

**Resurrection Lutheran School**  
**Student Handbook**  
*Updated July 2025*



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,**

Welcome to Resurrection Lutheran School! We are delighted to have you and your family as part of our school community. It is a true privilege to walk alongside you in your child's educational journey. At RLS, our mission is to provide a Christ-centered, academically rich environment where each student is inspired and encouraged to reach their God-given potential.

To help ensure a smooth and successful experience, we have prepared this handbook to answer many frequently asked questions regarding our school's procedures and policies. These guidelines are important for all students and families to understand and follow, and we kindly ask that you take time to read through the handbook carefully.

If you have any questions or need clarification on any topic, please don't hesitate to contact the school office, we're here to help. Your child's teachers will also provide classroom-specific information, and our Technology Department will share an Acceptable Use Policy that outlines expectations related to technology use.

Please note that any matters not specifically addressed in this handbook will be handled at the discretion of the principal and/or the School Board. Our goal is always to provide a supportive, nurturing environment where students grow in faith, knowledge, and character.

With gratitude,

**Robin Hester**

*Principal*

This handbook serves as a general guideline for the daily operations of Resurrection Lutheran School. Please note that procedures outlined within are subject to change at the discretion of the principal with the approval of the School Board. Families will be notified of any updates or changes that are relevant to their child.

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

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## Mission

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 junior kindergarten through eighth grade.

## Statement of Philosophy

### Spiritual Philosophy

As an extension of the mission of Resurrection Lutheran Church, Resurrection Lutheran School (RLS) is committed to teaching and modeling the Christian faith as revealed in Scripture and expressed through the Lutheran Confessions.

With Christ at the center of all we do, RLS incorporates:

- Daily Bible study
  - Weekly chapel
  - Devotions
  - Prayer
- .....into school life to help each community member “take every thought captive to obey Christ” (2 Corinthians 10:5).*

We acknowledge the presence and impact of our sinful nature in every area of life, yet we stand firmly in the truth of Christ’s redemptive work that sets us free. Rooted in the power of the Gospel, we encourage and equip one another to follow Jesus in all aspects of life.

“We love because He first loved us.” – 1 John 4:19

### Academic Environment

RLS provides an academically rich and spiritually nurturing environment for students in junior kindergarten through eighth grade. Since our founding in 2002, we have grown as a community that strives for excellence in both education and faith formation. Each day, students experience an environment where:

- Teachers, administrators, church staff, and parents work collaboratively
- Seeds of faith and knowledge are planted and nurtured
- Students are supported through discipline, respect, encouragement, and Christian love

### Educational Strategies

While reading, writing, and mathematics are foundational to our curriculum, RLS also integrates:

Religion	Science	Social Studies	Literature	Physical Education
Music	Art	Spanish	STEM	Technology

We are committed to providing a developmentally appropriate education that ensures a full year of academic and personal growth for each student.

**Instructional strategies include:**

- **Varied teaching methods:** direct instruction, guided reading, cooperative learning, peer tutoring, thematic instruction, literature study
- **Balanced learning:** a mix of teacher-led and student-directed activities encourages academic growth and independent thinking
- **Curriculum integration:** combining subject areas into cohesive units of study that connect learning to real life
- **Learning centers:** promoting exploration, collaboration, and skill development
- **Active learning:** encouraging hands-on experiences that spark curiosity and engagement

*Teachers are encouraged to incorporate their unique gifts and passions into the classroom, enriching the learning experience and promoting excellence on multiple levels.*

**Expectations for Success**

At RLS, education is a partnership. Parents, teachers, and administrators work together to support each child's growth by:

- Supporting one another with love, understanding, and respectful communication
- Operating with a grateful heart and uplifting one another
- Modeling Christian behavior and setting realistic expectations
- Providing a safe, nurturing, and secure school environment that fosters confidence and enthusiasm for learning

Students are called to be active participants in their education and contribute positively to the learning environment by:

- Working toward independence
- Showing respect to teachers, peers, and the school
- Coming to school prepared and ready to learn
- Taking responsibility for their learning
- Persevering through challenges while supported by caring educators and loving adults

## Goals

At Resurrection Lutheran School, our goals reflect our commitment to Christ-centered education and whole-child development. These guiding principles shape our daily practices and long-term vision:

- **Proclaim** the Gospel of Jesus Christ to the families of our church and the broader community.
- **Serve** the individual needs of the whole child—mind, body, and spirit.
- **Provide** a well-rounded, developmentally appropriate curriculum that reflects the sovereignty of God in all areas of school life.
- **Foster** an environment that encourages both spiritual growth and academic excellence.
- **Function** as an extension of the Church to support outreach and community engagement.
- **Encourage** active involvement from parents and members of the congregation.
- **Support** meaningful opportunities for students to interact with the broader community.
- **Nurture** each child's ability to discover and express their unique, God-given talents.
- **Affirm** every child's right to learn in a warm, nurturing, and safe environment.

## Governance

Resurrection Lutheran School (RLS) operates under the authority of the Resurrection Lutheran School Board, which reports regularly to the Resurrection Lutheran Church (RLC) Council. The school principal reports directly to the School Board.

**Board Composition** - seven to nine **voting** members from the church and community.

- Non-voting members include:  
RLC Pastoral Advisor                      RLS Principal                      Teacher Representative

## Board Responsibilities

The Board's primary function is to govern Resurrection Lutheran School's:

- Programs
- Curriculum
- Personnel
- Facilities
- Budget
- Strategic planning

This governance includes:

- Establishing policy
- Setting and evaluating goals
- Reviewing and revising the curriculum
- Providing financial planning and direction
- Offering counsel and support to the principal

While the Board provides oversight and direction, the day-to-day administration of the school's Christ-centered education program and operations is the responsibility of the principal and, through their leadership, the RLS staff.

***Note:** Individual Board members do not hold legal authority outside of official Board meetings. The principal has full charge of the school; therefore, all suggestions, questions, or concerns should be directed to the school administration.*

## **Parent & Community Input**

The RLS Board values feedback that supports the improvement of our school and educational experience. Parents, students, staff, and RLC congregation members are welcome to request that items be added to the monthly Board meeting agenda.

To do so, email the Board Chair at:  
**board@rlscary.org**

Please include the exact information about the item you wish to discuss.

If a request is received less than one week before a scheduled meeting—or if there are multiple requests pending—the Board may need to postpone your item to a future meeting. Before submitting, please consider whether your concern is best addressed by the Board or if it is more appropriately handled by a teacher or the school administration.

## **Communication and Conflict Resolution**

At Resurrection Lutheran School, we believe in following the biblical principle found in **Matthew 18** as our model for resolving concerns and maintaining healthy communication within our school community.

If you have a concern involving a teacher or staff member, please follow this process:

1. **First**, address the concern directly with the individual involved, speaking with them privately and respectfully.
2. **If the issue remains unresolved**, the next step is to bring the concern to the attention of the **principal**.
3. **At the principal's discretion**, if the matter still cannot be resolved, it may then be brought to the attention of the **School Board** for further consideration.

This approach promotes clarity, trust, and unity in our Christ-centered community, helping us to work together with grace and mutual respect. Please remember social media platforms and group chats are not appropriate forums for discussing school-related grievances, airing complaints, or solving conflicts. Such online discussions can quickly escalate, spread misinformation, and create an unhelpful environment.

# Academics

## Curriculum

At Resurrection Lutheran School (RLS), we utilize a variety of curricula to provide a well-rounded and rigorous academic experience. To ensure continuity with the broader educational landscape, we use **North Carolina's State Standards** as a foundational framework, which we build with additional curriculum components that reflect our Christian mission and instructional goals.

We aim to integrate subject areas meaningfully, promoting logical reasoning, critical thinking, and curiosity. Above all, RLS strives to ensure that every student achieves **a full year of academic growth** each school year.

## Elementary Curriculum (Junior Kindergarten – Grade 5)

In the elementary years, students build a strong academic and social foundation. They develop the skills necessary to thrive in a learning environment that fosters **independence, perseverance, communication, organization, and exploration**.

These formative years are critical, as children begin to:

- Transition smoothly from home to school
- Develop motor skills, self-regulation, and classroom behavior
- Explore and make sense of the world around them
- Discover a love for books, creativity, and imagination
- Build trusting relationships with teachers and peers

Our teachers create developmentally appropriate environments where play, discovery, and purposeful learning go hand-in-hand with Christ-centered values.

## Program Highlights

- The curriculum is engaging and dynamic, often driven by students' interests to promote deeper learning.
- Movement is woven throughout the day—both indoors and outdoors—to support physical development and attention.
- Specialists in **Music, Physical Education, Spanish, Art, Library, and STEM** enrich the student experience and collaborate with classroom teachers.
- Instruction is integrated across disciplines, allowing for cross-curricular connections and deeper understanding.
- Classrooms feature hands-on, interactive stations that support exploration, creativity, problem-solving, and cognitive, social, and motor skills.



- Children are nurtured not only academically, but also in their character, learning to be good friends, respectful classmates, and valued members of the school family.
- Every classroom provides a safe, encouraging, and loving environment where students are known, respected, and empowered to take risks and grow.

***Most importantly, your child will be known and loved.***

## **Elementary Specials**

In addition to core academic subjects, all elementary students benefit from weekly instruction in:

- **Music**
- **Physical Education (PE)**
- **Art**
- **Choir**
- **STEM**
- **Spanish**

## **Junior Kindergarten**

Our Junior Kindergarten program lays the foundation for a lifelong love of learning by fostering curiosity, creativity, and confidence within a Christ-centered environment. Weekly unit themes rooted in a **Biblical worldview** guide instruction across subject areas, helping children grow academically, socially, emotionally, and spiritually.

## **Core Subjects Overview**

### **Religion**

Using the *One in Christ* curriculum, students learn about God's love and His promises through Bible stories taught in chronological order. Lessons focus on helping children understand key people, events, and the overarching message of salvation through Jesus.

### **Math**

Students explore foundational concepts through hands-on, playful activities. Topics include number recognition, counting, shapes, patterns, measurement, estimation, graphing, and early addition and subtraction.

### **Science**

High-interest topics like weather, space, and life cycles introduce scientific thinking through observing, comparing, classifying, measuring, predicting, and inferring.

### **Language Arts**

Literacy development is supported through phonics, letter recognition, handwriting, vocabulary building, and story-based learning. Students engage in reading, retelling, and discussing stories to build comprehension and expression.

### **Social Studies**

Students learn about themselves, their families, and their communities. They explore roles of community helpers, basic geography, seasons, citizenship, and traditions through interactive lessons and stories.

## **Enrichment Areas**

### **Arts & Creativity**

Daily opportunities for expression through art, music, puppetry, movement, storytelling, and imaginative play.

### **Social-Emotional Development**

Focus on teamwork, communication, empathy, and relationship-building in a nurturing classroom environment.

### **Physical Activity**

Outdoor play, motor skill exercises, and structured games support healthy development and coordination.

## **Kindergarten**

Our Kindergarten program offers a nurturing, structured, and joyful environment where students grow academically, socially, and spiritually. With a dedicated full-time teacher and teaching assistant, students are supported as they develop independence, responsibility, and foundational skills. The “Fruits of the Spirit” (Galatians 5:22–23) guide classroom behavior and character development as students learn to live out love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

## **Core Subjects**

### **Religion**

Using the *One in Christ* workbook series by Concordia Publishing House, students learn about Jesus, the Bible, and how to live out their faith through engaging stories, lessons, and activities rooted in Scripture.

### **Math**

Through the *Go Math!* Curriculum, students develop conceptual understanding of numbers and operations, including counting, addition and subtraction, composing and decomposing numbers, measurement, sorting, and identifying 2D and 3D shapes.

### **Reading & Literature**

The *Empowering Little Readers* curriculum uses interactive read-alouds and close reading strategies to build phonemic awareness, comprehension (fiction and nonfiction), story elements, vocabulary, grammar, and poetry. Decodable readers aligned with the Science of Reading are used during small-group phonics instruction.

### **Language Arts**

Using the *KinderWriting*® curriculum, students explore various writing genres including narrative, opinion, informational, and imaginative writing. Students also practice handwriting using Zaner-Bloser materials.

## **Science**

Hands-on science instruction covers key topics such as force and motion, matter, earth systems, living organisms, and ecosystems. Supplemental materials include *Let's Find Out*.

## **Social Studies**

Students explore identity, family, community, history, geography, economics, and citizenship through developmentally appropriate activities that connect their experiences to the broader world.

## **First Grade**

First grade at Resurrection Lutheran School supports academic, spiritual, and social development in a Christ-centered and engaging environment. Creativity is an integral part of daily learning, and students are encouraged to take responsibility for their education while showing kindness, respect, and curiosity. Through hands-on learning, purposeful instruction, and a focus on Christian values, students build a strong foundation for lifelong learning.

## **Core Subjects**

### **Religion**

Using the One in Christ workbook series from Concordia Publishing House, students grow in their understanding of God's love through Bible stories, memory verses, and faith-based activities. Lessons emphasize Christian values and encourage students to reflect on their relationship with God and others.

### **Math**

Through the *Go Math!* curriculum, students explore a variety of foundational math skills, including addition and subtraction strategies to 20, place value, counting to 100, telling time, understanding money, measurement, simple fractions, data and graphing, and 2D and 3D shapes. Problem-solving is emphasized throughout the year.

### **Language Arts**

Reading and literacy skills are developed using the close reading model and authentic literature. Students engage in vocabulary building, story element analysis, and reading comprehension. Phonics and phonemic awareness are taught in small groups through systematic, explicit instruction, guiding students from decodable readers to early chapter books.

### **Writing & Grammar**

Students build grammar and writing skills using *Shurley English Level 1*, which teaches parts of speech through songs and repetition. Writing units cover personal narratives, opinion pieces, procedural writing, persuasive writing, fiction, and nonfiction. Handwriting instruction follows the *Zaner-Bloser* curriculum.

### **Science**

Science instruction includes hands-on exploration of topics such as sun and shadows, layers of the earth, moon phases, animals and plants native to North Carolina, seeds and plant life, and basic force and motion. Lessons are supported with FOSS and Delta science kits.

## **Social Studies**

Students learn about citizenship, government, community roles, economics (goods, services, needs, and wants), maps and geography, cultures around the world, and how to compare the past, present, and future. Activities are interactive and designed to connect students with the world around them.

## **Second Grade**

Second grade at Resurrection Lutheran School is a year of exciting discovery, growth, and connection. Students work together using creativity, collaboration, communication, and critical thinking to build academic skills and strong classroom relationships. With a focus on community and faith, second graders enjoy memorable experiences such as Wonka-mania Day, Free Enterprise Day, Friendship Week, hatching chicks, and observing life cycles while deepening their understanding of God's world.

## **Core Subjects**

### **Religion**

Using the *One in Christ* workbook series from Concordia Publishing House, students grow in faith through Bible stories, Scripture memory, and meaningful activities that teach Christian living and encourage personal reflection on God's love.

### **Math**

With *Go Math!* by Houghton Mifflin Harcourt, students explore operations and algebraic thinking, place value, measurement and data (including time and money), and geometry. Emphasis is placed on developing problem-solving strategies and number sense.

### **Language Arts**

Students build strong reading and spelling foundations through the *Wonders* program by McGraw-Hill, using both fiction and nonfiction texts in guided reading instruction. Writing is taught through *Write Traits* (Houghton Mifflin), focusing on the six traits of effective writing. Students create opinion, narrative, and informational pieces and participate in shared research and writing projects.

### **English & Grammar**

*Shurley English* provides a multisensory, systematic approach to grammar, helping students master parts of speech, sentence structure, and writing conventions through engaging repetition and structured routines.

### **Science**

Students explore key concepts including matter, sound, weather, and life cycles. Instruction is enhanced with hands-on experiences using FOSS science kits, Delta modules, BrainPOP Jr., and teacher-designed resources.

## **Social Studies**

Curriculum topics include history, culture, geography, economics, civics, and government. Students engage with these themes through classroom lessons, field trips, Social Studies Weekly, and other supplemental resources.

## **Third through Fifth Grade**

In the intermediate grades, students at Resurrection Lutheran School continue to grow as confident, curious learners within a Christ-centered environment. Instruction emphasizes independence, critical thinking, and a deeper application of skills across all subject areas. Teachers guide students through increasingly complex concepts, helping them build strong academic foundations while nurturing their faith and character.

## **Core Subjects**

### **Religion**

Using the *One in Christ* workbook series from Concordia Publishing House, students deepen their understanding of God's Word through engaging stories, Scripture, and activities that reinforce Christian values and faith-based living.

### **Math**

The *Go Math!* curriculum by Houghton Mifflin Harcourt provides a conceptual approach to math, emphasizing grade-level objectives and problem-solving through interactive and visual learning. While the program is organized around Common Core domains, RLS teachers adapt instruction to align with the revised North Carolina standards.

**Note:** Fifth-grade students use *Big Ideas: Math and You* (2024 edition) for a more advanced approach to mathematical thinking.

### **Language Arts**

Grammar and composition instruction is taught through *Shurley English*, offering a spiraled, structured approach to sentence structure, conventions, and parts of speech. Students engage in various writing genres, including descriptive, persuasive, narrative, instructional, research-based, and poetry writing. Writing is often integrated with literature and social studies content to provide cross-curricular connections.

### **Literature**

In grades 3–5, reading instruction shifts from a phonics-based approach to a literature-rich model that builds fluency, vocabulary, and comprehension. Novels are chosen for their literary value and their connections to other subjects. Nonfiction texts comprise approximately 50% of literacy instruction. Third grade uses the *CARS and STARS* program by Curriculum Associates, while fourth and fifth grades use

close reading passages, articles, and *StoryWorks* materials. Teachers also incorporate student-driven, supplemental, and creative activities to make reading meaningful and engaging. Third-grade students receive instruction in *Zaner-Bloser* cursive handwriting.

### **Science**

Science instruction in grades 3–5 includes hands-on exploration of weather, space, plant life, the human body, rocks and minerals, electricity and magnetism, force and motion, and animal studies. Teachers use FOSS and Delta Education kits and supplemental texts to provide rich, experimental learning experiences.

### **Social Studies**

Social Studies is taught through a cross-curricular lens, with themes interwoven into reading, writing, and project-based learning. Focus areas include North Carolina and U.S. history, geography, civics, and economics. Students participate in hands-on projects, research activities, and field trips that bring history and culture to life.

## **Middle School Curriculum (Grades 6–8)**

The Resurrection Lutheran Middle School program is designed to prepare students for high school and beyond by fostering academic excellence, spiritual growth, and character development. Our Christ-centered approach integrates collaboration, critical thinking, experiential learning, leadership, and service. We offer a rigorous curriculum rooted in the Lutheran tradition that supports the holistic development of each student—academically, socially, emotionally, physically, and spiritually. Students are well prepared for honors-level coursework in high school, whether they continue in parochial education or transition to public school.

### **Core Subjects**

#### **Religion**

Students explore Scripture through a survey of the Old and New Testaments, engage in a comparative study of world religions, and apply Biblical truths to real life. The *One in Christ* workbook series guides students in growing their faith through memory verses, chapel leadership, service opportunities, and hymn study.

#### **Math**

The *Big Ideas Learning* curriculum teaches math concepts aligned with the North Carolina Standard Course of Study. Students build deep conceptual understanding while developing problem-solving strategies in ratio and proportional reasoning, expressions and equations, geometry, statistics, and linear functions. Math 1 students also study nonlinear functions and may take the Math 1 End-of-Course (EOC) Exam for high school credit. Placement is based on ability, with students progressing through standard or advanced tracks:

Course options: Placements made according to ability

	6th Grade	7th Grade	8th Grade
<b>Standard level</b>	6th Grade Math	7th Grade Math	8th Grade Math
<b>Advanced level</b>		Compacted 7th & 8th Grade Math	Math 1 (High School Credit)
<b>Double Advanced level</b>	Compacted 7th & 8th Grade Math	Math 1 (High School Credit)	Math II (High School Credit)

### Language Arts

Students develop grammar and writing skills through mentor texts, structured workbooks, and direct instruction. Writing includes opinion, narrative, and informative pieces, along with short research projects. Language skills are applied across the curriculum, emphasizing collaboration and real-world communication.

### Literature Studies

Literature is taught separately to allow for deeper engagement with texts. Students read novels, poetry, plays, and short stories, analyzing literary elements, vocabulary, structure, and the author's craft. Independent reading, journaling, class discussions, and project-based assessments enrich the reading experience.

### Science

Students explore concepts in physical, life, and earth science, including force and motion, the human body, heredity and genetics, ecosystems, weather, astronomy, geology, and introductory chemistry. Instruction is supported by *Glencoe Integrated iScience* resources and hands-on experiments.

### Social Studies

The curriculum includes world geography, culture, ancient civilizations, U.S. and North Carolina history, economics, political systems, and current events. Students learn to analyze historical sources, make connections across time and place, and compare global perspectives using *Discovering World Geography* and teacher-created resources.

### Electives

Middle school students select two electives each quarter, allowing them to explore various interests and talents throughout the year. Elective offerings include drama, band, choir, art, advanced art, STEM, yearbook, personal finance, study skills, and chapel leadership. All sixth-grade students take a required study skills course during the first quarter to support a successful transition into middle school.

### Middle School Life

Beyond the classroom, students participate in various enriching experiences, including team and club sports, leadership opportunities, academic competitions (such as Science Olympiad, NCTies, and Spelling

Bee), and service projects. A strong sense of community is fostered through daily recess, special events, and overnight travel experiences, all within a supportive, Christ-centered environment.

## **Chapel**

Once a week, students attend chapel in the sanctuary of Resurrection Lutheran Church. These services include weekly Bible lessons and the singing of traditional hymns led by our dedicated church leaders. Chapel is a time for worship, reflection, and spiritual growth. Parents are warmly encouraged to attend. Throughout the year, students will also have opportunities to participate in leading chapel services.

## **Assessment**

Beginning in Kindergarten, Resurrection Lutheran School utilizes the **NWEA Measures of Academic Progress (MAP) Growth** assessments. MAP Growth is an adaptive, computer-based test that measures individual student achievement and progress in math, reading, and language usage.

Unlike traditional standardized tests, MAP Growth adapts to each student's responses, offering a personalized set of questions based on performance. This allows teachers to gain a clear picture of what students already know and what they are ready to learn next.

MAP Growth is administered three times a year, providing teachers and administrators with the ability to monitor student progress over time. These results inform instruction, personalize learning, and support academic growth. While RLS emphasizes a balanced approach to evaluation, we recognize that test-taking is a practical life skill essential for high school and college preparation. MAP Growth is among many assessment tools used alongside formative and summative evaluations throughout the academic year.

## **Reporting to Parents**

**Grades 2–8:** Report cards are issued four times a year, one at the end of each quarter. Parent-teacher conferences are scheduled following the first report card. A second conference may be arranged at the teacher's discretion.

**Kindergarten and Grade 1:** Students receive three report cards per year. The first, the “Semester Report Card”, is issued at the end of the second quarter. Additional report cards follow the third quarter and the end of the school year. A parent-teacher conference is held before the Semester Report Card is issued.

Final report cards are issued within two weeks of the last school day, unless distributed on the final day. Parents are encouraged to regularly monitor student progress through the **Sycamore** parent portal, where academic reports and other communications are posted throughout the year.

## **Permanent Records**

Each student has a permanent record maintained by the school office. This file includes personal information, academic performance, attendance, health records, and standardized test scores. Parents may request to review their child's records by contacting the principal at least one day in advance.



## Health & Safety

At Resurrection Lutheran School, the health and safety of every student is a top priority. To support this goal, parents are responsible for promptly informing the school—in writing—of any medical concerns, allergies, health precautions, or limitations that affect their child's participation in school activities, including Physical Education.

All students must comply with North Carolina's immunization requirements. Parents must also notify the school office about any medications (prescription or over-the-counter) their child will need during the school day. **All prescription medications** must be submitted directly to the school office **in a pharmacy-labeled container** along with written instructions from the child's physician. **Students are not permitted to self-administer medication.** Many of these updates can be submitted through the **Sycamore portal**. If you're unsure where to report information, please contact the school office for assistance.

To help minimize the spread of illness, any child showing signs of a contagious condition should remain at home until they have been **symptom-free and unmedicated for at least 24 hours**. If a student becomes ill during the school day, a parent or guardian will be contacted and asked to arrange prompt transportation home. In the event of a medical emergency, the school will contact 911 and notify the parent immediately.

Students who cannot participate in Physical Education or outdoor recess must provide a note from a physician. Children will be supervised at all times by a staff member or teacher.

### Immunization Compliance

Resurrection Lutheran School follows all North Carolina immunization laws. All new students must submit **current and up-to-date immunization records** from their physician before the first day of school. Returning students must also remain compliant with immunization schedules.

If a parent is requesting a medical exemption, documentation must be provided by the child's physician explaining the medical basis for the exemption. For further details regarding immunization requirements and schedules, visit [www.immunize.nc.gov](http://www.immunize.nc.gov).

**Note:** If an outbreak of a communicable disease (e.g., whooping cough, measles, meningitis) occurs and your child has an exemption on file for that vaccine, they **will be excluded from school** until the disease is no longer considered contagious. This policy helps protect vulnerable populations, including children too young for certain immunizations and those with compromised immune systems.

### Head Lice

If a student is found to have head lice, they must be treated and **free of live lice** before returning to school.

## **First Aid**

In the case of a **minor injury**, basic first aid will be administered by a teacher or the school office. If a **serious injury** occurs, the school will contact the parent or guardian immediately and, if necessary, arrange transport to a hospital. Parents must provide **updated emergency contact information**, which is stored in the child's record. If this information changes during the school year, it must be updated promptly via **Sycamore**.

## **Food Allergies**

With a growing number of children facing **life-threatening food allergies**, RLS is committed to taking practical steps to support student safety.

In particular, **peanuts and tree nuts** pose a significant risk due to their volatility and the adhesive nature of products like peanut butter. If a student with a diagnosed peanut or nut allergy is enrolled, **their classroom will be designated as a peanut/nut-sensitive space**. In such cases, we kindly ask that parents and students **avoid sending food products containing peanuts or tree nuts** into those classrooms. While it is not possible to eliminate all risk, our shared efforts can significantly reduce the chance of exposure and ensure a safer environment for all students.

## **Anaphylaxis Response**

All RLS faculty and staff are trained to recognize and respond to allergy-induced anaphylaxis. Emergency procedures are in place to ensure the safety and well-being of students with life-threatening food allergies. Staff are prepared to act quickly and appropriately in the event of a severe allergic reaction.

## **Bloodborne Pathogens**

The parent or guardian of any student who has tested positive for a bloodborne pathogen (such as HIV/AIDS or AIDS-Related Complex) is required to inform the school principal. This information will be kept confidential and used to ensure appropriate health precautions are in place in accordance with state law and school policy.

# **Emergency Preparedness & Safety Procedures**

## **Fire & Disaster Drills**

Regular drills are conducted throughout the year to prepare students and staff for fire and other emergency situations. These include fire drills, tornado drills, and lockdown drills.

### **Fire Drills**

When the fire alarm sounds, all students and staff must exit the building promptly and quietly using their assigned exit. The last person to leave the classroom turns off the lights and closes the door. Students gather silently at the designated outdoor location while teachers take attendance. Once cleared, students return to class in a quiet, orderly line. (Exit paths are posted near the RLS office.)

### **Tornado Drills**

In the event of a tornado warning or drill, students move calmly to the predesignated shelter area as instructed by their teacher. Once in position, students sit quietly and follow safety procedures. Parents are asked not to pick up their children during a tornado warning; students will remain sheltered until it is safe.

### **Lockdown Drills**

Lockdown drills are held as needed to prepare for potential security threats. These include procedures for securing students both indoors and outdoors (on the playground or field). During a lockdown, all external doors are locked, and a sign is posted to notify visitors. In the event of a **community lockdown**, no one will be permitted to enter or exit the campus until the situation is resolved and authorities give clearance. In rare cases of **critical lockdown**—when there is an imminent threat—emergency procedures are activated without warning to ensure student safety.

### **Annual AHERA Notification**

In accordance with the **Asbestos Hazard Emergency Response Act (AHERA)**, schools must inspect building materials for asbestos unless exempt. Resurrection Lutheran School is exempt from this requirement because our facility was constructed after October 12, 1988, and is supported by a certified statement from the project engineer affirming that no asbestos-containing materials were used in construction.

As required by the **U.S. Environmental Protection Agency (EPA)**, we provide this annual notification to confirm that we are in full compliance with AHERA regulations. A copy of our **Asbestos Management Plan** is available for review in the school office during regular business hours (Monday–Friday, 8:30 a.m.–3:00 p.m.). For questions or further information, please contact our Asbestos Program Manager at 919-851-7271.

## **Student Expectations**

At Resurrection Lutheran School, academic success and personal growth are nurtured through consistent expectations, Christ-like behavior, and a supportive school culture. We understand that making wise choices is a skill developed through time, guidance, and experience. While no student will make perfect choices every time, we encourage all students to grow in responsibility, respect, and self-discipline as they strive to honor God through their words, actions, and learning.

Students are expected to demonstrate the following behaviors as part of their daily commitment to school life:

- Respect teachers, parents, and peers—this is shown through kind words and considerate actions.
- Positively represent RLS, whether on campus or in the community.
- Arrive prepared to learn each day—well-rested, with completed homework, necessary materials, and a positive attitude.
- Manage behavior in a way that supports both personal learning and the learning of others. This includes staying focused, following classroom rules, speaking respectfully, and keeping hands and feet to oneself.
- Demonstrate kindness, empathy, and care toward others.

- Show respect for individual differences and celebrate the uniqueness of each person.
- Maintain a safe environment by honoring personal safety and the safety of others during both work and play.
- Give each task their best effort each day.
- Accept responsibility for actions, decisions, and personal behavior.
- Take ownership of their learning and strive for improvement.
- Practice honesty and speak truthfully about themselves and others.
- Share generously and cooperate with peers.
- Show reverence when entering and exiting the church, recognizing it as the house of God.

## Academic Expectations

At RLS, students are encouraged to pursue excellence in their academic work and take pride in their learning. To support this goal, the following expectations are in place:

1. **Homework** must be completed on time. Unfinished assignments will result in an “Incomplete” on the report card. If the work is not completed within a reasonable timeframe, the grade will be changed to “Unsatisfactory.”
2. **Classroom time** should be used productively. This includes study periods and time before school begins.
3. **Assignments** are to be completed neatly and reflect the student’s best effort, as each task is designed with specific learning goals.
4. **After-school time** may be assigned at the teacher’s discretion for incomplete work or behavioral concerns. Parents will be notified in advance to coordinate transportation as needed.

## Christian Living

As a Christ-centered school, RLS students are expected to reflect Christian values in and out of the classroom. God's love for us calls for responsive love to Him and loving relationships with others. We believe confession, forgiveness, and grace are foundational to a healthy school and home environment.

We encourage families to worship regularly together and welcome all to attend services at Resurrection Lutheran Church. If your family is seeking a church home, our pastors are available for conversation and support. Please feel free to reach out to the church office to schedule an appointment.

## Discipline

At Resurrection Lutheran School, respect is expected at all times. Every student is to show respect for teachers, staff, peers, and the property of others. We encourage students to act responsibly, make wise choices, and take ownership of their actions. When students fall short of these expectations, appropriate and reasonable consequences may be necessary.

Discipline is a shared responsibility among teachers, administration, students, and parents. The primary responsibility for classroom discipline rests with the teacher, who will set consistent and age-appropriate

behavioral expectations. Teachers are responsible for establishing a respectful classroom environment and maintaining school-wide expectations throughout the campus.

Parents play a vital role in reinforcing positive behavior. Open and supportive communication between school and home is essential. Students are expected to understand and follow the behavioral expectations set by their teachers and the school and to strive to demonstrate personal responsibility and self-control.

The administration supports teachers in maintaining a consistent, school-wide discipline approach and holds primary responsibility for addressing behavior that extends beyond the scope of the classroom. All discipline at RLS is approached with the understanding that we are guiding students to grow in their faith and character, grounded in the truth of Galatians 5:22–23:

*“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.”*

Discipline at Resurrection Lutheran School is rooted in love, partnership, and accountability. To help students develop spiritually and emotionally, RLS staff members implement the following school-wide discipline framework:

## **Fruits of the Spirit Discipline Plan**

### **Verbal Redirection**

Teachers and staff will first address inappropriate behavior with verbal redirection, offering grace and guidance to help students refocus and make better choices.

### **Yellow Card – Reminder**

If a behavior continues following verbal redirection, the student will receive a yellow *Fruits of the Spirit* reminder card. If the student redirects their behavior successfully, the card is collected without further consequence.

### **Red Card – Reflection and Parent Communication**

If the behavior persists after receiving a yellow card, the student will be issued a red *Fruits of the Spirit* card. When a red card is given, the parent will be notified via email, and the student will bring home a communication form that must be signed and returned the next school day.

- **Junior Kindergarten–Kindergarten:** The student will complete an illustration activity showing the behavior that occurred and what choice they should have made.
- **Grades 1–8:** The student will write a letter to their parents explaining the behavior, identifying which Fruit(s) of the Spirit they neglected, and outlining steps they will take to improve.

This process encourages student accountability and reflection while reinforcing the biblical values we strive to instill.

## School-Wide Consequence System

When classroom interventions do not result in appropriate student behavior, the teacher will communicate directly with the parents to address the concern. If the behavior persists despite this partnership, the matter will be referred to the principal and may fall under the **School-Wide Consequence System** at the administration's discretion.

When a student is referred to the office for disciplinary reasons, the following steps will be taken:

### First Office Visit

1. The student will meet with the principal or an administrator to discuss the behavior. The student will be asked to explain why they were sent to the office, what choices led to the issue, and what could have been done differently.
2. Based on this conversation, the administrator will determine whether the student is ready to return to class or if further consequences are necessary.
3. The school office may contact the parents to schedule a follow-up meeting involving the student, teacher, principal, and parents. A check-in between the principal and the parents will occur within one week.

### Second Office Visit

1. The student will be removed from class for the remainder of the day. Parents will be contacted and required to pick up their child from school.
2. A conference with the student, parents, teacher, and principal will occur. At this time, an **Individualized Behavioral Contract** will be developed. This contract outlines specific behavioral expectations and clearly defined consequences for continued infractions. The expectations and consequences will be tailored to the student's needs and previous behaviors.
3. Any upcoming privileges or activities within a week of the office visit—including participation in extracurricular events—will be revoked.
4. The student may also be suspended from school for **at least one additional day**.

### Third or Subsequent Office Visits

1. The student will again be removed from class for the remainder of the day and serve **another suspension of at least one additional day**.
2. The Individualized Behavioral Contract will be reevaluated and adjusted with the student, parents, teacher, and principal.
3. Depending on the severity and frequency of behavioral concerns, the student may face **disenrollment for the upcoming school year** or **expulsion for the remainder of the current school year**.

*Please note that the **severity of the behavior** may warrant immediate escalation of consequences. The principal reserves the right to bypass any step in this progression based on the nature of the incident.*

## **Detrimental Behaviors**

At Resurrection Lutheran School, the safety and well-being of all students is a top priority. The RLS School Board affirms that behavior which endangers others, disrupts the learning environment, or violates the values of our school community will be addressed seriously and appropriately. While we pray that severe disciplinary measures are never needed, we must remain prepared to respond to harmful actions with clarity, fairness, and consistency.

**The school principal will determine whether a student's behavior meets the criteria for detrimental behavior.** Decisions regarding consequences will be guided by the severity, frequency, and context of the behavior, and may involve consultation with staff and parents. A complete list of detrimental behaviors and associated consequences is posted in the school office and outlined below. In most cases, students involved in detrimental behavior will receive **1 to 3 days of suspension**. **Disenrollment** from Resurrection Lutheran School may also result, depending on the seriousness of the offense.

## **Examples of Detrimental Behaviors**

1. **Vandalism**  
Willful damage to school property, church property, or personal belongings. Restitution and/or repairs will be required. Disciplinary action may include suspension or disenrollment.
2. **Theft**  
Taking property that does not belong to the student. The item must be returned or replaced; consequences may include suspension or disenrollment.
3. **Fighting**  
Physical altercations between students are taken seriously. Depending on the nature and severity of the incident, disciplinary consequences—including possible suspension or disenrollment—will be determined **at the principal's discretion**.
4. **Bullying / Disrespect**  
Verbal, physical, or emotional intimidation of others—including persistent disrespect toward peers or teachers—will not be tolerated. This includes cyberbullying and online misconduct (refer to the Technology Acceptable Use Policy). Suspension or disenrollment may result.
5. **Inappropriate Language or Gestures**  
Use of profane, vulgar, or obscene language or gestures will result in disciplinary action, which may include suspension or disenrollment.
6. **Chronic Refusal to Complete Schoolwork**  
Ongoing refusal to participate in classwork may lead to suspension and, if unaddressed, possible disenrollment if RLS cannot meet the student's educational needs.

**7. Drugs / Illegal Substances**

Possession or use of illegal drugs or substances on school grounds or at school functions is strictly prohibited and may result in suspension or disenrollment.

**8. Weapons**

Bringing weapons or dangerous objects to school will result in immediate suspension and may lead to disenrollment.

**9. Assault**

Physical or sexual assault toward another student or staff member will result in immediate suspension and may lead to permanent dismissal.

**10. Chronic Disruption / Misalignment with School Environment**

A student who consistently disrupts the classroom or demonstrates that RLS is not a good fit for their educational needs may be disenrolled after appropriate interventions.

*RLS is committed to creating a Christ-centered, safe, and respectful learning environment. Discipline is always approached with care, communication, and a desire for restoration when possible. We appreciate the partnership of families in helping each child grow in character, responsibility, and faith.*

## **Dress Code Guidelines**

### **Purpose**

Resurrection Lutheran School's dress code encourages students to present themselves in a manner that is neat, clean, and well-groomed. This reflects our Christian values and supports a focused, respectful learning environment. Parents are responsible for ensuring that students follow these guidelines daily.

### **General Appearance**

- Students must be neat, clean, and modest in appearance.
- Clothing should not be tight-fitting, revealing, oversized, or excessively worn/frayed.
- Holes, rips, and distressed styles are not permitted.
- Designated school colors for uniform days: navy, light blue, or white for tops and navy or khaki bottoms. (5th-8th Grade may wear any solid color collared shirt)
- Girls in JK–8th may wear the designated school plaid from approved vendors.
- Middle school students may wear any solid-colored, collared shirt with navy or khaki bottoms.



## Clothing Guidelines

### Shirts

- Collared shirts or turtlenecks only (unless otherwise specified).
- Shirts should not have writing, graphics, or logos (except the school logo).
- No see-through or low-cut tops.
- Shirts may remain untucked unless otherwise directed by the teacher.

### Bottoms

- Acceptable: (Girls) Walking shorts, pants, skirts, skorts, and jumpers in khaki or navy.  
(Boys) Walking shorts or pants in khaki or navy.
- JK–4th: Skirts/shorts/skorts must be mid-thigh or longer.
- 5th–8th girls: Must be no shorter than 7 inches from the crease behind the knee.
- Dresses must reach the top of the knee and be in school colors or plaid.
- Collared shirts must be worn under sleeveless dresses/jumpers.
- Not permitted: Sweatpants, athletic shorts, cut-offs (unless hemmed), leggings as pants, spandex.
- Leggings may only be worn under skirts, shorts, or dresses that meet length requirements. (Must follow school colors)

### Lands End Link for RLS Plaid

Preferred School Number: 900080698

[RLS Lands End](#)

### Outerwear (Classroom Use)

- **JK- 4th Grade - Cardigans, sweaters, and sweatshirts** must be RLS school colors (navy, light blue, white) or official spirit wear.
- **5th-8th Graders - Cardigans, sweaters, and sweatshirts** should be a solid color cardigan, sweater, sweatshirt, or official spirit wear. (Outwear for classroom use should not have writing. Only small brand logos are acceptable.)
- Oversized sweatshirts are not allowed.
- Coats/jackets must be removed inside the classroom.

### Footwear

- Sneakers or dress shoes are encouraged.
- **Not allowed:** Flip-flops, sandals, Crocs, clogs, open-toed/open-backed shoes, platform shoes, or high heels.
- **PE days require athletic shoes.**

### Socks & Tights

- Socks are generally expected.
- Girls may wear tights or leggings that match the uniform or outfit.

## Jewelry & Grooming

### Jewelry

- Age-appropriate jewelry is allowed.
- Earrings: Only **pierced earrings**, ideally one per ear.
- Teachers may limit rings, bracelets, or necklaces in the classroom.

### Hair

- Must be clean, neat, and out of the eyes.
- **Extreme styles or unnatural colors** are not permitted.
- Boys' hair must be above the collar.
- Students may be sent home to correct their hair appearance if necessary.

## PE Dress Code

### JK–3rd Grade

- Wear a regular school uniform for PE days.
- Athletic shoes are required.

### 4th–8th Grade

- Wear the designated **RLS PE Uniform Design (2023)** on the designated day.
  - **4th, 6th-8th Grade - Monday** is PE Uniform Day
  - **5th Grade - Tuesday** is PE Uniform Day
- Cold weather: May wear **navy sweatpants over their PE shorts** or **navy leggings under PE shorts**.
- Sweatshirts must be RLS spirit wear or **solid navy/gray**.

## Spiritwear & Dress Down Days

### Spiritwear Fridays

- Held every Friday (including early release days).
- Students may wear **any RLS spirit wear top** with **navy, khaki, or jeans**.

*PSO School Store link - <https://rlscary.itemorder.com/shop/home/>*

### Dress Down Days

- May be granted monthly by classroom teachers (JK–4th) and by team decision (5th–8th).
- Also scheduled for fundraisers and special events.

### Dress Down Day Guidelines:

- Clothing must still reflect neatness and modesty.
- All general dress code guidelines apply.

## **Afterschool Activities & Events Dress Code**

All students attending after-school events, extracurricular activities, or school-sponsored functions, whether on or off campus, are expected to maintain a neat and modest appearance that reflects the values of Resurrection Lutheran School. While uniforms are not required for most after-school activities, clothing choices must still follow the **General Appearance** and **Dress Down Day Guidelines** outlined in the school dress code.

## **Dress Code Violations & Consequences**

1. **1st Offense:** Written warning to be signed by a parent. Clothing may be provided, or the student may call home.
2. **2nd Offense:** Student sent to the office until appropriate clothing is brought.
3. **3rd+ Offenses:** Parent conference with principal.

## **Parent Opportunities & Expectations**

Resurrection Lutheran School thrives because of the dedication, involvement, and support of our parents. Your partnership is essential to the academic, spiritual, and social growth of your child. As parents, you play a vital role in reinforcing the Christian values taught at school and helping create a positive, respectful, and Christ-centered community.

## **Parent Code of Conduct**

As an RLS parent, you are expected to uphold the following standards:

- Respect all individuals and groups associated with RLS, including administrators, faculty, staff, the school board, fellow families, and congregants of Resurrection Lutheran Church.
- Refrain from using language, actions, or behaviors that are abusive, threatening, profane, or otherwise contrary to the Christian mission of RLS.
- Treat any personal concerns—academic, administrative, or financial—as confidential.
- At Resurrection Lutheran School, we encourage open and respectful communication. If students or parents have concerns or grievances, we ask that you address them directly with the party involved. Social media platforms and group chats are not appropriate forums for discussing

school-related grievances, airing complaints, or resolving conflicts. Such online discussions can quickly escalate, spread misinformation, and create an unhelpful environment.

- Follow appropriate steps when addressing concerns: **(Matthew 18)**
  - First, speak directly with your child's teacher regarding classroom matters.
  - If the issue remains unresolved after a reasonable time and communication, bring the matter to the principal.
  - If still unresolved, you may submit a written request to the RLS School Board Chair for your concern to be added to the next board meeting agenda (requests must be submitted at least one week in advance).

RLS is committed to handling all concerns respectfully, prayerfully, and in a spirit of cooperation. In turn, failure to abide by the Parent Code of Conduct may result in corrective action, including the disenrollment of your child(ren).

## **Encouraged Parental Support**

RLS strongly encourages parents to:

- Attend church and Sunday School regularly, modeling a commitment to faith.
- Participate in parent meetings to stay informed and engaged in your child's education.
- Support the Christian doctrine taught at RLS, which reflects a Lutheran perspective.
- Reinforce Christian attitudes and behaviors at home.
- Share your time, skills, and resources in service to the school.

## **Parent Participation**

We welcome and value the participation of parents in the life of the school. If you have a skill, interest, or hobby that could enrich the school experience, we encourage you to let us know so we can best utilize the many gifts within our community.

## **Parent School Organization (PSO)**

RLS is blessed with an active and supportive Parent School Organization. The PSO works to enhance the academic, spiritual, cultural, and social life of our school through volunteerism and collaboration. Parents who share this vision are encouraged to join and participate as they can.

## **Volunteer Opportunities**

Throughout the year, parent volunteers assist in classrooms, field trips, events, and special projects. Teachers will outline specific classroom needs during the Parent Information Night. All volunteers must:

- Sign in/out at the front office.
- Wear an RLS Visitor badge while on campus.

- Maintain confidentiality and refrain from discussing individual students outside the classroom.
- Undergo a background check when required for specific activities.

### **Room Parents**

Room Parents serve as liaisons between teachers and classroom families. They assist with planning events, coordinating transportation, and organizing class celebrations. If interested, please speak with your child's teacher at the beginning-of-year Parent Information Meeting.

## **Parent Engagement Events**

### **Parent Orientation**

Held before the first day of school, this evening provides an overview of school policies, classroom expectations, volunteer opportunities, and room parent sign-ups. Both the administration and the teachers will be present during this event.

### **Parent-Teacher Conferences**

Conferences may be scheduled as needed throughout the year. To allow teachers sufficient time for observation and assessment, formal conferences are generally not held during the first six weeks of school unless initiated by the teacher. Parents are encouraged to schedule conferences outside of morning drop-off or afternoon pick-up times. Immediate needs should be communicated by note or email.

## **Proper Communication with Teachers (Revised 2025-26)**

Resurrection Lutheran School values clear, respectful, and professional communication between families and faculty. Our teachers are deeply committed to your child's growth and well-being and welcome your partnership. To maintain healthy boundaries and ensure effective communication, all school-related matters must be directed through appropriate channels.

While texting is often seen as a quick and convenient method of communication, it is **not appropriate** to use text messaging to discuss your child's **academic progress, classroom behavior, or any school-related concerns**. Texting is considered a personal form of communication, and our faculty deserves the same professional courtesy and privacy extended to other professionals.

Please use **email** as the primary method for contacting your child's teacher regarding school matters. Email allows the teacher to thoughtfully consider your message and respond at a time that does not interrupt instructional duties or personal time. For urgent matters that require same-day attention, you may contact the **school office**, and the message will be relayed promptly to the teacher.

If a conversation is better suited for dialogue, we encourage you to request a **phone call or an in-person meeting** via email. Teachers will make every effort to respond to communication in a timely manner, typically within 24–48 hours during the school week.

By using proper channels of communication, we demonstrate mutual respect and maintain a professional and supportive environment for both our staff and students. Thank you for helping us uphold these standards and partnering with us in your child's education.

The partnership between home and school is foundational to your child's success. RLS teachers are eager to get to know your family, share insights, and collaborate to support your child's growth. Parents are always welcome to schedule a visit, by appointment, to discuss their child's progress or any area of concern.

The **first line of communication** for academic or behavioral concerns is always your child's teacher. If further discussion is needed, the matter may be referred to the principal. Meetings will be scheduled **outside of instructional hours** and will not occur in the presence of students.

## **School Procedures**

### **School Hours**

The school day begins at **8:30 AM** and ends at **3:00 PM**. Morning carpool opens at **8:15 AM**. For safety and supervision reasons, **please do not drop off students before 8:15 AM**, as our staff will be in devotions and preparing for the day. Students should be picked up **no later than 3:30 PM**.

### **Middle School Arrival and Dismissal**

Students in grades 6–8 are asked to **arrive by 8:25 AM** and report directly to their homeroom. Attendance is taken promptly at 8:30 AM. This arrival time ensures students are settled and prepared for the day while allowing time for social interaction and teacher connection.

Middle school dismissal occurs at **3:00 PM**, meaning instruction ends at that time. Please allow a few minutes for students to pack up and walk to the gym for pickup.

### **Check-In / Check-Out During the School Day**

If a student needs to arrive late or leave early, parents/guardians must **check them in or out through the school office**. For safety and accountability, students may not be dropped off or picked up directly from the classroom.

If items (such as lunches or school materials) need to be delivered during the school day, **please bring them to the school office**. The office will ensure they are delivered to the student.

### **Visiting the School Building**

For the safety of our students and staff, **all school entrances remain locked during the school day**. Parents and visitors must **check in at the school office**, wear an **RLS Visitor badge**, and follow proper procedures while on campus.

If you would like to visit a classroom or volunteer during the school day, please contact **both the school office and the teacher in advance** to schedule a time. Unscheduled classroom visits are not permitted to minimize disruptions to instruction.

## **School Cancellations and Inclement Weather Policy**

Resurrection Lutheran School sets its own inclement weather decisions and **does not follow Wake County Public Schools**. In the event of a **school delay or closure**, families will be notified directly via **email and text message** through our Parent Alert system. Please be sure your contact information is up to date to receive timely alerts.

While we do our best to make decisions based on safety and accessibility, the final decision to send your child to school always rests with you. This policy also applies to field trips or other off-campus events during inclement weather.

## **Lost and Found**

Our Lost and Found is located in the teacher workroom. To help ensure lost items are returned promptly, please label all of your child's belongings, especially outerwear, lunchboxes, and water bottles.

## **Lunchtime**

Students are expected to bring their lunch each day or order from My Hot Lunchbox. Students will eat in their classrooms or outside. If there is a student in your child's class with a known peanut or tree nut allergy, the classroom will be designated as a peanut/nut-sensitive environment. Your child's teacher will notify you if this applies to their class. We appreciate your cooperation in helping us maintain a safe environment for all students.

## **Communications**

Effective communication between home and school is essential to student success. At Resurrection Lutheran School, we use a variety of methods to keep families informed:

### **Weekly Folders (Grades K–4)**

Each week, students in Kindergarten through 4th grade will bring home a Weekly Folder containing important announcements, classroom updates, and school communications. Please review the contents carefully and return the folder the following school day.

### **Grades 5–8**

Students in grades 5–8 will receive information primarily through email, Sycamore, and Google Classroom.. Teachers may also send home hard copies as needed. Parent-teacher communication may additionally occur via the student planner.

## **Digital Communications**

School-wide updates may also be emailed directly to families and posted in the appropriate section of Sycamore, our school communication platform. Occasionally, a text message may be sent from the RLS office via Sycamore for time-sensitive updates.

## The Lion's Tale – Weekly Newsletter

The Lion's Tale is our weekly school newsletter designed to keep families informed and engaged. It includes important announcements, highlights of happenings around the school, upcoming events, reminders, and more. The newsletter is emailed to all families each week and serves as a central source of communication for school-wide news.

## Carpool Safety Rules & Procedures

At Resurrection Lutheran School, the safety of our students during arrival and dismissal is our top priority. Please review the following procedures carefully, as they apply to all individuals participating in morning drop-off and afternoon pick-up.

### Carpool Times (All Grades)

- Morning Drop-Off: 8:15 AM – 8:30 AM
- Afternoon Pick-Up: 3:00 PM – 3:15 PM

*Note: After the first week of school, we encourage families to use the carpool line for morning drop-off. This routine fosters independence and helps children transition smoothly into their school day. Please refrain from holding conferences or extended conversations in the carpool line to respect the time of others waiting.*

## Church Circle Use

**Please do not arrive or park in the church circle for afternoon pick-up. This area is reserved for handicap parking and visitors to Resurrection Lutheran Church. RLS families should only enter the church circle if they need additional time to assist a child with buckling a car seat after exiting the main carpool line, or if a student has missed their designated pick-up spot and needs to be retrieved separately. Your cooperation ensures we respect church operations and maintain safety for all members of our campus community.**

## Morning Drop-Off Procedure

- Students may be dropped off between 8:15 and 8:30 AM.
- After 8:30 AM, students must be escorted to the front door and signed in as tardy.
- Enter campus via the **second (lower) church driveway** and follow the designated route.
- Stop where indicated by cones at the front of the school building.
- Students should **exit from the driver's side** (left side) of the vehicle for safety.
- Staff members will be available to assist, but children should be prepared to open the door and exit independently.
- Students will walk along the sidewalk and enter through the main school doors, where a staff member will greet and direct them to class.
- **Do not pass other vehicles** in the line unless directed by RLS staff.
- Exit campus via the **upper driveway** near the church traffic circle.
- If you need to enter the school building, park in the **lower left-hand lot** and check in at the main office.



## Afternoon Pick-Up Procedure

- Enter the carpool line using the same route as morning drop-off.
- RLS staff and volunteers will assist in student dismissal—please follow all directions.
- You will receive a **family name/number placard** at the beginning of the year. This must be displayed from your mirror or on your dashboard for efficient identification.
- If someone else is picking up your child, written permission must be submitted to the school office in advance. They must also display a name placard.
- Remain in your vehicle. Our afternoon carpool system operates with designated pick-up stations along the front of the school building. Staff members guide cars to fill each available spot in order, ensuring a steady and efficient flow. **Even if you see your child waiting further back, please continue to pull forward as directed. Stopping early prevents other vehicles from moving into place and slows down the entire process.** Our staff will ensure your child is safely directed to your car once you reach your designated spot. Thank you for your patience and cooperation in keeping dismissal smooth and safe for everyone
- **If you need additional time to secure a child's seat belt, please pull forward to the traffic circle.**
- **Do not pass other cars** in the line unless instructed by a staff member.
- Vehicles will exit via the upper driveway near the church traffic circle.

## Walkers and Bicyclists

Families who allow their children to walk or bike to/from school must register this plan with the school office and adhere to the following guidelines:

- Students walking or biking **to school** must leave directly from home—not be dropped off elsewhere on or near campus.
- Students walking or biking **home from school** must do so independently, not to meet a parked car nearby.
- Parents who wish to pick up their children should follow the regular carpool or designated walk-up procedures.
- Middle school students approved for **lower lot walk-up dismissal** will be classified as “walkers” and must be registered through the school office.

## Attendance Guidelines (Revised 2025-2026)

Regular and punctual attendance is essential to student success and a key component of academic and spiritual growth. The following policies explain how attendance is recorded, how tardies and absences are handled, and what is expected when students miss school.

### Attendance Records

- Attendance is recorded each morning by the homeroom teacher at **8:30 am**.
- The school office updates attendance records throughout the day.

- Students who arrive after 11:30 am or sign out before 11:30, and do not return, will be recoded as being absent for the day.
- Attendance is documented on **quarterly report cards** and becomes part of the student's **permanent record**.

## **Tardiness**

Students are expected to be **in their classrooms by 8:30 am**. Tardies disrupt the learning environment and cause students to miss instructional time.

- Students arriving after 8:30 am. must report to the school office and obtain a **tardy slip** before entering class.
- A **parent or guardian must escort** the student into the building and sign them in at the office.

## **Tardy Classifications**

- **Excused Tardies** include:
  - Illness
  - Medical appointments (with doctor's note)
  - Accidents
  - Death or funeral
  - Inclement weather or unsafe road conditions

## **Tardy Consequences (Per Quarter)**

- **5 unexcused tardies** – Parent receives a written warning.
- **8 unexcused tardies** – Student serves an after-school detention.

Ongoing tardiness may result in administrative intervention, probation, or impact on enrollment status.

## **Absences**

All absences are discouraged. While makeup work can be completed, it cannot fully replace the instructional time lost in class.

- **State law requires students to attend at least 160 days per school year.**
- Students who exceed **20 absences** may be subject to **retention** or loss of enrollment, unless a rare exception is granted by the School Board.

## **Absence Classifications**

- **Excused Absence** – Parent has contacted the school with appropriate notice.
- **Unexcused Absence** – No contact or documentation received.

## **Absence Consequences (Per Quarter)**

- **5 unexcused absences** – Written warning sent to parent.
- **8 unexcused absences** – Student serves an after-school detention.
- Repeated or excessive absences may result in probation, retention, or declined enrollment.

## Appointments

Whenever possible, please schedule medical and dental appointments outside of school hours.

- Parents should notify the classroom/homeroom teacher if their student needs to be dismissed during the school day.
- Students must be signed out by a parent or guardian at the office before leaving, and if they return to school, they must be checked in by a parent or guardian.
- 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.

## Vacations During the School Year

Families are encouraged to schedule vacations during school breaks. If travel during the school year is unavoidable:

- A **Pre-Excused Absence Form** must be submitted **at least two weeks in advance**.
- Teachers are **not required** to provide work before the absence.
- Unapproved or unreported vacations may result in **unexcused absences** and impact the student's grades.

## Homework During Absences

- Students are responsible for all missed work and must check with teachers upon return. Middle School students should check Google Classroom for assignments.
- For excused absences, students have **as many days as they were absent** to complete assignments. **Teachers may grant additional time if needed.**
- If a student is sick, the parent should notify the office by **10:00 a.m.** Work may be requested and will be available for pick-up in the school office.
- For **extended illness**, parents should remain in contact with the school and submit a **doctor's note** when the student returns.

**Establishing a consistent routine through early arrival helps students adapt to structured environments and sets a positive tone for the day. Additionally, it provides extra time for social interaction with peers and teachers in a less formal setting, improving social skills and relationships. Early arrival also reduces morning stress for both parents and students, allowing for a more relaxed start to the day.**

## Cell Phone and Smartwatch Policy (Revised 2025-2026)

At Resurrection Lutheran School, we recognize that parents often provide their children with cell phones and smartwatches for safety and communication. While we understand this need, it is important to maintain a focused and secure learning environment during the school day. Personal devices can be a significant distraction and may interfere with classroom learning and school operations. We ask for your partnership in enforcing the following policy:

### General Guidelines

- All cell phones and smartwatches must remain **turned off** and properly **stored during the school day**, including during **before and after school care**.

- **JK–5th Grade:** All devices/smartwatch etc. must be turned off and kept in the student’s backpack or cubby throughout the day.
- **6th–8th Grade:** Students will check in their cell phones and smartwatches each morning at the designated device cart and retrieve them at dismissal.
- Devices may not be used at any time during lunch, recess, restrooms, locker rooms, or field trips.
- Students are not permitted to call, text, or message family members during the school day unless directed by the teacher or administration. If necessary, students may request to use the phone in the main office.
- Parents are asked not to text or call their children during school hours. All urgent communication should go through the school office to minimize disruption.

**Photos and Video** - Students may not use devices to take photos or videos of other students or staff unless specifically permitted by a teacher for academic purposes.

### **Consequences for Violations**

- **First Offense:** If a device rings or is visible, the student will be reminded of the policy and instructed to turn it off and store it properly.
- **Second Offense:** If a device is in use (texting, calling, taking photos, playing games, etc.) without permission, it will be **confiscated**, and a **parent must retrieve it** from the Principal or school office. Disciplinary action will follow.
- **Third Offense:** After three violations, the student will **lose the privilege** of bringing any personal device to campus for the remainder of the school year.

*We appreciate your support in helping us uphold a respectful, distraction-free environment where students can thrive academically, socially, and spiritually.*

## **Miscellaneous Policy Information**

### **School Class Directory**

Resurrection Lutheran School provides access to a class directory through Sycamore. This directory is intended for personal use only and may not be used for business promotions or non-school-related contacts. No student or parent may promote any product or service among students during school hours for personal financial gain.

Families may choose to hide personal information from the directory by updating preferences under the **My Family Information** tab in Sycamore.

### **Personal Property**

Please label all personal belongings, including outerwear, backpacks, lunchboxes, umbrellas, and workbooks.

*Note: Backpacks with wheels are not permitted.*

### **Birthday Celebrations**

Parents may celebrate their child's birthday by providing simple, nutritious treats (e.g., cupcakes) for the class, provided plans have been arranged in advance with the teacher. Students with dietary restrictions should bring their own approved treat from home.

Party invitations may **not** be distributed at school unless the **entire class** is invited. As a small school community, it is especially noticeable when a student is left out of a celebration. We ask all families to be mindful of the feelings of others and to demonstrate kindness and inclusivity in planning outside events.

### **Special Events**

Classroom celebrations for holidays such as Thanksgiving, Christmas, Valentine's Day, and Easter may be held at the teacher's discretion. Room parents are encouraged to coordinate with teachers when planning these events.

### **Field Trips**

Teachers may schedule field trips throughout the school year. Each student must have a signed permission slip on file to participate.

- Children under age 8 must be secured in an appropriate child safety seat per North Carolina law.
- Parents must indicate in **Sycamore** whether they grant permission for their child to leave campus under staff supervision for nearby walks or visits to Ritter Park.

## **Tuition & Schedule of Fees Policies**

### **Tuition and Fee Schedule**

A current schedule of tuition and fees is available by request.

### **Automatic Payment Option (required for monthly tuition)**

For your convenience, tuition payments can be drafted directly from your checking or savings account at no additional cost. This secure and hassle-free method helps families stay on track with monthly tuition obligations.

### **Affording Resurrection Lutheran School**

Resurrection Lutheran School is committed to making Christ-centered education accessible to families. There are several resources available to assist families with tuition expenses. Please visit our website at [www.rlsclary.org](http://www.rlsclary.org) for more information.

### **Termination / Withdrawal Policy**

Enrollment Agreements may be canceled **without penalty** (except forfeiture of the deposit) **only if the request is made in writing and received prior to June 15th** of the upcoming school year.

After June 15th, families are financially obligated to pay tuition and fees for the **entire academic year**, regardless of absence, withdrawal, or dismissal. No portion of tuition or fees paid or outstanding tuition due will be refunded or canceled.

Before student records are transferred to another school, the following conditions must be met:

- A **signed Release of Records Request Form** must be on file.
- All **school-owned books, materials, and devices** must be returned to the teacher or the front office.
- All **outstanding tuition and fees** must be paid in full.

## **Before & After School Care Program**

### **Schedules, Fees & Registration**

Details about the current fee schedule and registration process can be found on our website, [www.rlscary.org](http://www.rlscary.org)

#### **Before School Care**

- Available **Monday–Friday beginning at 7:15 AM**
- Designed to support working families, this service makes the morning commute easier by providing a safe, welcoming environment for early arrivals.

#### **After School Care**

- Available **Monday–Thursday from 3:00 PM to 5:00 PM**
- Our “home-away-from-home” setting provides a relaxed and nurturing atmosphere where students can unwind, complete homework, and enjoy supervised play after school hours.

## **Additional Middle School Policies and Guidelines**

### ***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.

## **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.



***Multiple Assessments***

Students may have multiple assessments (quizzes and/or tests) in one day in different subjects. Teachers make every effort to coordinate to limit multiple assessment days.

***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

*Rubrics will be uploaded to Google Classroom for major projects*

***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.

**Ineligibility for Extracurriculars**

Students earning below a C in any course may not participate in extracurricular activities that meet more than twice per week until their grade is restored to a C or higher. Academic eligibility is reviewed four times per quarter.

**Lockers**

Each student is assigned a locker.

Locker guidelines:

- Store all belongings inside the locker.

- Items too large for lockers may be placed on hallway hooks or in designated cubbies.
- The hallway floor is not a storage area. Unattended items will be removed and placed in the Lost and Found.
- Valuables should not be brought to school. RLS is not responsible for lost or stolen items.

### **Lunchroom Etiquette**

Students must report to the designated outdoor area or indoor location (in the case of inclement weather) during lunch. All students are responsible for cleaning up their area and disposing of trash properly.

### **School Property**

Students are expected to respect the building, furniture, and materials. Any student who causes damage will be held financially responsible for repairs or replacement.

### **Student Performance Monitoring**

#### **Sycamore Education Portal**

Parents can view their child's academic progress, assignment grades, and overall performance in Sycamore. Keep in mind:

- Early-quarter grades may not accurately reflect final performance.
- Focus on individual assignments and teacher comments for a more accurate picture of progress.

### **Interim Reports**

Issued midway through each quarter, interim reports provide feedback on both Academic Performance and Work Habits. These reports help identify areas for improvement in time to make meaningful changes before quarter's end.

### **Quarter Reports (Report Cards)**

Report cards are issued four times per year and made available via Sycamore. Notification is sent electronically, and parents are asked to acknowledge receipt through the platform.

### **Grading Scale**

#### **Resurrection Lutheran School Grading Scale:**

<b>Letter Grade</b>	<b>Percentage Range</b>
A	93% – 100%
B	85% – 92%
C	77% – 84%
D	69% – 76%
F	68% and below
I (Incomplete)	Work not yet completed; arrangements must be made with the teacher.

**Work Habits**

During interim grading periods, teachers may provide narrative feedback on work habits. These comments will not appear on report cards but are intended to support students' academic development.

## **Appendix A: HONOR CODE**

### **Academic Integrity**

Honor is the moral foundation upon which a quality education is built. At Resurrection Lutheran School, the Middle School Honor Code outlines the standards of honesty and integrity expected of all students. The code encompasses all aspects of academic conduct, including but not limited to - cheating, lying, and plagiarism.

- Cheating includes copying another student's work—whether on homework, tests, or quizzes—and also includes giving or receiving unauthorized help. This extends to actions that create the appearance of dishonesty, such as talking or exchanging materials after an assignment, quiz, or test has begun, even if no answers are shared. Students are expected to avoid any behavior that could be misinterpreted as cheating. If a student willingly allows another to copy their work, both students are in violation of the Honor Code.
- Plagiarism is the act of using someone else's words, ideas, or work without proper citation, whether from a printed or digital source.
- Lying includes knowingly providing false information to a teacher or school staff member.

Each teacher will provide a thorough orientation during the first week of school to explain expectations for academic integrity related to homework, quizzes, tests, and assignments. While the Honor Pledge reflects one aspect of the code, the Honor Code itself applies to all academic work—regardless of subject, accommodations, or assignment type—and is binding for all students.

Students are expected to uphold the dignity, pride, and integrity that reflect the values of Resurrection Lutheran School.

### **Consequences for Honor Violations**

- First Offense:
  1. A zero is given for the assignment.
  2. Parents are notified.
  3. The student meets with the principal and is assigned a before-school detention.
- Second Offense:
  1. A zero is given for the assignment.
  2. A conference is held with the student, parents, teacher, and principal.
  3. The student serves a one-day in-school suspension.
- Third Offense:
  1. A zero is given for the assignment.
  2. A follow-up conference is held to discuss the student's future at RLS.
  3. The student serves a two-day in-school suspension.

## **Internet usage and digital citizenship**

The principles of the Honor Code extend to all online behavior, whether on or off campus. Students are expected to conduct themselves online with the same integrity and respect as they do in face-to-face interactions.

### **Key reminders:**

- Online actions have lasting consequences. Electronic messages, images, or videos can be copied, forwarded, and remain accessible indefinitely. Be cautious and respectful in all digital communication.
- Illegal activities online include harassment, threats, fraud, copyright violations, and unauthorized software use.
- Inappropriate content—including pornography and explicit materials—is prohibited and illegal for minors.

Violations of the Honor Code through online activity—regardless of whether they occur at school—may result in disciplinary action. All students must sign a Technology Acceptable Use Policy (TAUP) at the start of the year. Personal electronic devices may only be brought to school at a teacher's request and with a signed Bring Your Own Device (BYOD) form submitted to the Technology Coordinator.

# Appendix B: Technology Acceptable Use Policy (TAUP)

*Updated November 2024*

**Resurrection Lutheran School (RLS)** believes that internet access for students and teachers offers vast and unique resources. Our 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 students and enhance the learning environment. Furthermore, it should prepare students for an ever-changing digital landscape while training them in digital citizenship and cyber safety.

RLS provides internet access through a wireless and wired network that is filtered to help prevent access to inappropriate or harmful content. Families should be aware that some internet material may contain inaccurate, defamatory, potentially offensive, or illegal information. While RLS emphasizes digital citizenship and safety at all grade levels, it is impossible to control all materials, and users may encounter controversial content. Faculty will supervise students to ensure the technology used is giving the intended results for educational purposes.

**Access to RLS technology is a privilege, not a right.** All parents and students must follow this policy, and RLS reserves the right to manage and/or restrict student use of devices, software, and internet access.

## **RLS Technology Guidelines:**

To promote responsible and acceptable use of technology at RLS, the following guidelines must be observed:

1. **Behavior Standards:** Student behavior in the digital world must align with RLS behavior guidelines, such as in a classroom or school hallway.
2. **Educational Purpose:** The digital network, Chromebooks, and tablets are for school use only. Students must have an educational goal when using any school internet access points.
3. **Prohibited Communication:** Digital social communication outside the rlscary.org educational domain is not allowed. This includes, but is not limited to, texting, taking photographs, chatting, video conferencing, blogging, emailing, gaming, and purchasing applications.
4. **No Tampering:** Physical or electronic tampering with school system technological resources is prohibited. School system technological resources include, but are not limited to Chromebooks, tablets, Smartboards, projectors, mobile devices, websites, networks, servers, the Internet, classroom phones, copiers, televisions, web and document cameras, email accounts, and licensed software. Any damage will be charged to parents for reimbursement to the school.
5. **Personal Technology:** The use of personal technology is prohibited unless specifically requested by RLS teachers for educational purposes including before and aftercare. Personal devices include laptops, cell phones, e-book readers, smartwatches, AirPods, tablets, etc.
6. **Safety First:** To ensure safety, refrain from using any personal identifying information when accessing internet applications requiring logins.
7. **Food and Beverages:** No food or beverages may be consumed while working on a device.
8. **Music Restrictions:** Listening to music through headphones is not permitted.

9. **Google for Education:** All students will be issued a rlscary.org Google Workspace for Education account, which must be used for RLS educational purposes only. Misuse will result in the loss of account privileges. Students in grades Junior Kindergarten-8th will have limited use of the rlscary.org internal email address. This address will be monitored and used only among fellow students and teachers. Abuse of the email account will result in the privilege being rescinded. At Resurrection Lutheran School, we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of educational productivity tools from Google, including Gmail, Calendar, Docs, and Classroom, and it is used by tens of millions of students and teachers worldwide. At Resurrection Lutheran School, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st-century digital citizenship skills.

**The notice answers common questions about what Google can and can't do with your child's personal information. Not providing consent to use Google Services going forward will result in the removal of the student Google Workspace for Education account for your child, and their school enrollment will be under review.**

Google Workspace for Education Notice to Parents and Guardians - This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described at [https://workspace.google.com/terms/user\\_features.html](https://workspace.google.com/terms/user_features.html)):

Assignments  
Calendar  
Classroom  
Cloud Search  
Drive and Docs  
Gmail  
Google Chat  
Google Chrome Sync  
Google Meet  
Google Vault  
Groups for Business  
Jamboard  
Keep  
Tasks

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the following “Additional Services”:

- Google Earth, Google Maps, CS First, Applied Digital Skills, etc...

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student's Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third party services.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at [https://workspace.google.com/terms/education\\_privacy.html](https://workspace.google.com/terms/education_privacy.html) You should review this information in its entirety, but below are answers to some common questions:

### **What personal information does Google collect?**

When creating a student account, Resurrection Lutheran School may provide Google with certain personal information about the student, including, for example, a name, email address, and password.

When a student uses Google core services, Google also collects information based on the use of those

- account information, which includes things like name and email address.
- activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.
- settings, apps, browsers & devices. Google collects information about your student's settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of your student's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.
- location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.
- direct communications. Google keeps records of communications when your student provides feedback, asks questions, or seeks technical support

The Additional Services we allow students to access with their Google Workspace for Education accounts may also collect the following information, as described in the [Google Privacy Policy](#):

- activity while using additional services, which includes things like terms your student searches for, videos they watch, content and ads they view and interact with, voice and audio information when they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.
- apps, browsers, and devices. Google collects the information about your student's apps, browser, and devices described above in the core services section.
- location information. Google collects info about your student's location as determined by various technologies including: GPS, IP address, sensor data from their device, and information about things near their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data we collect depend in part on your student's device and account settings.



**How does Google use this information?**

In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the [Google Cloud Privacy Notice](#) for more information.

In Google Additional Services, Google may use the information collected from all Additional Services to deliver, maintain, and improve our services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public. See the [Google Privacy Policy](#) for more details.

**Does Google use student personal information for users in K-12 schools to target advertising?**

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Some additional services show ads; however, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your student's account or past activity to target ads. However, Google may show ads based on general factors like the student's search queries, the time of day, or the content of a page they're reading.

**Can my child share information with others using the Google Workspace for Education account?**

[As applicable for school/district] We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your student shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

**Will Google disclose my child's personal information?**

Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrator (and resellers who manage your or your organization's Workspace account) will have access to your student's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your student's account password;
- Suspend or terminate your student's account access;
- Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;
- Restrict your student's ability to delete or edit their information or privacy settings.

With your consent: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our [Google Privacy Policy](#), the [Google Cloud Privacy Notice](#), and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

### **What choices do I have as a parent or guardian?**

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will remove the Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

### **What if I have more questions or would like to read further?**

If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [Google Workspace for Education Privacy Center](#) (at <https://www.google.com/edu/trust/>), the [Google Workspace for Education Privacy Notice](#) (at [https://workspace.google.com/terms/education\\_privacy.html](https://workspace.google.com/terms/education_privacy.html)), and the [Google Privacy Policy](#) at <https://www.google.com/intl/en/policies/privacy/>), and the [Google Cloud Privacy Notice](#) at (<https://cloud.google.com/terms/cloud-privacy-notice>).

The Core Google Workspace for Education services are provided to us under [Google Workspace for Education Agreement](#) (at [https://www.google.com/apps/intl/en/terms/education\\_terms.html](https://www.google.com/apps/intl/en/terms/education_terms.html)) and the Cloud Data Processing Addendum (as <https://cloud.google.com/terms/data-processing-addendum>).