplete=I (*A student still needs to complete course requirements and has made arrangements with the teacher to satisfy requirements.*)

Work Habits - For the interim report, teachers will assess student work habits holistically using a menu of comments. However, this rubric will not be used on the report card. Teachers will provide detailed comments when necessary.

Middle School - HONOR CODE PLEDGE

I pledge that I will neither give nor receive unauthorized help during the academic year.

Student Name: _____

Student Signature: _____

I have read the Handbook, including the Student Uniform Dress Code policy and the Student Dress Down Day policy.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: _____