

**Resurrection Lutheran School**  
**Student Handbook**  
Updated 8/2019



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.

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*Dear Parents,*

We are delighted to have the opportunity of working in partnership with your family at Resurrection Lutheran School and welcome you to our family. We strive to provide an academically excellent, Christ-centered environment where each student is encouraged to progress to his or her utmost. Thank you for entrusting your child to our care.

To help make your child's educational journey with us more pleasant and meaningful, the following handbook is provided. In it you will find answers to many of the more frequently asked questions that families have regarding procedures and policies. These basic regulations are considered requirements to be adhered to by those who wish to be part of our student body. Please take the time to read and understand this document. If you find you have questions regarding any part of this handbook, please feel free to ask for clarification in the school office.

Individual and grade-level procedures will be addressed by your child's teachers. Additionally, a Middle School Student Handbook Addendum is published with policies and procedures addressing concerns unique to the Middle School program at RLS. Furthermore, an Acceptable Use Policy will be shared with each student and family by our Technology Department and will specifically address technology policy issues for students and families. Those policies, or specific areas in a policy, not expressly dealt with here are considered under the discretion of the principal and/or the school's Board of Directors.

In His Service,

*Tom Kolb*

Thomas W. Kolb, Principal

**This handbook is meant to serve as a general guideline for daily school operations. The procedures are subject to change at the discretion of the principal with School Board 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.**

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## 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 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 a learning environment that is academically rich for students in Grades K-8. Each day, students experience a very special kind of learning atmosphere that has continued to strengthen and grow since RLS opened in 2001. 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 own unique gifts, interests and talents in the classroom to further enrich the curriculum, and go below the surface to achieve academic excellence on many different levels.

### Expectations for Success

At RLS, we believe that 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 that is critical for learning.

Each student at RLS is called to be an important part of his/her own education and contribute positively to the learning environment he/she shares with his/her peers. Children are expected to:

- Work toward independence.
- Show respect to their teachers, peers and school, and 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 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**

There is a Resurrection Lutheran School Board which reports regularly to the Church Council. The School Director reports to the School Board. The Board consists of up to seven voting church and community members. It also consists of 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, its 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. The Board encourages parents, students, staff, and RLC congregation members to request time to address your item on its monthly meeting agenda by contacting the school office or by emailing the RLS Board chairman. Please contact the school office for the exact information about your item that is required to request time on the Board monthly meeting agenda. If your request is received less than one week prior to a scheduled Board meeting, or if there are multiple requests for Board audience from others already scheduled at the next meeting, time for your request on the RLS Board agenda may only be available in a Board meeting in a later month. 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 (<http://www.ncpublicschools.org/acre/standards/>). RLS strives to integrate the various components of the curriculum into the school day in order to encourage logical and critical thinking. It is our goal to provide each student the opportunity to receive a full year of academic growth.

### Junior Kindergarten:

#### Overview

Resurrection Lutheran School continues to look for ways to meet the needs of the dynamic community that we serve in Cary Area market. To that end, RLS will add a Junior Kindergarten in the Fall of 2019 to complement the preschool programming that is currently in place. The addition of a Junior Kindergarten will enhance our shared ministries within both the church and schools by giving families an all day Christian option as well as 1/2 day programming. Junior Kindergarten will also give students who are kindergarten age but not kindergarten ready to go to school all day in preparation for the rigor children now face in traditional kindergarten. Students in Junior Kindergarten will benefit from Before and After School Care services. Students must be 4 by August 31 to enroll in Junior Kindergarten. The school day will mirror current RLS school hours (8:30 am-3:00 pm) as will tuition/fees.

#### Math

Hands on learning, manipulatives, learning through real life exploration, one-on-one correspondence, sorting, pattern development, graphing, calendaring, number recognition

*Publisher: Math-U-See*

#### Language Arts

Phonemic awareness, oral language, phonics, read alouds, handwriting, letter/sounds, poetry, nursery rhymes, fiction, non-fiction text, fluency, fine motor. Prepare students for kindergarten

*Publishers: Handwriting without Tears & McGraw-Hill Education: Wonders Series*

#### Science

All About Me, The Five Senses, Seasons, Animals & Habitats, Weather

#### Social Studies

Community Helpers, autonomy, historical events/holidays importance of rules team building, mission projects

#### Religion

Bible Stories One in Christ workbook series, *Concordia Publishing House*

### Elementary Curriculum (K-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, of imagination, of creativity, and self-expression. They begin to master a sense of 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:

- 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.
- Gifted and loving classroom teachers are supported by specialists in Music, PE, Art, Library, Technology, and Spanish
- Rather than being compartmentalized, all teachers coordinate daily to make sure that lessons are reinforced in multiple ways. This allows children to apply knowledge in new ways, and ensures that their newfound insights are connected in a meaningful way to the world around them.
- 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, as well as empowered to try new things.
- Most important, your child will be known and loved.

### Kindergarten

The kindergarten classroom has a dedicated full-time teacher and teaching assistant to ensure that children make a smooth transition 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

*Scott Foresman Addison Wesley enVision Math* has an emphasis on conceptual understanding of: numbers to 10 and beyond, adding, subtracting, compose and decompose numbers to 20, measurement, classifying objects, position and 2 & 3 dimensional shapes.

### Reading/Literature

*Wonders Reading series by McGraw Hill*, as well as Fiction and Nonfiction Twin Text Leveled Readers, used in guided reading groups. Popular children's literature used daily to study main idea, characters, setting, vocabulary, compare and contrast, word patterns, word play, predicting, sequencing, etc. and providing models for beginning writing.

*Supplemental resources: Scholastic Let's Find out; Storytime Spin*

### Language Arts

*Wonders Reading series by McGraw Hill: Kindergarten program-* teaches conventions of grammar, auditory and visual discrimination, letter- sound recognition, classifying, sequencing, fine and large motor development, comprehension of the written word. *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: Scholastic Science Spin*

### 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 *Supplemental resources: Studies Weekly- classroom newspaper that focuses on kindergarten curriculum standards*

### Religion

One in Christ Workbook Series, *Concordia Publishing House*

## 1st Grade

Students and parents will find that creativity is an integral part of first grade. With an emphasis on writing, and reading comprehension, first grade combines art and technology with academics. Many concepts are covered in our math curriculum from problem solving with addition and subtraction, fractions, time and place value. We emphasize using kindness and promote respect and responsibility. Your student will have a chance to explore relationships of the sun, earth and moon, grow plants from seeds, study aspects of force/motion, and compare the past with the present.

### Math

*Scott Foresman Addison Wesley enVision Math 2.0* - Emphasis on Addition/Subtraction Strategies to 20, Place Value, Graphs, Money, Time Measurement, Fractions, 2 & 3 Dimensional Shapes, Problem solving. *Supplemental resource: IXL Learning*

### Reading/Literature

*Wonders Reading series by McGraw Hill*, as well as Fiction and Nonfiction Twin Text Leveled Readers, used in guided reading groups. Daily read alouds including but not limited to the following authors; Jan Brett, Tomie de Paola, Eric Carle, Eric Litwin, Mary Pope Osborne *Supplemental resources: Readworks and Raz reading*

### Language Arts

*Shurley English Level 1* - A systematic approach to teaching phonics, good sentence structure, and identifying the parts of speech using songs, rhymes, and repetition. *Supplemental resources: Daily Language Review, Writing Curriculum Grade 1 Week by Week Lessons, 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*. *Supplemental resources: Scholastic News and Science Fun For Everyone*

### Social Studies

Studies include: Rules, Government, Communities, Basic Economic Concepts (goods, services, supply & demand), Needs/Wants, Importance of National Holidays, Compare the Traditions of Various Cultures, Compare/Contrast the Past, Present, and Future Maps. *Studies Weekly*, Classroom weekly "newspaper". Articles focus on 1st grade curriculum standards.

### Religion

One in Christ Workbook Series, *Concordia Publishing House*

## 2nd Grade

In second grade, we learn together through creativity, collaboration, communication and critical thinking. We make it our mission to love and to learn about our class family as we work hard together. A few of the highlights of second grade include celebrating Wonka-mania Day, a walking tour of the Town of Cary, 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 Realize, Math Trailblazers (extension activities) & Star Math* help us explore Operations and Algebraic Thinking, Place Value, Measurement and Data (Time & Money), Geometry

### Language Arts

#### Writing

*Write Traits by Houghton Mifflin* guides students as they develop six effective traits and implement them when writing opinion pieces, narratives, and informative/explanatory pieces of writing. 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 a variety of engaging strategies.

**Reading and Spelling**

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

**Science**

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

**Social Studies**

Topics include: History and 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.

**Grades 3-5****Math**

*enVision Math by Pearson* 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 do 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 *Curriculum Associates Cars and Stars* program, and 4th and 5th grade uses close reading text passages, articles, and activities.

Grades 3-5 also use various supplemental and teacher-created activities to enrich each child and make instruction student-driven and meaningful to each individual 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. Teacher's 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 truly 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.

## **Elementary Specials**

Music, PE, Art, Library, Technology, Spanish

## **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.
- Unique middle school electives designed to promote experimentation, discovery and collaboration.
- Extracurriculars include MATHCOUNTS, LEGO Robotics, Art, Drama, Music
- Community Service and leadership opportunities
- Active student led National Junior Honor Society
- Students participate in academic competitions-MATHCOUNTS, National GeoBee, Mock Trial.
- Eligible students take 8th grade Core 1 End Of Course Exam.
- Students will write a novel before leaving RLS middle school (NaNoWriMo).
- Team and Club sports
- Unique overnight travel opportunities
- Close knit, encouraging, supportive Christian community
- Recess - everyday! Healthy minds and healthy bodies go hand-in-hand!

## **Math**

Grade 6: Math: Numbers, expressions, and equations. Decimals, Number Theory and Fraction Concepts. Ratio, Rates, and Proportion. Percent, Algebraic Concepts (Integers, Rational Numbers, Inequalities, and Equations) Geometric Concepts, Data Graphs and Probability

Grade 7: 7th grade Mathematics or Pre-Algebra (Grouped by Ability)

Grade 8: Pre-Algebra or Integrated Math I (Grouped by Ability)

*Publisher: Glencoe, McGraw-Hill Education, NC Ready Math*

## **Literature/Language Arts**

In middle school, literature and language arts are taught separately. Although they overlap, the language arts classes focus on the development of writing skills, while the literature classes focus on the development of reading skills. Using the NC State Standards and Common Core Objectives as guides, the language arts curriculum utilizes a variety of materials including, but not limited to *Shurley Grammar*, *Paragraphs for Middle School*, and NaNoWriMo to deepen the students' understanding of writing. In literature, students read everything from graphic novels to Shakespeare. The texts include poetry, nonfiction articles, novels, plays, and various texts from the *Prentice Hall* textbooks and *ReadWorks* online. The younger students focus on the development of the reading comprehension skills, while the older students focus on their literary comprehension skills. All grades in middle school study *Vocabulary from Classical Roots* for both spelling and vocabulary.

## **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: Prentice Hall: Life Science/Physical Science/Earth Science, Pearson 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, Historic, and Geographical Study. In-depth Study of Multiple "Eras" in US History, Political Science, Comparative Study of World Political Systems, US Electoral Processes, 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. One in Christ Workbook Series, *Concordia Publishing House*

## **Middle School Electives**

"Fake News Network", Drama, Dance, Spanish, French, Art, Intro to Games, Technology, Intro to Sports, Music, Latin, Advanced Science, Chapel Leaders, Teachers Aid, Yearbook, Ceramics and Sculpture, Advanced Topics in Art Journalism/School Newspaper, Introduction to a Foreign Language, Physical Education, Service Learning, Technology Advanced Topics in Science, Current Events, Advanced Topics in Social Studies, Economics, Essentials of Drama, Advanced Topics in Theology, Topics in Music, Health/Advanced, Topics in Physical Education, Study Hall and more.

## **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 and, from time to time, the students will be participating in the leading of chapel.

## **Assessment**

Upon entering kindergarten, students will be evaluated using the Brigance Early Development Skills Assessment. Beginning in 2nd Grade, RLS will administer the IOWA Test of Basic Skills (ITBS), a nationally-normed achievement test. An end-of-grade portfolio will be maintained at the completion of each grade documenting growth. Select assessments and work samples will be filed in each student's permanent record.

## **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 at the end of the third quarter following achievement testing 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 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 utilize the Sycamore portal online to follow the student's progress. Many reports will be available through this service.

\*Parents who are behind on tuition or other fees will not receive their child's report card at the end of a quarter. Report cards will be released to the parents when payment is made.

### **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. Access to permanent records will be denied if the parent is behind in tuition or other fees until such time that payment is made.

### **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 the sake of 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 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 make arrangements for transportation home. In cases of serious illness, we will contact the parent and/or call 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 the 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](http://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**

RLS follows the Wake County Public Schools policy on 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.**

**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 as public a place as 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. 1/200<sup>th</sup> of one peanut – can trigger a reaction), as well as the viscosity of peanut butter (which can stick everywhere), and in view of the fact that 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 will be trained in the proper procedure for students with potential 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 exit 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 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 lock-down “code yellow” 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 lock-down 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 lock-down is over. Lock-down “code reds” are rarer 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 anytime during normal school hours (Monday – Friday, 8:30 A.M. – 3:00 P.M.). The Asbestos Program Manager, Tom Kolb, 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 a set of expectations for our students regarding their academic performance and their 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. Additional information for Middle School students may be found in the *Resurrection Lutheran Middle School Handbook Addendum*.

- 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. Following class rules, staying focused, paying attention, keeping hands and feet to selves, and speaking when it is appropriate are all examples of effective behavior management.
- 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 regularly worship together 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. Behavioral expectations are outlined at the end of this handbook on a sheet entitled "Academic and Behavioral Expectations". One copy of this sheet should be signed and returned for the child, the other should be kept for reference. If needed, additional sheets are available from the school office.

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.

## **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 his 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 the principal. He/she will be asked to explain the reason for being sent to the office and what could have been done differently and how that could have changed the situation. The principal 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 will be notified by the school office and a conference with the parents, teacher, student, and principal will be scheduled. A follow up between 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 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 potentially 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 potentially 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 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 a 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 will 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. The 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 cyber bullying or online misbehavior.
5. **Language/Gestures.** Any child using foul language, obscene language or displaying obscene gestures will 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 will receive 1 to 3 days suspension from school and may 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 school’s dress code is to assure 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 making sure their children are dressed in accordance with this code.

**General Appearance** – Students should be dressed neatly. Clothes should be clean and tidy and should not be tight fitting, revealing, or inappropriately oversized. Holes, rips, and excessively frayed clothing will not be tolerated. A general dress code will be enforced on non-PE days. RLS school colors (navy, light blue, khaki, or white) should be worn on these days. The girls may also wear the designated plaid (available from prescribed vendors). Friday will be RLS casual dress day for most grades (unless this is their PE day). Students may wear any color on these days. A Special Event Dress Code may be required on specific days, such as field trips, school programs and class pictures, etc. (See specifications below.)

## **General Dress Code**

**Pants:** Walking shorts or pants are required. Fit should be comfortable; not too loose or too tight. Students are encouraged to wear pants that touch the top of their shoes. No sweatpants, soccer shorts, gym shorts, etc. are allowed (see PE Dress Code for exceptions). No cut-offs are allowed unless they are hemmed. No spandex or leggings may be worn as pants. Girls may wear leggings under skirts, jumpers, or dresses that are at least mid-thigh in length. Leggings should follow the RLS school color guidelines as outlined under "Dress Code: General Appearance".

**Shorts/Skirts/Skortts:** length should be mid-thigh or longer.

**Dresses:** length should fall between the knee and ankle. The dress should be the designated school color. Collared shirts must be worn under jumpers or sleeveless dresses.

**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 on them, with the exception of approved shirts with the school logo. No plunging or scooped neckline. No see through or meshed material.

Normally, shirts will not have to be kept tucked in. However, it is at each teacher's discretion as to whether shirts will be kept tucked in on certain occasions, such as special trips, events, or times when visitors come to class, etc.

**T-shirts:** can be worn on casual 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. For safety reasons, open-toed and/or open-backed shoes (even if they have a strap in the back) are prohibited. This prohibition would include flip-flops, sandals, and clogs. Platform shoes and high heels are also prohibited. Students should wear athletic shoes or sneakers on their PE days. These shoes do NOT need to be kept at school on other days.

**Socks and Tights:** It is expected that socks are generally to be worn in school. Socks need not be worn when appropriate to the shoe design. Socks may be required for safety or hygiene reasons. Girls may wear stockings, pantyhose or tights that match the child's outfit. (See leggings addendum to "pants" section above.)

**Cardigans:** should match the child's outfit.

**Sweatshirt/pullover sweaters** are acceptable to wear inside as long as they are of school colors and do not have significant wording, lettering, or art, besides school logos/designs. Other sweatshirts may only be worn as "coats" (see below) and must be taken off when he or she 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.

**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.

**Make-up:** 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.

**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). Belt should be worn if pants have belt loops.

#### **Girls**

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

### **PE Dress Code**

#### **Required:**

Teaching children how to prepare and properly dress for exercise is a skill and habit that they will be able to continue throughout their lives. Acceptable PE Dress Code is the prescribed PE shorts and shirts that may be purchased through RLS approved vendors. Athletic shoes with socks should be worn on gym days.

For colder weather PE days a student may wear sweatpants. These may be plain navy sweatpants purchased from various vendors or sweatpants printed with RLS logo (usually navy or grey sweatpants) purchased from RLS prescribed vendors. Girls may wear navy leggings under their approved PE shorts. Sweatshirts may be worn during PE class if they are the RLS Spirit Wear sweatshirts (purchased previously from RLS or currently through prescribed vendors) or plain navy.

PE outerwear dress requirements only apply while the student is in PE class. Students have the option to follow the general outerwear requirements found in the regular dress policies for their grade level (JK-5 or 6-8) under the "Sweatshirt/Pullover Sweater/Coats/Outerwear" sections.

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

1. On the first offense, the student will be issued a written warning that must be taken home and 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.
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 brought for the student.

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 the many resources and unending support of our parent population. 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 to the utmost each and every 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 the 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.

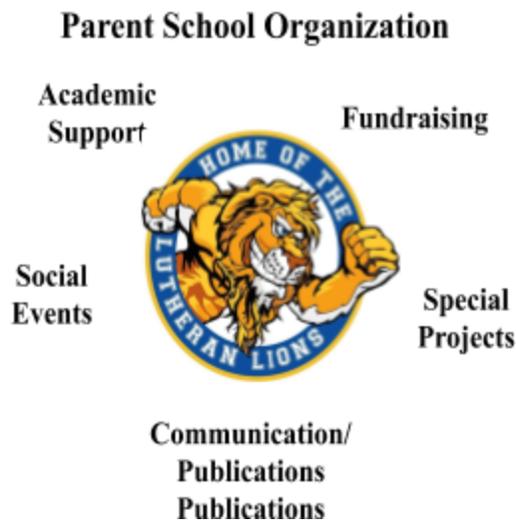
- Reinforce and support the Christian attitudes and conduct that is being taught during the school day.
- Look for opportunities to offer your time and special gifts to the School.

### 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.** In order 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.

Whenever possible, we do ask that parents do not walk their children to the classroom doorway, but accompany them no further than the school lobby. This will help the students to gain the idea of school as a distinct place unto itself.

**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 8:15 AM and ends at 3:00 PM for grades K - 5. The school day ends at 3:10 PM for grades 6 – 8. 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 no later than 3:30 PM. Middle School students will be expected to be in their first period classroom by 8:25 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 the 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 in order to avoid being marked absent for the day. Any student arriving after 8:30 AM must first come to the school office with his or her parent or guardian to be checked in. A RLS staff member will safely escort your child to his/her classroom in order to minimize any interruptions. Parents will not be allowed to accompany their child to the classroom if they are late to school.

### **Lost and Found**

A lost and found is located in the school office. 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 there is a student in your child's class with 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. Furthermore, the PSO will offer a "hot lunch" option for the students. More information regarding this program will be forthcoming from the PSO.

### **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. Furthermore, parent/teacher communication will 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 member by e-mail, use the following format: [firstname.lastname@rlscary.org](mailto:firstname.lastname@rlscary.org), for example: [tomkolb@rlscary.org](mailto:tomkolb@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 of 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  
Elementary Afternoon Pick Up: 3:00 PM – 3:15 PM  
Middle School Afternoon Pick Up: 3:10 PM – 3:20 PM

### **Carpool Procedure**

\*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 school office and sign them in as tardy.
- Enter the second church driveway (lower lot entrance) and circle around to the front school doorway. Do this by turning into the first lot on your right, proceeding through the next tier by turning left, and finally a right turn into the highest tier adjacent to the Family Life Center.
- The first car should stop at the crosswalk in front of the school entrance. There will be stations in line behind.
- Students should exit to the left side of the car if at all possible 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 lots and come in the main school entrance.

\*If you would like to park and walk your child up to the school entrance, please adhere to the following procedures:

- Parents must park in the lowest lots on the left hand side of the entrance drive. These will be designated “Walk Up” lots. This will enable the parent and child to proceed to the school entrance via the sidewalk nearest the playground and not cross traffic in the carpool lane.
- Parents must wait outside the school doors with their child if it is before 8:15 AM and the doors have not yet been opened (the exception to this will be Middle School Children whose parents have opted to remain in carpool line with siblings). Parents should normally proceed only as far as the school lobby/offices with their children.
- Walk – up traffic may exit the lower lots from the lower entrance.

### **Afternoon Procedure**

- At dismissal, the K-5 students will be lined up by class in the gymnasium, 6-8 students will be gathered at the covered walkway by the circle in front of the church.
- 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 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 if possible. (Additional name cards are available in the school office.)
- Remain inside your vehicle and the staff members will direct your child to you in order to ensure safety.
- Do not pass other drivers in the carpool line. Patience will go a long way in the prevention of accidents.
- Please be sure your child's seat belt is securely fastened before leaving.
- As in the morning procedure, vehicles will exit the school campus via the upper entrance near the traffic circle adjacent to the church building.
- Afternoon dismissal will be "staggered" with grades K – 5 being picked up first, followed by grades 6 – 8.
- Parents with students in both grades K – 5 and 6 – 8 should pick up all their students during the 6 – 8 dismissal time.
- Parents of 6<sup>th</sup> -8<sup>th</sup> graders are to follow the elementary (K-5) carpool line. You will be directed left of the circle drive in front of the church where staff members will send your student to you.
- 6<sup>th</sup> – 8<sup>th</sup> grade parents should be cautious while merging with K-5 parents exiting carpool.

\*If you would like to park and walk up to pick up your child, please adhere to the following procedures:

- Please park in the lowest, left hand lot as stated in the morning procedure.
- Proceed up the sidewalk by the playground.
- Wait by the main entrance to the gymnasium (the 4 doors) for K-5 students. The staff member at Station 6 will call your name into the gym by walkie-talkie/microphone. 6 – 8 students may be picked up at the circle by the church.
- In order to insure the safety and whereabouts of your child, please do not pass through the parking lots, but proceed via the sidewalk to your vehicle.
- Walk – up traffic may exit the lower lots from the lower entrance.

### **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**

It is the policy of Resurrection Lutheran School 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. No student or parent shall, during school, 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 in the school office in the morning and pick it up at dismissal time.

**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 a teacher. The TAUP is attached at the end of this handbook.

**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 application 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](http://www.rlscary.org) homepage or its Sycamore site. An event calendar and announcements can be 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 or from the School Office.

### Direct Debit

At no cost, your monthly payments can be drafted directly from your checking account. If you are interested in this service, please complete a direct debit enrollment form and submit it along with a voided check. Direct debit enrollment forms are available in the school office.

### Tuition Assistance

Tuition assistance is available to those who qualify. Applications are available in the school office. An independent financial consulting firm conducts an analysis to determine eligibility and need for tuition assistance. Once the analysis is complete, the admissions committee reviews the application and makes a decision. The applicant will receive notification in the mail of the committee's decision. If tuition assistance is offered, the applicant has two weeks from the time of notification to either accept or deny tuition assistance.

### Termination/Withdrawal

Parents must notify the principal in writing 30 days prior to a pending withdrawal if they plan to move or transfer their child to another 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 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:

A Schedule of the current fee structure is available online or from the School Office.

**Before School Care** is available daily at 7:45 am. We think of you as family and work hard to accommodate the needs of our school community in order to make the morning commute easier!

**After School Care** is available daily from 3:00 pm-6:00 pm. Our "home-away-from-home" atmosphere allows students to learn and play in a relaxed, less structured environment after school hours.

## 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.

The purpose of this policy is to insure 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 any other content that may be harmful to minors. RLS faculty will be present to supervise and make certain students are not accessing harmful content. The filtering content is updated regularly to assure proper filtering.

Information published via the internet from people all around the world may not have educational value in the context of the school setting. Families should be warned that some material obtained via the internet might contain information that is inaccurate, defamatory, potentially offensive, or even illegal. 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 has the right to 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 of the rlsclary.org educational domain is *not permitted 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.
5. The use of students' personal technology is prohibited unless specifically requested from RLS teachers for educational purposes. Personal technology includes but is not limited to laptops, e-book readers, tablets, etc.
6. All students are issued an rlsclary.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 rlsclary.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