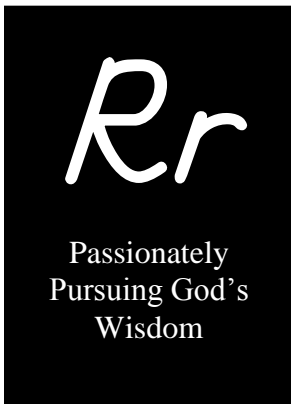


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REDEEMER SCHOOL FAMILY HANDBOOK
2011-2012

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LETTER FROM THE HEADMASTER

Dear Redeemer Families,

Welcome to Redeemer School!

Whether you are a returning or a new family, it is my hope that your child's educational experience here will be a positive one. By God's grace, Redeemer School has provided, and will continue to provide, a quality Christian education to the covenant families of Redeemer Church and the surrounding Christian community.

This family handbook is designed to acquaint you with Redeemer School and to serve as a useful reference when you have questions about policies and procedures. Please take the time to read through this handbook and familiarize yourself with our policies. If you have any questions, please ask me for clarification.

The information in the handbook is intended to be accurate as of the time of publication, but Redeemer School reserves the right to interpret, change or terminate policies as circumstances warrant. This handbook is not intended to give an exhaustive description of any policy or to be a contractual statement.

The Mission Statement, Philosophy, Distinctives and Educational Goals which follow are the building blocks on which Redeemer School measures its success. The Warfield's doctrinal statement is the foundation on which we seek to carry out the mission of Redeemer School. We strongly believe in these principles and expect you to adopt them as your own during your time at Redeemer School.

I am pleased that you are part of Redeemer School for this coming year, and, I look forward to serving your covenant children alongside of you.

Sincerely in Christ,



Billy Creech
Headmaster
Redeemer School
August, 2011

FOUNDATIONAL INFORMATION

Purpose Statement

Redeemer School exists for the glory of God as a ministry to the covenant children of Redeemer Presbyterian Church, its affiliated churches, and other Christian families in the community.

Mission Statement

Redeemer School is a covenant community committed to nurturing students in their relationship with Jesus Christ and engaging them in the life-long pursuit of wisdom and knowledge as they discover, embrace and integrate God's truth in all of life. This mission statement is summarized in the tag line "Passionately Pursuing God's Wisdom".

Core Values

The mission of Redeemer School is founded on five core values that comprise the pillars upon which the educational philosophy of Redeemer School is built.

The Wisdom of Christ

We desire our children to seek wisdom as they would a buried treasure, with passion, curiosity and excitement. We acknowledge that wisdom is found first and foremost in a relationship with Jesus Christ. We seek to nurture a relationship with Christ and teach truth in dependence on Him. Applying God's truth to a world in need is always more important than simply amassing knowledge.

Covenant Community

We see the school as a part of the Body of Christ joining together to assist in the Christian education of the whole child. We hold strongly to the truth that the parent is the primary educator of their own child and that the school should serve as an extension of the home. Consequently, significant parent involvement is not only encouraged, but also required in the day-to-day life of the school.

Image of God

We view each child entrusted to our care as a precious gift from God, created in His image. Because of this, our students are respected as persons, nurtured, and held to a high level of responsibility. This high view of the child as created in the image of God impacts our curriculum, our teaching methodologies, our disciplinary process and every part of what we do.

Biblical Integration

We believe the Bible is the inspired Word of God, and seek to explore all areas of learning and life from the perspective of biblical truth. Through this process, students are equipped to intelligently engage the many ideas and philosophies they encounter from a Christian worldview.

Servant Leadership

We encourage students to serve Christ by serving others in thought, word, and deed. This requires dependence on God, as well as reinforcement from the example of parents and teachers. Building this kind of leadership in our children is crucial in order to carry out God's purposes to a world in need of the gospel.

Distinctives

Flowing out of the core values listed above are the following unique educational distinctives for which Redeemer School is known:

Class Structure

In order to enable teachers to better nurture and care for the learning needs of children, half-day classes (K-2) and small student to teacher ratios are utilized. This class structure promotes strong family and school relationships, as well as accelerated learning opportunities.

Enrichment Days

Enrichment days provide parents the opportunity to teach in their children's class a few times each year by sharing either a topic from their passions and interests, or by focusing on a topic from the curriculum. The participation of parents in the classroom models the life-long learning process, and promotes in our students a love for learning.

Living Curriculum

Our curriculum draws on inspiring ideas from the best in literature, the arts, and nature. One example is a month long immersion in the works and creativity of William Shakespeare. Through this quality living curriculum, we seek to nourish the mind and soul of each child, as well as promote curiosity and creativity in all content areas. The true test of this curriculum is the transformation of children into life-long learners.

Unique Teaching Methods

Our teaching methods encourage experimental learning, careful observation, exposure to living ideas, and the use of critical thinking skills. Some examples of these teaching methods include narration, nature studies and picture studies. These teaching methods engage a child's senses as they learn in the way God has uniquely created them.

Shepherding the Heart

As God disciplines those He loves, children need loving discipline from parents and teachers to develop godly habits that assist them in learning and living. Discipline at Redeemer School focuses on the condition of the child's heart rather than merely external behavior.

Educational Objectives

Consistent with the Values and Distinctives of Redeemer School, certain educational objectives are to be held to by the covenant community of Redeemer School. Educational goals pursued by parents, faculty and staff should flow out of these objectives.

Wisdom of Christ

1. A vibrant relationship with Christ is held as the highest priority among students and all who participate in the education process of the covenant children of Redeemer School.
2. Students are guided in understanding that they are sinners who need a Savior and encouraged to respond to God's grace & love by pursuing a relationship with Christ.
3. Students are helped in the development of Christian character and the fruits of the Spirit.
4. Students are encouraged to use personal and academic gifts/ accomplishments to glorify God and help others.
5. Dependence on God through prayer is considered an essential foundation for any meaningful growth in academic or spiritual endeavors.

Covenant Community

1. Parents are required to take an active role in the educational experience of their child.
2. Faculty and staff are committed to assisting and upholding parents in their responsibility to educate their children.
3. Healthy relationships between parents, teachers and administration are crucial in building a community necessary to facilitate a proper educational atmosphere. Hence consistent communication and positive conflict resolution are necessary.
4. Teachers will be provided ongoing training and development opportunities that allow them to effectively assist parents in the educational process of their children.

Image of God

1. Students are respected and cared for by faculty and staff as persons with eternal value.
2. Students are held to a high level of responsibility in their academics as well as their relationships with God, others and self.
3. Faculty utilizes teaching methods that engage the child as a whole person.
4. Faculty administers discipline that focuses primarily on shepherding the heart of the child.

Biblical Integration

1. Students are encouraged to freely talk about God, His Word and their faith in the classroom.
2. In the context of Biblical truth, students are led to feed on inspiring ideas from the best of literature, the arts and all of nature.
3. Students are taught to discern truth from error as they understand and encounter various world and life views.
4. In reliance upon the Holy Spirit and God's Word, students are encouraged to think and act independently and make sound evaluations of situations, information, and ideas.
5. Academic excellence is expected not as an end in itself, but as a natural outflow of the proper understanding of the creation mandate.

Servant Leadership

1. Through the example and instruction of parents and teachers, students are led to serve Christ by serving others.
2. Students are encouraged to share the story of Jesus and their experience of His love with others.
3. Students are taught about needs in the community and the world and are encouraged to help meet those needs through prayer, monetary giving and volunteer opportunities.
4. Students are given age appropriate leadership opportunities among their peers in ways that help them discover their gifts, build confidence and foster humble reliance upon God.

WARFIELD'S BRIEF AND SIMPLE STATEMENT OF THE REFORMED FAITH (OUR DOCTRINAL STATEMENT)

The Bible

I believe that my one aim in life and death should be to glorify God and enjoy him forever; and that God teaches me how to glorify him and enjoy him in his holy word, that infallible inspiration of his Holy Spirit in order that I may certainly know what I am to believe concerning him and what duty he requires of me.

God

I believe that God is a spirit, infinite, eternal and incomparable in all that he is; one God but three persons - the father, the Son, and the Holy Spirit - my Creator, my Redeemer, and my Sanctifier: in whose power and wisdom, righteousness, goodness and truth I may safely put my trust.

Creation

I believe that the heavens and earth, and all that is in them is the work of God's hands; and that all that he has made he directs and governs in all their actions; so that they fulfill the end for which they were created, and I who trust in him shall not be put to shame but may rest securely in the protection of his almighty love.

Man

I believe that God created man after his own image, in knowledge, righteousness and holiness, and entered into a covenant of life with him upon the sole condition of the obedience that was his due: so that it was by willfully sinning against God that man fell into sin and misery in which I have been born.

The Fall

I believe that, being fallen in Adam, my first father, I am by nature a child of wrath, under the condemnation of God and corrupted in body and soul, prone to evil and liable to eternal death; from which dreadful state I cannot be delivered save through the unmerited grace of God my savior.

Grace

I believe that God has not left the world to perish in its sin, but out of the great love wherewith he has loved it, has from all eternity graciously chosen unto himself a multitude which no man can number, to deliver them out of their sin and misery, and of them to build up again in the world his kingdom of righteousness: in which kingdom I may be assured I have my part, if I hold fast to Christ the Lord.

Christ

I believe that God himself through Jesus Christ our Lord; who, though he was and ever continues to be the eternal son of God, that was born of a woman, born under the law, that he might redeem them that are under the law: I believe that he bore the penalty due to my sins in his own body on the tree, and fulfilled in his own person the obedience I owe to the righteousness of God, and now presents me to his Father as his purchased possession, to the praise of the glory of his grace forever: wherefore renouncing all merit of my own, I put all my trust only in the blood and righteousness of Jesus Christ my redeemer.

The Lord

I believe that Jesus Christ my redeemer, who died for my offenses was raised again for my justification, and ascended into the heavens, where he sits at the right hand of the Father Almighty, continually making intercession for his people, and governing the whole world as head over all things for his Church: so that I need fear no evil and may surely know that nothing can snatch me out of his hands and nothing can separate me from his love.

The Holy Spirit

I believe that the redemption wrought by the Lord Jesus Christ is effectually applied to all his people by the Holy Spirit, who works faith in me and thereby unites me to Christ, renews me in the whole man after the image of God, and enables me more and more to die unto sin and live unto righteousness; until, this gracious work having been completed in me, I shall be received into glory: in which great hope abiding, I must ever strive to perfect holiness in the fear of God.

The Gospel

I believe that God requires of me, under the Gospel, first of all, out of a true sense of my sin and misery and apprehension of his mercy in Christ, I should turn with grief and hatred from sin and receive and rest upon Jesus Christ alone for salvation; that, so being united to him, I may receive pardon from my sins and accepted as righteous in God's sight, only for the righteousness of Christ imputed to me and received by faith alone: and thus only do I believe I may be received into the number and have a right to all the privileges of the sons of God.

Good Works

I believe that, having been pardoned and accepted for Christ's sake it is further required of me that I walk in the Spirit whom he has purchased for me, and by whom love is shed abroad in my heart; fulfilling the obedience I owe to Christ my King; faithfully performing all the duties laid upon me by the holy law of God my heavenly Father; and ever reflecting in my life and conduct the perfect example that has been set me by Christ my leader, who has died for me and granted to me his Holy Spirit just that I may do the good works which God has prepared before that I should walk in them.

The Church

I believe that God has established his Church in the world and endowed it with the ministry of the Word and the holy ordinances of Baptism, the Lord's Supper and Prayer; in order that through these as means, the riches of his grace in the gospel may be made known to the world, and, by the blessing of Christ and the working of this Spirit in them that by faith receive them, the benefits of redemption may be communicated to his people: wherefore also it is required of me that I attend on these means of grace with diligence, preparation, and prayer, so that through them I may be instructed and strengthened in faith, and in holiness of life and in love; and that I use my best endeavors to carry this gospel and convey these means of grace to the whole world.

The Future

I believe that as Jesus Christ has once come in grace, so also he is to come a second time in glory, to judge the world in righteousness and assign to each his eternal award: and I believe that if I die in Christ, my soul shall be at death made perfect in holiness and go home to the Lord; and when he shall return in his majesty I shall be raised in glory and made perfectly blessed in the full enjoyment of God to all eternity: encouraged by which blessed hope it is required of me willingly to take part in suffering hardship here as a good soldier of Christ Jesus, being assured that if I die with him I shall also reign with him.

And to him, my Redeemer, with the Father, and the Holy Spirit, Three Persons, one God, be glory forever, world without end, Amen, and Amen.

SECONDARY DOCTRINES

Doctrinal issues which are not addressed in the Warfield's statement above are considered secondary doctrines. School positions are not formally taken on these issues. Hence, classroom discussion on any of these issues should be on an informative, non-partisan basis. Teachers are instructed to be careful not to speak to their students about these issues in a manner which would cause offense to students or their parents. If it is deemed appropriate to discuss one of these issues in the classroom, teachers are encouraged to present all sides of the issue. Teachers are also asked to encourage their students to follow-up on any questions they may have on a secondary doctrinal issue with their parents and pastor of their church. Parents with concerns about the way any secondary issues may have been handled in the classroom should follow the Matthew 18 principle of conflict resolution (page 17-18) in addressing their concern.

CITIZENSHIP

Believing our citizenship is in Heaven, we pledge our obedience to the Lord Jesus Christ first. We also pledge our allegiance to our native country and we will encourage students to be respectful and obedient to civil authorities, in accordance with Romans 13: 1-7:

Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, he who rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves. For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and he will commend you. For he is God's servant, an agent of wrath to bring punishment on the wrongdoer. Therefore, it is necessary to submit to the authorities, not only because of possible punishment but also because of conscience. This is also why you pay taxes, for the authorities are God's servants, who give their full time to governing. Give everyone what you owe him: if you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor.

We will acknowledge and explore our religious freedoms and provide examples of how individuals have affected the course of history, in keeping with the sovereignty of God. We will encourage participation in civil government by example. We believe children can learn to do justly, love mercy, and walk humbly with God.

ADMINISTRATIVE & OPERATIONAL INFORMATION

SCHEDULE

Kindergarten – 2nd Grade

Monday – Friday

8:15 Arrival
8:30 Classes begin
12:00 Dismissal
12:15 End of retrieval time

3rd Grade

Monday, Wednesday, and Friday

8:15 Arrival
8:30 Classes begin
2:45 Dismissal
3:00 End of retrieval time

Tuesday and Thursday

8:15 Arrival
8:30 Classes begin
12:00 Dismissal
12:15 End of retrieval time

4th – 8th Grades

Monday – Friday

8:15 Arrival
8:30 Classes begin
2:45 Dismissal
3:00 End of retrieval time

Redeemer Extended Academic Day (READ)

Monday-Friday

12:15 Program begins
2:45 Dismissal
3:00 End of retrieval time

ARRIVAL AND DISMISSAL

Parents should arrive with their children at school no earlier than fifteen minutes before class begins at the covered walkway at the rear of the Melrose Street parking lot. Though teachers are usually in their rooms before this time, some preparation and prayer time is needed before children arrive. Parents should strive to arrive no later than 8:25 in the morning to insure their student can be ready to start class at 8:30.

A list of persons to whom the school may dismiss a student will be kept for each child. If anyone other than a designated person is to retrieve a child, the parent must notify the teacher in writing. Verbal messages from children are unacceptable. No child will be allowed to leave without proper authorization.

Parents should retrieve their children as close to the dismissal time as possible. Teachers will drop students off in the school office if they are not picked up within fifteen minutes after dismissal. Parents retrieving their children after the allotted fifteen minutes must sign out their child(ren) in the school office. Late fees will be assessed and billed

by our bookkeeper (exceptions may be made for dire emergencies) as follows: \$5 if picked up within 16 to 25 minutes of dismissal and \$25 if picked up greater than 25 minutes after dismissal.

ATTENDANCE

Since it is difficult for our teachers to meet educational objectives without consistent attendance, parents agree to have their children present on all designated school days, including Enrichment Days. In order to be counted present, a student must attend for more than one half of the school day (until at least 10:30 AM on half days and at least 12:00 on full days).

Doctor appointments, illness, death in the family, and special family events such as weddings, are normally acceptable reasons for excusing an absence. Trips or appointments should conflict with school only when other arrangements cannot be made. For a non-emergency trip to be considered an excused absence, the trip must be approved in advance by the Headmaster. When absences can be foreseen, prior notification to the classroom teacher is required. If a child misses one or more days of school (or any partial days), he is responsible for making up any missed assignments. Children who miss twenty or more days of school for any reason may be required to repeat the grade. Upon reaching twenty days absent, a parent conference with the teacher and Headmaster will be required to consider whether retention will be necessary. This conference is required before promotion to the next grade can be considered.

When absences are unforeseen, students must present a note from the parent to the teacher upon returning to school. If a child is absent due to illness for more than five days, a note from his physician is also required. If no note from the parent (or physician, if appropriate) is provided following an unexpected absence, the absence will be unexcused and parents will be notified by the teacher. If an absence is unexcused, students will not be allowed to make up any missed tests or quizzes (though make-up homework assignments are required with appropriate grade deductions for being late). After three unexcused absences or excessive partial day absences from school, the matter will be referred to the Headmaster. A parent and Headmaster conference may be required at that point to determine appropriate disciplinary measures. Excused and unexcused absences are normally defined as follows:

Excused absences: parent or child illness or injury; family medical emergency; family friend or extended family bereavement; weather-related emergency; pre-approved family trip for special occasion.

Unexcused absences: unapproved non-emergency family trips; unapproved non-emergency appointments or family activities (e.g. Dixie Classic Fair); any absence without an acceptable parent or physician note (please note that teachers will be asked to consider an absence unexcused if no note is received within 48 hours after a student returns from their absence).

If a student arrives in the classroom after 8:30 am, a tardy will be recorded. Attendance and tardiness are kept on the school's attendance form and turned in to the office monthly. If a child's attendance is poor or he/she has a pattern of tardy arrivals (3 per month or 5 per grading period), the teacher will speak with the parent to help resolve the issue. If such attempts yield little to no progress, the matter will be referred to the Headmaster. A parent and Headmaster conference may be required at that point to determine appropriate disciplinary measures.

ABSENTEEISM

Parents agree to have their children in attendance on all designated school days, including Enrichment Days. Any absence without an acceptable explanation is unexcused. Three unexcused absences or excessive partial day absences from school may result in disciplinary measures (see attendance section above). If a child misses one or more days of school (or any partial days), he is responsible for making up any missed assignments. If a child misses twenty or more days of school for any reason, he may be required to repeat the grade (see attendance section above).

DROP-OFF, PICK-UP, AND PARKING

Arrival in the mornings (8:15-8:30 am)

- Students should not be dropped-off before 8:15 (but before 8:30). The staff is generally occupied until this time and unavailable to care for your child.

- To drop off a child: approach the Melrose Street parking lot from Elgin Street to avoid blocking northbound Melrose traffic (under no circumstances are left hand turns into the Melrose lot allowed during drop off time). Do not park on Melrose Street during this time. Observe entrance and exit signs. Drive up to the walkway at the building and let your child out on the passenger side of the vehicle. Carpool Patrol will open car doors for your children and Safety Patrol will be on duty as Kindergarten and 1st grade children walk upstairs to their classrooms.
- To walk with a child into the building: park in the Miller Street parking lot. Hold your child's hand as he/she crosses the parking lot and proceed to the Melrose school entrance. If you have an older child, be sure that he/she walks with you.

Dismissal in the afternoons (12:00-12:15 PM and 2:45-3:00 PM)

- To drive through and pick up a child: approach the Melrose Street parking lot from Elgin Street to avoid blocking northbound Melrose traffic (under no circumstances are left hand turns into the Melrose lot allowed during dismissal time). Do not park on Melrose Street during this time. Observe entrance and exit signs. Drive up along the sidewalk on the entrance side and school personnel and/or Carpool Patrol students will be on duty to assist your child(ren) as they get in their vehicle.
- To walk with a child from the building or the pickup line: park in the Miller Street parking lot. Notify his/her teacher that you are walking your child to your car. Hold your child's hand as he/she crosses the parking lot. If you have an older child, be sure that he/she walks with you.

Parking (during the day)

- 15 minutes or less: When you visit during the school day for 15 minutes or less and you are not walking children to and from cars, you are welcome to park in the Melrose Street parking lot along the exit side of the lot.
- 15 minutes or more: On Enrichment Days and when visiting the school for more than 15 minutes, please park in the Miller Street parking lot. This allows faculty, staff and visitors freedom to use the Melrose Street lot as needed and provides greater safety at drop off and at pick up.

Enforcement of drop-off, pick-up, and parking rules

- These rules are necessary to enforce for the safety of our children, the school family, and the neighborhood community.
- Friendly reminders will be given by teachers, administration, and other parents during the first two weeks of the school year and parents will be expected to obey these reminders.
- After the first parent meeting of the year, a \$25 fine per violation may be levied to repeat offenders. A parent will be notified of the violation and may either pay on the spot or they will be billed by the bookkeeper. Emergency situations may be appealed to the Headmaster.

SCHOOL CALENDAR

The annual school calendar normally begins late in August and ends by the end of May. Efforts are made to insure that Thanksgiving, Christmas, and Spring Breaks coordinate with the WSFC school calendar where practical. A tentative calendar for the next school year is published by January of the current school year. This calendar is normally updated and sent back out to school families by the end of July. This calendar is also published on the school web site (www.redeemerschool.org). It is important that all outdated versions of the calendar are discarded. Any other alterations to the school calendar will be communicated as soon as possible to the school family in writing.

EMERGENCY SCHOOL CLOSINGS

In the event of inclement weather or other emergencies, parents are advised to listen to local television station (WXII) and/or going to the school website (Twitter Updates) for information regarding closings. Parents may also call the school office where the announcement is also posted on the voice mail. Safety of students, parents and school personnel is a significant factor when considering whether to close school. The decision to close will be at the discretion of the Headmaster. School closing decisions will normally be made by 6:30 AM the day of school.

MAKE-UP DAYS

Up to five days may be missed each year due to emergency school closings without being made up. After five days missed, the Headmaster may designate make-up days by changing the existing school calendar, subject to School Board approval. When assigning make-up days, every effort will be made to avoid shortening Spring Break or lengthening the school year. Any necessary changes in the school calendar will be made in a timely fashion and communicated in writing to school families.

LUNCHES & SNACKS

The child's lunch and snack are to be brought from home. Certain food items may be banned from the classroom if students are determined to have life-threatening food allergies. Parents of children with life-threatening food allergies are requested to communicate this information as soon as possible to the office or classroom teacher. Special snacks should be approved in advance with the child's teacher. The school provides the opportunity for each 3rd through 8th grade child (and READ program participants) to participate in a lunch program on Mondays and Wednesdays. This program works with local food vendors to provide a lunch to participating children at a reasonable price. More information is available on this program after the start of school.

VISITORS

We welcome visitors to Redeemer School. Whenever you come to the building, please check in at the school office first and let the receptionist or administrative assistant know the purpose of your visit. If you wish to speak with a teacher or visit a classroom while in session, please make an appointment first so as not to disrupt the teaching environment.

CHILD CUSTODY ISSUES

The school recognizes custodial parents/ legal guardians as the primary decision-makers for their children. Where available, legal documentation regarding custody and visitation should be provided to the school by the custodial parent(s)/ legal guardian(s). In addition, any informal custody arrangements should be communicated in writing to the school. The school should be notified immediately regarding any changes to custodial provisions.

Unless provided for otherwise by a court order, non-custodial parents must request in writing to have access to student records, parent/teacher conferences, school mailings or visitation with the child during school hours. The school would then notify the custodial parent of this request. The custodial parent must then notify the school in writing regarding their approval or denial of this request.

PUBLIC RELATIONS

The reputation of Redeemer School is built on the character and conduct of those involved with it. Parents, supporters, administrative staff, teachers, and students who are enthusiastic will reflect positively on our school. Without diminishing the need for self-examination, everyone should seek the best interests of the school in his conversation.

Prayer for students, teachers, and the school as a whole is encouraged. Whenever possible, keep your child's home training consistent with the instruction you expect him to receive in school and support the work of his teacher with your encouragement. Our hope is that such consistency will benefit the learning process while proving a strong witness to the community at large.

Community outreach programs provide a means of expression and testimony for the child and are a tool of public relations. Every grade level has the opportunity to participate in one or more class or school wide programs a year. Additionally, students will plan and participate in a parent led service project each school year. Ideas and accountability will be provided by each classroom teacher in advance of the service project. A summary of projects completed is to be turned in to the classroom teacher after this day.

Redeemer School maintains an Annual Giving Fund to supplement the operating budget and fund additional projects that can help us to reach our educational objectives. The Annual Fund is kicked off each year at the first parent meeting and concludes at the end of the school's fiscal year (June 30). These funds are obtained through fundraising activities, gifts, grants, and other school programs. We endeavor to have any public appeals be made in a responsible

fashion. Any proposed fundraising activity needs to be presented to the Headmaster for approval. The school welcomes the support of the community.

BOOKS AND SUPPLIES

The school provides all textbooks. Students are responsible for the care of their books. Parents will be required to pay for any books that are lost, damaged, or destroyed during the year. Through the school activity fee, Redeemer School provides all of the children's basic instructional supplies (except in middle school). Parents may be asked to provide (or fund) certain supplies (e.g. graphing calculator for 8th grade Algebra I) beyond basic educational supplies. Special projects may require parents to provide specific materials. Parents may also be asked to provide supplies for the classroom that will contribute to a healthy environment (e.g. tissues, antiseptic wipes). A book bag or backpack is required to organize papers and other items children may bring to and from school.

TECHNOLOGY

Students at Redeemer School are encouraged to use technology with guidance from parents and teachers, to aid in their education. Classrooms are equipped with at least one computer that is available for word processing and other educational purposes. Students in 6th-8th grades currently have regular supervised access to computer use including freedom to browse the Internet for research purposes occasionally. Teachers in the 2nd-5th grades also have access to the Internet as well for instructional purposes though students will not yet be given freedom to browse the internet. K/1 teachers will have access to the internet for teacher and parent Eday purposes. K/1 students will not use the internet during the school day. Access to the Internet will be supervised by teachers and for the most part limited to educational web sites. Any misuse of technology will be handled according to school's discipline policy. Formal computer instruction is offered in 6th-8th grades with keyboarding instruction offered in 5th grade; 5th through 8th graders have access to a wireless computer lab in their classrooms; where feasible and appropriate, computers and other technology are integrated into the curriculum. All Redeemer School parents and students (2nd grade and up) are required to sign the Acceptable Use document (see Appendix) & turn this in to the school office before their students may access school computers. Students are encouraged to explore other possible and appropriate uses of technology at home with their parents.

PERSONAL ELECTRONIC DEVICES

Any personal electronic devices including headphones, cell phones, CD/DVD players, laptop computers, calculators, handheld or battery operated games, i-pods or i-touch devices, etc... are not allowed to be brought or displayed on campus at Redeemer School or during any school function, including field trips, without explicit teacher/administration permission. If you have decided to let your child have a cell phone in their book bag in case of an emergency situation, it is important that the phone is left off, left in the child's book bag and not brought out during the day until after pickup when the child is off campus. In non-emergency situations, the child should use the office phone. Electronic devices that are observed in violation of this policy may be collected by the teacher/administration who will contact parents to pick them up.

While personal electronic devices can be fun and convenient tools for various tasks, we have decided that there is not sufficient reason for students to have them at school. Please note that while there is not a value judgment being placed on the use of these items, we believe that having them at school generally tends to distract from the school's educational objectives and decreases productive interaction between students and/or teachers. If you believe your child has a valid educational reason to be allowed the accommodation of using a personal electronic device during the school day, please speak with your child's teacher/administration about this request.

MEDIA USE

Teachers use a variety of teaching resources including audio and visual media from time to time. These media can help meet the variety of learning styles in a classroom environment if used appropriately. When videos/DVDs are used, they will normally be educational movies directly related to the curriculum being taught. When a video/DVD is to be used in class, the teacher is required to receive approval from the Curriculum Coordinator to use it. If the video/DVD is one with a Motion Picture Association of America (MPAA) rating attached to it, the following criteria will be used in notifying parents and receiving approval to have students view the movie:

- K-3rd grade: parents will be notified in advance for a showing of any non-educational/ MPAA rated video/DVD; nothing beyond a "G" rating will be shown to a student without written permission.

- 4th-8th grade: parents will be notified in advance for a showing of any non-educational/ MPAA rated video/DVD; nothing beyond a “PG” rating will be shown to a student without written permission.
- No videos or DVDs will be shown beyond a “PG” rating without Headmaster approval and written parent permission.
- A brief, targeted video/DVD clip may be shown without notification or parent permission if it has a G or PG or PG-13 rating (Middle School only) and it is approved by the Curriculum Coordinator or Headmaster.

QUESTIONABLE CONTENT

The curriculum of Redeemer School necessitates the use of materials that expose students to an age appropriate, but a broad range of living ideas. Accordingly, not all materials are explicitly Christian in their perspective. In their choice of materials, the faculty and administration are diligent to guard against the truth of God being distorted in materials that promote anti-Christian beliefs. Because of the diversity and nature of these instances, leeway is given to the school faculty and administration to use their discretion and to pray for wisdom when screening such materials. If a parent has some concern over a specific book, display, or illustration, he should report his concern directly to the teacher. Though it is difficult to remove every instance of material that would be disagreeable for any parent, it is our desire to make reasonable decisions that avoid offensiveness.

DRESS CODE

The purpose of Christian education is to encourage our children to glorify God in all areas of life. Though the outward appearance is not as important as the condition of the child’s heart, it is a reflection of how one views himself and adheres to biblical principles of dress (I Peter 3:3). Children need guidance in selecting attire that meets these standards. Redeemer School expects proper discretion to be taken by the child and his parents to determine appropriate dress for school and all school activities. Likewise, faculty and staff are expected to dress in a manner that does not conflict with their role as examples to students.

As a student’s dress is both a personal and parental responsibility, it is important that the established school dress code be accepted and enforced consistently by the parent. This enables our teachers to focus on the other aspects of Christian education. The school dress code is not a measure of spirituality but emphasizes the following goals:

1. Promotes an atmosphere in which teaching and learning can occur without distraction.
2. Builds character and wisdom in selection of attire that exhibits modesty, neatness, cleanliness, self-discipline and humility.
3. Allows for personal choices that permit individuality while avoiding extremes.

Desiring that our students are able to dress comfortably while still maintaining the proper atmosphere for learning, we do not allow the following dress at Redeemer School:

Halter tops, tank tops, spaghetti straps, bare midriffs, or any other low cut or tight fitting tops (sleeveless tops or straps of at least 3 finger width are permissible); t-shirts with any inappropriate messages on them (i.e. advertising alcohol or tobacco, or, exhibiting sexually explicit, obscene or violent language or images); skirts or shorts shorter than mid-thigh; excessively baggy or loose fitting clothing or clothing that inappropriately exposes any undergarments; torn, holey or excessively worn clothes/shoes; flip flops, (or any type of shoe/sandal that does not fit securely on the foot) or other beach attire; heelys (shoes that roll); hair length that interferes with a student’s vision or the ability to see a student’s eyes; tattoos or body piercing jewelry (except earrings for girls), hats of any kind (inside or outside of the building without special permission)

A student coming to school with inappropriate clothing may be sent to the office and their parents contacted to bring them appropriate clothing. Repeated violations of the dress code will result in further disciplinary measures.

You should find that these limitations still leave room for a variety of clothing selections. It is also important to note that clothing should be appropriate and safe for physical activity during recess or Physical Education (athletic shoes are required for PE classes).

Your beauty should not come from outward adornment, such as braided hair and the wearing of gold jewelry and fine clothes. Instead, it should be that of your inner self; the unfading beauty of a gentle and quiet spirit, which is of great worth in God's sight. I Peter 3:3

AFTER SCHOOL ACTIVITIES

Students from time to time may plan after school activities that require a change of clothing, the use of athletic equipment or the use of other items. If the after school activity is school-sponsored and the teacher or coach has authorized the items a student wishes to bring (e.g. soccer equipment for practice), these may be brought into the classroom and stored in the appropriate place. If the activity is not school-sponsored and special permission has not been secured, additional bags or equipment should not be brought to school as there is no place to adequately store them. In these situations, students and parents must make other arrangements for after school activities such as keeping the equipment in their car or delivering it to the child after leaving the school campus. If the exchange of clothing or equipment needs to happen after school before leaving the campus, it must occur in the Miller Street parking lot.

INITIAL ENROLLMENT PROCESS

Submit a *Student Application* with a non-refundable application fee (currently \$25). In March, Redeemer School administers a developmental assessment to rising kindergarteners. Once the Headmaster has reviewed the application, complete with all educational and psychological records, performed any necessary assessments, and has determined that the school can meet any reasonable needs of the candidate, the school will schedule a parent interview with the Headmaster. The Headmaster and parents discuss school philosophy, review the *Family Commitment Statement* and discuss the parents' profession of faith to determine substantial agreement with the system of doctrine outlined by the *Westminster Profession of Faith* as summarized by B.B. Warfield's *A Brief and Simple Statement of the Reformed Faith*. After the interview, the school may offer enrollment. Parents must secure the position with a non-refundable, non-transferable registration fee (currently \$100), due no later than thirty days after notice of acceptance (or sooner if a waiting list exists). *Family and Financial Commitment Statements* are then issued in April. These commitment statements along with a non-refundable, non-transferable activity fee (currently \$250) for each child are due in the school office by May 1. After this step, the enrollment process is completed. If the May 1 deadline (or any other deadline during the process) is not met, the child's name may be removed from the class roster. The first tuition payment is due in the school office on July 1. Through January 31, Redeemer School gives priority for enrollment as follows: 1) siblings of current students, 2) members of Redeemer Presbyterian Church (and sister churches), and 3) Christians outside the Redeemer community.

Applications for enrollment can be made no more than one year in advance and are good through one school year. Applications for the next school year can be submitted on or after August 1. A family may reactivate a *Student Application* that is one year old or less with a written note to that effect along with any updated information and a non-refundable, non-transferable application fee (currently \$25).

RE-ENROLLMENT PROCESS

By January of the school year, parents (of each currently enrolled child) in good standing with Redeemer School receive a *Reenrollment Application* to indicate if their child will return for the following school year. This form must be returned with a non-refundable, non-transferable registration fee (currently \$100), no later than January 31. (The student's place in class is subject to forfeiture if the registration fee is not received by the deadline). *Family and Financial Commitment Statements* are issued in April for students who have been registered for the following year. These commitment statements along with a non-refundable, non-transferable activity fee (currently \$250) for each child are due in the school office by May 1. After this step, the enrollment process is completed. If the May 1 deadline (or any other deadline during the process) is not met, the child's name may be removed from the roster. The first tuition payment is due in the school office no later than July 1. A child will not be permitted to begin a new school year if all tuition and fees for the previous school year have not been paid in full.

IMMUNIZATION REQUIREMENTS

Every student attending Redeemer School must have received or be in the process of receiving the immunizations required by the state of North Carolina and described at <http://www.immunizenc.org/Schools.htm>.

Parents of any student accepted for enrollment must provide the school with a certificate of required immunizations within 30 days of their first day of attendance. This certificate should include the following information:

- Name, sex, and date of birth
- Name and address of parent or guardian
- Number of vaccine doses given
- Dates vaccines were given, and
- Signature of physician or health department stamp

Students whose parents are not able to provide a certificate of required immunizations within 30 days of their first day of attendance may be prohibited from further attendance until the required certificate is provided or until an advanced schedule of immunizations has begun. For immunizations in process, a note from the physician or health department will be required indicating the date immunizations are to be given.

Medical or bona fide religious exemptions will be considered as long as they are submitted in writing within the first 30 days of a student's first attendance and comply with the requirements of North Carolina state law.

WITHDRAWAL

Parents intending to withdraw their child from Redeemer School should submit written notice to the office at least one month in advance. Parents are requested to discuss the reason(s) for withdrawal with the Headmaster. If a conflict exists causing consideration of withdrawal, conflict guidelines are to be followed before withdrawal. Fees are not refundable and tuition is due for 3 months beyond the later of the end of the month of withdrawal or the end of the month the withdrawal notice is received (refer to the *Financial Commitment Statement* for more details). Transcripts will be released when financial obligations are met. The school may refund tuition paid in an annual lump sum, prorated from the later of the end of the month of withdrawal or the end of the month the withdrawal notice is received, and subject to the tuition penalties listed in the *Financial Commitment Statement*.

The school will not be able to release any transcripts or other academic records until all financial obligations have been met. Extenuating circumstances may be appealed in writing to the school's finance committee.

CLASS SIZE

The Redeemer School Board has set class size for the 2011-2012 school year as stated below. In extraordinary circumstances, the Board, in consultation with the Headmaster, may modify class size, as long as the school's ability to fulfill academic and spiritual goals is not compromised:

K-5th grades: 12 students maximum per class

6th-8th grades: 20 students maximum per class

PROBATION/SUSPENSION/EXPULSION

The Headmaster may suspend or place a student on probation for misconduct or academic reasons without seeking Board approval. The Headmaster may expel a student for misconduct only with Board approval. Additionally, the Headmaster, after consultation with the Board President, may dismiss a student whose academic progress indicates a need for educational resources beyond the scope of Redeemer School.

GENERAL RULES OF CONDUCT

1. Students may not enter the classroom building until 8:15 am. All students are expected to be in their classroom and ready to begin by 8:30.
2. When absences are unforeseen, students must present a note from the parent to the teacher upon returning to school. If a student arrives after 8:30 am, a tardy will be recorded. The Headmaster will be asked to address persistent tardies.

3. Students may be on the playground during school hours only when supervised by a teacher.
4. Students may use the office phones only in case of an emergency, and with permission from the Headmaster or administrative assistant. Additionally, students may use classroom phones only in case of an emergency or at a time when class is not in session and only with teacher permission.
5. Students must have their names in coats, hats, textbooks, and any other personal belongings.
6. Students must bring a book bag or backpack to organize papers and other items they may bring to and from school.
7. Students are responsible for the care of their books and any other school property. The student's parents must pay for any school property that is lost or seriously damaged while in the student's care.
8. Homework assignments must be completed on time. Students must complete all assignments missed according to the *Attendance* section of this handbook. Willful failure to complete assigned work within a reasonable time will result in disciplinary action.
9. Books checked out from the classroom or the office are to be returned by the due date or upon request.
10. Students may not exhibit willful disrespect toward a teacher, an adult, or another child.
11. Students may not commit any act intended to cause physical or emotional harm to another, or that causes significant disruption in the classroom.
12. No one may use profane language.
13. Lying, cheating, fighting, destruction of school property and stealing are not tolerated.
14. Possession of knives, guns, drugs or other controlled or illegal substances/items is not allowed.
15. No child is allowed to leave school without proper authorization. Students may not leave with anyone other than a parent or designated guardian (see *Child Custody* section).

MATTHEW 18 PRINCIPLE OF CONFLICT RESOLUTION*

A Christian school is made up of people – parents, administrators, teachers and students. Like any other collection of earthly mortals, the people associated with a Christian school have the potential for misunderstanding, disagreement, and even wrongdoing. Nevertheless, it is God's will that we live and work together in harmony. Because of our human nature we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17 Jesus gives His formula for solving person-to-person problems.

Moreover if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. But if he will not hear, take with you one or two more, that by the mouth of two or three witnesses every word may be established. And if he refuses to hear them, tell it to the church. But if he refuses even to hear the church, let him be to you like a heathen and a tax collector.

There are several clear principles that Jesus taught in solving people-to-people problems:

1. **Keep the matter confidential** – The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. “The hypocrite with his mouth destroys his neighbor: but through knowledge the righteous will be delivered” (Proverbs 11:9).
2. **Keep the circle small** – “If your brother sins against you, go and tell him his fault between you and him alone”. The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face to face dialogue. Most problems are solved at the two people level.
3. **Be straightforward** – “Tell him his fault”. Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly yet clearly presented. The Scripture says, “Faithful are the wounds of a friend” (Proverbs 27:6)
4. **Be forgiving** – “If he hears you, you have gained your brother”. This implies that once the matter is resolved we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1 reads, “If a man is overtaken in any trespass, you who are spiritual restore such a one in a spirit of gentleness; considering yourself lest you also be tempted”. Most school problems are resolved at step 2 (estimated at 80% of Christian school conflict). Forgiveness and restoration is the normal happy conclusion. But what is the Matthew 18 principle if the individual will not “hear” you or openly disagrees with your version of the problem? Let's say you are a parent of a student in a Christian school. You are unhappy with a teacher because you believe your child is being treated unfairly in the

- classroom. The two of you have met and talked together, and you are not satisfied with the outcome of your discussion. What is the next step using Matthew 18 principle?
5. **The parent and the teacher should agree to share the matter with the headmaster.** At this stage the counsel of Jesus would be "...take with you one or two more, that by the mouth of two or three witnesses every word may be established." Both parent and teacher should present their version of the issue or issues with the school's headmaster. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord's will in the matter and also willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution. (An estimated 18% of Christian school conflict is resolved at the headmaster level). If however, the issue is unresolved, the School Board represents the next level in conflict resolution (filling in for the Church in Jesus' instructions).
 6. **The Headmaster should explain the problem to the chairman of the school board. The chairman will decide how the matter should be presented to the Board.** Depending on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at a school board meeting. The goal of such a high-level meeting is (1) a clear understanding of the problem; (2) solving the problem; (3) reproof and correction if necessary; and (4) forgiveness and wholehearted restoration of those who have made amends.

In summary, the Matthew 18 principle requires that parents talk to the teacher about student problems before they talk to administrators. If unresolved at the two people level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord's way of solving people-to-people problems.

Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems.

* Used by permission of ACSI, Colorado Springs, CO.

MEDICAL POLICY

Each family will be asked to sign a *Consent for Medical Treatment* form for each child at the beginning of the school year. Parents will be asked to submit a *Health Assessment Report* form for each new Kindergarten student. Both forms are kept in the school office. Allergies or any other pertinent information relating to the child's health must be communicated at the time of enrollment or as soon as this information is determined.

ACCIDENT AND INJURY PROCEDURE

In case of minor accidents, the teacher may administer first aid or the teacher will take or send the child (with an escort) to the school office for care. In case of serious injury (or what might be assumed to be serious), first aid will be administered and/or "911" will be called immediately and attempts will be made to contact the parents. If the parents cannot be reached, those listed *in case of emergency* on the consent form will be contacted. If transfer to the hospital is necessary and no one can be reached, the form will be transferred with the child. An accident report will be filed by the teacher in the school office.

PREVENTION

In the interest of maintaining a healthy learning environment, please abide by the following recommendations

- **Teach your children to wash their hands often** with soap and water, or hand sanitizer.
- **Teach your children not to share personal items** like drinks, food or unwashed utensils and to cover their coughs or sneezes using the elbow, arm or sleeve instead of the hand when a tissue is unavailable.
- **Know the signs and symptoms of the flu**, which include fever (100 degrees or greater), coughing, a sore throat, a runny or stuffy nose, body aches, headaches and fatigue, and, in some cases, vomiting or diarrhea.

- **Keep sick children at home** for at least 24 hours *after* they no longer have fevers or signs of fever without using fever-reducing drugs. Keeping children with a fever at home reduces the number of people who may get infected.
- **Do not send children to school if they are sick.** Any children who are determined to be sick while at school will be sent to the office and you will be called to pick them up.

While the school will provide an initial supply of hand sanitizer, tissues, and antibacterial wipes, teachers may occasionally request parents to send in additional supplies of these items.

USE OF MEDICATION

Medication should be given at home whenever possible. The school will administer no medicine of any kind unless the parent provides such medication with specific instructions for dispensing. Students may also not self-administer any medication without prior authorization and without clear medical necessity. Parents will be required to submit a *Medication Authorization* form for any medicine to be dispensed. Only an authorized teacher or staff member may dispense medication. All medication must be stored in the school office in compliance with the *Medication Authorization* form. This form will include a provision releasing the school and its personnel from liability. Any medication brought to school not in accordance with these regulations shall be retained in the school office pending further contact with/or clearance from the parent.

Medication brought to school should be in a non-breakable (preferably original) and appropriately labeled container. Labeling should include the name of the drug, dosage, and time intervals at which the medication is to be given. Submit a *Medication Authorization* form each time medication is sent to school office for your child.

LIABILITY

Redeemer School carries supplemental accident insurance on its students during school hours and events. Accident insurance for extra-curricular athletic activities is not provided. Parents are required to complete a Field Trip Permission form (with an appropriate liability release) before their child attends a field trip. See the "Use of Medication" section above for further information regarding liability in dispensing of medication.

Federal law defines any vehicle designed to carry eleven or more persons (including the driver) used to transport students to school or school related events as a school bus. Vehicles fitting that description must meet stringent safety standards (standard fifteen passenger vans do not). Redeemer School will work to ensure that its vehicles meet federal criteria for appropriate transport.

Persons with grievances are asked to pursue resolution via the procedure outlined in the Conflicts Policy, versus pursuing litigation.

CHILD ABUSE POLICY

It is our goal at Redeemer School to provide an educational ministry that recognizes the needs of those whom God has committed to our care and is, at the same time, faithful to biblical guidelines concerning Christian nurture. We desire to serve the children of Redeemer School to the best of our abilities. We believe this includes protecting the children in our care from potential abuse, educating teachers and parents in the definition and description of child abuse, as well as screening potential teachers.

Paul warns Timothy in the last days: "*People will be lovers of themselves, lovers of money, boastful, proud, abusive, disobedient to their parents, ungrateful, unholy, without love, unforgiving, slanderous, without self control, brutal, not lovers of the good, treacherous, rash, conceited, lovers of pleasure rather than lovers of God - having a form of godliness but denying its power. Have nothing to do with them.*" 2 Timothy 3: 1-5

Child abuse violates God's law. God not only tells us not to tolerate an abusive person but also calls us to "... *defend the cause of the weak ...to rescue the weak and needy; to deliver them from the hand of the wicked.*" Psalm 82:3. Children are weak no matter how one considers them. They are physically weak and intellectually weak. They are without social status, political power, or economic might. We need to protect them from all forms of abuse.

Child abuse violates our civil law. Every state in the United States of America has laws pertaining to the abuse of children. Moreover, because the identification of child abuse in every form is vital to its prevention and its treatment, each state has enacted mandatory reporting statutes. Child abuse cases must be reported. Even when there is reasonable suspicion, meaning that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that are observed, a report must be made. This requirement is part of the penal code of most states.

Redeemer School urges all teachers to understand the definition and description of child abuse. This should include county and state laws and procedures for reporting and penalties for not reporting incidents of real or suspected abuse.

Careful observance of the Procedures for Reporting and Responding to Suspicion of Child Abuse should be followed. If you are uncertain or in doubt if you should report, you can call Child Line (1 800 932 0313) at any time, day or night, 365 days a year. Simply ask for advice or guidance.

1. All suspicions of child abuse should be reported directly to the Headmaster. If the suspicion involves the Headmaster, it should be reported to the president of the School Board.
2. The Headmaster will at this time follow-up on the suspicion and complete a Suspected Child Abuse Report.
3. The Headmaster will forward the report immediately to the president of the School Board.
4. Allegations should be kept as confidential as possible.
5. All Suspected Child Abuse Reports should include the following:
 - a. child's name, date of birth, and present location
 - b. names, address and phone of the child's parent(s) or guardian
 - c. names and ages of other household members, and their relationship to the child
 - d. name, address and phone of the person whom you suspect has abused the child, and their relationship to the child at the time of suspected abuse
 - e. county in which the abuse occurred
 - f. account of what happened to the child, when the abuse occurred, description of any injury to the child and why you suspect that the child was abused
 - g. your name, address, phone, and your relationship to the child
6. If a child or parent of a child accuses a teacher, the Headmaster will immediately contact that teacher. Written notes of the interview will be taken. Another teacher should replace the accused. The Headmaster will then take steps to interview the family involved, notifying authorities, etc., following the *Guidelines for Responding to Suspicions of Child Abuse*.
7. If a teacher has reason to believe a child is being abused, that teacher should immediately contact Headmaster. The report will be forwarded to the president of the School Board and preliminary interviews pursued, following the *Guidelines for Responding To Suspicions of Child Abuse*. Written notes of all interviews shall be taken, and parents notified immediately. The Headmaster will then take steps necessary for resolution of the situation, notifying the authorities, etc.
8. Teachers are not permitted to release a child to anyone not authorized by the child's parent or guardian. Should such a situation arise, the teacher will notify the child's parent or guardian for authorization. If this is not possible, the teacher should retain custody of the child until authorization is obtained. Should the unauthorized individual forcibly insist upon taking the child, the Headmaster should be called to the scene. Appropriate action should be taken to insure the child's safety. A child should not be released to anyone (including a parent) if he or she appears to be unusually resistant or frightened.
9. The Headmaster and the Board are responsible for acting on the reports they receive, including reporting to the authorities and for immediately removing from service any teacher who comes under discipline of the Headmaster or whose behavior or attitude becomes questionable for one teaching children.

SEXUAL HARASSMENT POLICY

In policies of a sensitive nature, for example, child abuse and/or sexual harassment, Redeemer School is committed to:

1. Protecting children and adults from harm;
2. Calling the offender(s) to accountability, repentance, and restoration.

Redeemer School prohibits sexual harassment in any form and shall provide male and female employees, applicants, and students with protection against sexual harassment in the workplace and classroom.

All employees must avoid offensive or inappropriate sexual behavior at work, in the classroom, and /or at any school event.

All employees are prohibited from dating, courting, or entering into a romantic or sexual relationship with any student who is enrolled in Redeemer School, regardless of the student's age.

This policy further forbids sexual harassment against anyone with whom the employees come in contact with while on the job or while on school premises, regardless of whether the victim is a student or employee.

Violations of this policy will result in discipline up to and including dismissal.

Any employee who has reason to believe that another employee is inappropriately involved with a student shall report this information to the Headmaster. An employee who fails to inform the Headmaster of a reported inappropriate relationship between an employee and a student may be subject to disciplinary action.

The Headmaster will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and/or sexual violence, and take appropriate action against any teacher or personnel.

USE OF THE SCHOOL DIRECTORY

The Redeemer School Directory is provided to all enrolled families, faculty and staff at the start of every school year. This Directory is a private document that is unlawful to be used for any purpose other than the private, school-related use of its families, faculty and staff. It may not be sold or used in any way for the purpose of solicitation. Any other request for use of the Directory must be made in writing to the school administration. Misuse of the content of this document will result in an immediate review of the situation by the Headmaster and could result in removal of the offender from the school.

EDUCATIONAL INFORMATION

ADMISSIONS

Redeemer School welcomes applicants from a variety of backgrounds subject to the enrollment guidelines presented in this handbook. Redeemer School does not discriminate in the admissions process or in the administration of its educational policies and programs on the basis of race, color, national or ethnic origin. While Redeemer School desires to serve children with a variety of needs, the school reserves the right to recommend admission to another school if, in its sole judgment, a child's ability, behavior, or emotional development indicates he would be best served by another program.

SPECIAL NEEDS

In one sense Redeemer School works well with children with special needs because of the biblical foundations and relationships, small class size, and strong parental involvement. On the other hand, students with significant special needs might not be best served at Redeemer School because of limited resources, enrichment day teaching and a literature-based curriculum. Redeemer School's ability to work with children with special needs is determined on a case-by-case basis. Many factors are explored that relate to the whole child, family, severity of need, support available, etc. Children who are determined by the school to be able to be served by its existing educational program, may have individual plans developed to help accommodate their needs. These plans and the progress of the student are evaluated regularly to determine whether or not Redeemer School continues to be the best environment for the child. Redeemer School reserves the right to discontinue the enrollment of any special needs child at any time if it is determined that Redeemer School is not the best educational environment for that child.

Children with unique needs and weaknesses in some areas are often helped through the diagnosis and programs provided by trained professionals in the area(s) of need. Though the Redeemer School faculty and staff has some expertise in these areas, they are not able to perform or provide professional services outside the scope of the school's existing educational program that might assist children with special needs. When either the school or parents determine that special testing or tutoring becomes necessary to assist in the education of a child, parents will be required to seek outside testing and/or assistance to support the child. While the school will work in every way possible with these outside professionals in serving the needs of the child, the parent will be responsible for the cost of any outside testing or assistance.

STUDENT PROGRESS

Education at Redeemer School involves many opportunities for group instruction, one-on-one instruction and independent learning. Teachers keep accurate records of the progress made by each student in meeting the goals and objectives of the curriculum. Parents may discuss their child's progress at any time through a prearranged meeting with the teacher. Student progress is officially reported at the end of each trimester on progress reports. Parents are expected to discuss progress reports with their child.

Redeemer School primarily and ultimately focuses on issues of the heart, which are revealed through behavior. As we call children into maturity, habits are markers in this journey to be conformed to the likeness of Christ. Teaching good habits is like building a wall, adding stones, year after year. Habits are also like new shoes. They're not always comfortable until they are worn for a while. Below is the basic outline of trimester reports to parents. Teachers make these determinations through prayer and many weeks of observation. We depend upon our teachers' professional expertise and upon their wisdom as believers.

RELATIONAL PROGRESS REPORT

Education involves the development of personal relationships that are important in the instruction of the child as a whole person. An evaluation of these relationships is as follows:

Code: [R]Rarely [S]Sometimes [O]Often [C]Consistently [NE]Not Encountered

Spiritual Growth (Relationship with God): Since God alone knows the heart of each child, this area is reported only as an observation of the child's participation in activities and responses to his teacher and classmates that indicate a desire to know God and please Him.

Social Growth (Relationship with Others): Loving ones neighbor includes the child's relationship to his family, teachers, classmates and other adults.

Character Growth (Relationship to Self): This part of a child's person includes the development of habits that improve self-discipline and proper care of one's body and mind. The learning habits that are focused on throughout each grade level of Redeemer School are as follows:

- The Habit of Punctuality
- The Habit of Attention
- The Habit of Thinking
- The Habit of Imagining
- The Habit of Remembering
- The Habit of Neatness and Order
- The Habit of Truthfulness
- The Habit of Responsibility
- The Habit of Courtesy
- The Habit of Temper

ACADEMIC PROGRESS REPORT

Grades K-3

Redeemer School maintains portfolios for all students in the primary grades. These are a compilation of specific student work samples predetermined by the school. We expect children to be motivated to learn by an intrinsic interest in the God's creation with a desire to know and understand more about Him. When extrinsic motivation is needed, we believe that the encouragement and discipline of Christian parents and teachers will be the necessary catalyst.

Redeemer School also maintains a developmental checklist for each student. This document chronicles progress in math and language arts and follows the students from grade to grade for his/her primary years.

Grades 4-8

Limited portfolios are kept in addition to the progress reports. These portfolios contain samples of student's work. Beginning with the fourth grade, student evaluation will be based on the following letter grade system for all core academic classes:

A=90-100 (Excellent)

B=80-89 (Good)

C=70-79 (Satisfactory)

U=69 and below (Unsatisfactory)

K-8 students will be promoted to the next grade if they satisfactorily accomplish the curriculum goals and objectives of their current grade level.

RECORD KEEPING**Relational and Academic Progress/Assessment****Grades K-8**

Each grade has a portfolio checklist, which names specific items to be included as the student's permanent record. Each teacher is to file this record annually within five days of the last student day. Records are kept in the school office and may be viewed according to the stated student record viewing protocol. In no case are records to be left in the classroom unattended or taken away from the school without permission from the Headmaster.

Grades K – 3

Language Arts and Math Checklists Academic progress is documented on a developmental checklist, which follows the student from grade to grade for his/her primary years. According to the directions given on the checklists, the teacher marks each item when he/she observes it to be practiced consistently by the student. The teacher uses the checklists to plan whole group, small group, and individual instruction, according to items the students have yet to internalize. Students are thus challenged to continue into higher levels of expertise or given extended time to meet milestones as needed in grades K – 3.

Progress Reports/Narrative Summaries Teachers in grades K-3 prepare progress reports which include narrative summaries and a copy is given to families at the end of each trimester. They describe the student's progress in their relationships and academic areas.

Bi-Weekly Reports These reports give parents regular feedback every two weeks concerning their child's progress in academics and character development.

Grades 4 – 8

Progress Reports Teachers in grades 4-8 prepare Progress Reports with comments. In addition to assessing relational progress, each core academic area receives percentage scores which correlate to the grading scale listed above. For grades 4-5, there are sub-topics for each subject which receive [I] for working independently, [E] for emerging/ developing, or [N] for not yet demonstrating.

Bi-Weekly Reports (4-5) These reports give parents regular feedback every two weeks concerning their child's progress in academics and character development.

Mid-Term Progress Reports (6-8) These reports give a summary report regarding the middle school students' relational and academic progress midway through each trimester.

ENRICHMENT CLASS ASSESSMENT

In addition to the core academic classes, there are enrichment classes for 3rd-8th grades that currently consist of music, art and physical education (as well as health, speech communication, and computer in middle school). These classes, though not core, are considered to be very important to a well-rounded education at Redeemer School. Since they are classes that meet only once or twice a week and do not require regular homework to be turned in, they are assessed according to a scale that primarily measures attitude, behavior and effort (ABE).

The following criteria will be used when ABE assessments are given:

Attitude:	Willingness to work with others Participation in lessons Reliability Promptness to lessons
Behavior:	Consideration for others Adherence to class rules Politeness and good manners Friendliness
Effort:	Preparedness (e.g. dressed out for PE, music sheets brought for music) Presentation of work Perseverance/determination Consistency Intellectual curiosity

These criteria will be rated as follows:

- 4=Excellent (most of the ABE criteria have been met at excellent levels)
- 3=Good (most of the ABE criteria have been met at satisfactory levels)
- 2=Needs Improvement (the ABE criteria are inconsistently met)
- 1=Unacceptable (the students attitude, behavior or effort has been poor and/or has disrupted the learning of others)

A rubric reflecting the assessment of each student's achievement in these areas will be completed and attached to the report card. Assessment of "2" will be accompanied by teacher comments to provide information on how the student may improve their attitude, behavior or effort in the subject being assessed. Assessments of "1" will normally have been preceded by a teacher conference with a parent to help remediate the situation.

COMMUNICATION WITH PARENTS

Conferences

See *Parent-Teacher Conference* section

Written Communications

To serve well our students and their parents, we strive to maintain good communication with our children's families. The information below outlines the minimal requirements expected of the classroom teacher. Teachers may format these items to suit their own style. The goal is to have 1) a narrative of the upcoming month with some follow-up regarding the recent past, 2) a skeletal outline of important upcoming events, and 3) bi-weekly information or mid-term reports about each child's progress.

A Monthly Newsletter is provided that gives a brief overview of the material to be covered for the upcoming month (emphasizing *why* lessons, topics, etc. are being taught), highlights events, special activities, and an occasional human-interest story about students. A Monthly Calendar attached to the newsletter that lists special days, "major" assignments, tests & quizzes, projects, field trips, interim due dates for long assignments, Enrichment Days, and other significant events. Bi-Weekly Progress Reports (K-5) and mid-term progress reports (6-8) that note academic growth and personal growth (social, emotional, and/or spiritual).

Email Communications

Each teacher has their own school email address (redeemerschool.org extension). This email address is available to parents for email communication during the school year. Email communication is encouraged for factual information, brief communications about upcoming events, and even scheduling meetings. Email is not encouraged for any communication that is emotional in nature or may elicit negative emotion. In these situations, phone or face to face communications is best.

Face-to face or Phone Communication

Teachers will communicate preferred hours either at school or at home for in person or phone communication. The pick-up line should not be used for informal conferences with teachers. Instead a mutually convenient time should be scheduled either directly with that teacher or through the school office. Parents may leave a non-emergency phone message for a teacher during the school day through the school voice mail system.

PERMANENT RECORDS

Redeemer School maintains an Educational Record on each student who has enrolled. These records include:

CONTENTS

- A Complete Student Application
- Student Health & Immunization Records
- Health Assessment Report (PPS-2K)
- Language Arts and Math Portfolio Checklist (Grades K-3)
- Progress Reports, Report Cards and Transcripts
- Standardized Test Scores (Grades 3-8)

- Kindergarten Developmental Assessment
- Educational and Psychological Testing
- Withdrawal and Re-entry Records
- Injury Report Forms
- Notation of Major Disciplinary Actions
- Significant Correspondence with Parents Concerning Child's Education

LOCATION AND CUSTODIANSHIP

The Education Records shall be retained at the school and the Headmaster or a designee shall be the custodian of the record. Education Records do not leave the office without prior approval of the Headmaster. All Education Records shall remain at the school indefinitely in a secure and locked cabinet.

ACCESS TO RECORDS

Parents, guardians, and students eighteen years of age or older have the right to review, inspect, and copy a pupil's Education Record. Both natural and adoptive parents of a student have the right to inspect and copy records unless prohibited by Court Order.

Please note that the school is not able to release copies of any Educational Records for a student until all financial obligations have been met or brought current. Extenuating circumstances may be appealed in writing to the school's finance committee.

School employees, including but not limited to teachers, substitute teachers, the administrative assistant, and the Headmaster who have a legitimate educational interest for examining the records may have the right to inspect and copy a pupil's education records.

If Redeemer School receives a request for a copy of a child's education records from another school system in which a pupil seeks or intends to enroll, the school may send the records without the consent or notification of the parents. Representatives of recognized accrediting organizations may inspect student records.

Juvenile Justice and Law Enforcement Officials may inspect Education Records. These officials and authorities to whom such information is disclosed certify in writing to Redeemer School that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student.

In emergencies, Redeemer School may provide hospitals, law enforcement agencies, rescue squads, and other such individuals with necessary information from a pupil's education records, if the emergency threatens the health or safety of the student or other persons.

A parent may authorize, in writing, any person, or firm to have access to and to copy all or any part of a student's Education Record. The release form must be signed by the parent, and shall be placed in the student's Education Record.

The content of any pupil's education records may be reviewed and copied by those named above at any reasonable time. The school may require that a school official competent in interpreting the records be present. The school may also charge a fee of 25 cents per page for copying any record. The student or parent shall be asked to sign a form acknowledging the date, time, and place of the review of the records.

If any material or document in the Education Record of a student includes information on more than one student, the parents shall have the right to inspect and review only that that relates to their child.

INACCURACIES

If a parent believes that information contained in their child's Education Record is incorrect, outdated, or misleading the parent may request orally or in writing that the Headmaster amend the records. Within five days of receiving such a request, the Headmaster shall decide whether to amend the student's record and shall inform the parent of his decision. If it is decided not to amend the record, the Headmaster shall advise the parent of his/her right to request a hearing before an appointed representative/committee of the Board of Directors.

HOMWORK GUIDELINES

Purpose

At Redeemer School we use homework to reinforce class work, practice skills introduced during the day, provide opportunities to problem solve, encourage creativity, and expound on topics already covered in the classroom. Homework also helps develop independent study habits and a sense of personal responsibility. Practice in reading develops fluency, comprehension, and increased content knowledge. It also has a positive impact on writing skills. Homework should always be clearly understood and have sufficient directions during class. Homework time is not viewed as an extension of school hours, but rather the opportunity for purpose driven assignments, which cannot be reasonably completed during regular school hours. Most often, homework is the child’s work; however, it occasionally provides the vehicle through which families are involved in a joint venture.

Quantity

Believing that an essential part of growing up requires that children have time with their families and time to engage in non-academic activities, we endeavor to maintain high time on task here at school and then to send students home with minimal work. We usually give no homework on Wednesday nights (except in middle school) in order to facilitate families attending church services (*see middle school handbook for more information regarding middle school expectations*). Because each student requires varying amounts of time for any given assignment, the following is only a general guideline.

Grade Levels	Amount of time per day
K-2	up to 30 minutes
3-5	30-60 minutes
6- 8	1 - 2 hours

Parent Involvement

Parents are expected to monitor their child’s progress and make sure that homework is completed and delivered on time. Parents provide a consistent time and place for their child to work on their assignments. This is a place where the child can concentrate, free from unnecessary distractions. Parents should also encourage children to correct their own mistakes. In other words, parents should come along side, leading and encouraging the child to think for him/herself.

Structure

Homework can be hands-on projects, research work, worksheets, etc. Because we employ a literature-based curriculum, most, if not every, day there will be reading assignments. On the rare occasion when a group project is assigned, special care will be taken to prevent difficulties in transportation and scheduling.

Making up homework

Students are expected to have homework completed to the best of their ability and turned in on time. Should a student be out because of illness, the teacher will decide a reasonable time for the work to be made up.

At the same time parents are encouraged to provide enriching experiences for their children, families must weigh the value of taking children out of school. If the child is absent by parental choice for such reasons as vacation or the family’s personal needs, the parents are asked to inform the teacher at least one week in advance. The teacher may be able to provide topics and reading assignments that will be covered during the student’s upcoming absence. Because our curriculum is literature-based, hands-on, and experiential, the teacher is not expected to provide a worksheet as a substitute for detailed lesson plans. The parents are expected to work with their child, so that their child will not be behind when he/she returns.

Should a student be delinquent in completing assignments,

K-3: The student will complete the homework for the following day, unless this is a repeating pattern of late assignments, in which case the student will do the work during the school day, e.g., during DEAR, or recess.

4-8: The student will complete the homework for the following day, unless this is a repeating pattern of late assignments, in which case the student will do the work during the school day, e.g., during DEAR, guided study, or recess. Either way the student's grade will be lowered 10 points for each day late.

STANDARDIZED TESTING

Description and Purpose of Standardized Testing

Each spring Redeemer School administers the Stanford Achievement test to students in grades 3-8. This is a Norm-Referenced Test which compares each student's performance on the test to the performance of a representative sample of students nationwide of the same age and grade. Norm-Referenced Tests consist of broad, general knowledge and basic skills questions including reading, language arts, social studies, science, and study skills.

As any other school day, students are expected to be in school throughout the two weeks that standardized testing takes place. Students who miss class during these weeks (testing or make-up week) due to an unexcused absence (see p. 10) will not be allowed to make up any portion of the SAT test missed due to the unexcused absence. Please note that non-emergency family trips may not be approved as excused absences during these two weeks. Additionally, any student who marks in or damages testing materials will be required to pay for the replacement of those materials (price to be determined by administration). This includes students who are allowed to mark in their book due to agreed upon accommodations.

Parents receive a copy of their child's test scores at the end of the school year. This report provides the parent and student with a comprehensive view of the student's test performance including national percentile ranks, raw scores, stanine scores (used in identifying broad differences) and measures of grade equivalency. Results on the Stanford 10 are only one measure of student academic achievement and, like all measures, have a degree of error inherent in them. For this reason, Redeemer School places emphasis on classroom assessment of individual student progress and uses the Stanford 10 results to identify and track trends in school-wide achievement and curriculum development

Students with Disabilities and Testing Accommodations

Students with identified learning disabilities may receive testing accommodations during standardized testing. The need for accommodations is determined on a case-by-case basis and must be documented in a current (within 3 years) psychological report that remains on file in the student's records. Possible accommodations are delineated specifically for standardized testing and may include a separate testing area, extended time on the test, non-reading portions of the test read aloud, and the recording of answers directly in the test booklet (for which a nominal fee may be charged). Notification of this need must be received in the school office at least 30 days prior to the beginning of test administration. The cost of providing test accommodations will be passed along to parents when such cost is beyond normal test administration costs.

PARENT-TEACHER CONFERENCES

Required conferences with parents are held two times per year: at the end of the first and second trimesters. The days for these Parent/Teacher Conferences are listed on the school's calendar. When possible, both parents should attend, but only one is required. At the end of the third trimester, like the other two reporting periods, teachers give a written report to the parents. There is no regularly scheduled meeting during this time, but the parents, the teacher, or the Headmaster may initiate one.

Teachers, parents, or the Headmaster may schedule other conferences during the year whenever necessary. A disciplinary conference will be required between parents, teacher, and possibly the Headmaster if a student is referred to the Headmaster's office more than once in a seven day period, more than twice in a thirty day period or at any point deemed necessary by the teacher or Headmaster. Documentation of these meetings may be kept in the student's permanent portfolio.

DISCIPLINE

The word discipline means to make a disciple. Discipleship involves teaching children to live correctly before God in all aspects of life. Classroom behavior that pleases God is essential to a good learning environment. Any behavior that significantly interferes with maintaining an appropriate classroom learning environment should be addressed by

both teacher and parent. With the understanding that the heart determines behavior, appropriate inward motivation will be emphasized in addition to appropriate outward conduct. Opportunities for repentance and resulting grace will be rigorously pursued.

In general, student discipline during the school day is the responsibility of the classroom teacher. Nevertheless, every member of the faculty and staff shares the responsibility for our children's nurture and discipline anywhere in the school. Discipline should be fair, consistent, and administered in love. Teachers will attempt to discuss a student's personal problems privately with the student and will refer a student to the Headmaster's office when appropriate.

The school will follow the biblical principles outlined in *Shepherding a Child's Heart* by Tedd Tripp. Teachers will pray over the situation and attempt to determine the heart issue behind the behavior. Teachers will tailor the disciplinary action to the offense using the steps listed in the following "Expectations for Student Behavior and Guidelines for Discipline Procedure" section. Teachers will not use schoolwork as punishment (assigning additional homework, for example) nor will they punish the entire class for the actions of a few. Teachers will document the use of discipline in a behavior log and will report disciplinary measures to the child's parents in a timely manner. Consistently disruptive children will be removed from the classroom and referred to the Headmaster's office. Parents will be contacted by the teacher or headmaster, as appropriate.

EXPECTATIONS FOR STUDENT BEHAVIOR and GUIDELINES FOR DISCIPLINE PROCEDURE

BEHAVIOR

Behavior is a reflection of the heart. The goal of every instance of discipline is to shepherd the heart so that the child is pointed to his/her need for Christ and to the realization that God is willing and able to make fundamental and profound changes in the heart. Both individual and corporate prayers are essential throughout this process. Good communication with the students is also essential from the first day. Acknowledgment of sin, repentance, redemption, are both the goals and the process. Tedd Tripp explains our foundation for engaging in behavior and discipline in his book, *Shepherding a Child's Heart*.

AUTHORITY

Standing in the place of parents, as the God ordained authority in the classroom, teachers tell the students what is expected. These expectations hold true whether or not an adult is with them. With grace and in obedience to God, teachers stand confidently in authority and do not expect or accept less. The children, of course, must understand and be able to comply with the expectations.

PRE-TEEN AND TEEN YEARS

Our school, by design, fosters a nurturing environment. This is good and we will continue these efforts along side the parents. With this, however, we can foster a sense of casualness among our older students that sometimes shows up in a lack of attention to directions, obedience that comes only after two or three repetitions, a general disregard for others, and undue regard for self. We realize that our children, as they reach pre-teen and teen years, require that same love and caring, but they also need to be "called forth" into young adulthood. Not only do we need to support and come alongside them, but we must also stand "ahead" of them and call them into maturity. We must establish a godly and right standard into which we require them to walk. We can and should do this because we know, to some degree, where life ahead of them lies. Paul Tripp addresses issues for teenagers in *Age of Opportunity*.

Please refer to the middle school handbook and individual classroom teacher expectations for further specific information regarding student expectations.

EXPECTATIONS

The school expects a high standard of behavior from all our students. This standard of behavior is proactively taught from K-8 grades through instruction in learning habits. Some of those habits are attention, truthfulness, personal initiative, self-control, quick perception, fortitude, self-discipline, godly thoughts, etc... In addition, teachers develop appropriate expectations for their own classroom. Along with these expectations, each teacher will use the "P.E.A.R.L." rule as a behavioral guideline. This acronym stands for:

P- politeness - to one another and to the parents in charge; use respectful titles to authorities (e.g. “yes sir, yes ma’am”)

Matt. 22:39 - "Love your neighbor as yourself."

Eph.4:32- “Be kind and compassionate to one another."

Phil. 2:4- "Each of you should look not only to your own interests, but also to the interests of others."

E- example - set a good example for others. Follow general school rules (e.g. students should not use classroom phones without teacher permission)

Matt. 5:16- "In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Phil. 2:13- "For it is God who works in you to will and to act according to his good purposes."

A- attitude - have a good attitude; a cooperative attitude.

Phil. 2:2 - "Make my joy complete by being one in spirit and purpose."

Phil. 2:5- "Your attitude should be the same as that of Christ Jesus."

R- respect - raise hands to talk in the classroom unless permission is given to talk out at random.

I Peter - 2:17 "Show proper respect to everyone"

Romans 12:10 "Honor one another above yourselves."

L- listen - to instructions and to grownups in charge; follow orders the first time.

James 1:19- "My dear brothers, take note of this: everyone should be quick to listen, slow to speak, and slow to become angry."

STEPS

When discipline is necessary, the following steps will normally be followed. While sometimes these steps will be followed sequentially, the steps at times may be repeated, combined and/or skipped depending on the frequency or severity of the offense.

- 1st. **T**alk/Conference
- 2nd. **E**mploy use natural/logical consequences
- 3rd. **R**ecord the offense
- 4th. **N**otify the Parents
- 5th. **I**nvolve Headmaster

AN EXPLANATION OF THE STEPS

- 1st. Talk/ conference with the student, i.e., appeal to his/her conscience through
 - encouragement- to inspire and fill with hope and courage,
 - correction- remedies something wrong,
 - rebuke- censures behavior,
 - entreaty- involves, soliciting, urging,
 - instruction- the process of providing a lesson, a precept, or information that will help your student understand their world,
 - warning- informs of probable danger,
 - teaching- process of imparting knowledge
 - (see *Shepherding a Child’s Heart*, chapter 9.)
- 2nd. Employ natural/logical consequence, such as, but not limited to
 - recording of the offense in class log book (see 3rd step below)
 - removal from the activity
 - time in the office
 - prohibition from participating in a similar future activity
 - fixing up/ cleaning up the physical damage
 - completing work at less desirable time (recess, center time, at home)
 - stopping the activity
 - losing privileges
 - offering apology; asking forgiveness (only as appropriate and truly heartfelt)

- Note: Teachers will tailor the disciplinary action to the offense. Teachers will not use schoolwork as punishment (assigning additional homework, for example) nor will they punish the entire class for the actions of a few.
- 3rd. Record the offense. This is intended to point out patterns, clearly articulate the offense, and bring the student to acknowledge his/her sin. Consistent with teacher styles and developmental differences, the log book may be implemented differently in different classrooms. The logbook is not punitive, in and of itself. The logbook should remain a confidential log and is to be put away when the room is not in use or the teacher steps out.
- Grades 3-8: Student signs the logbook, recording the date and the offense.
 - Grades K-2: Teacher makes entry in non-public log that will be shared with the student in a private conversation.
- 4th. Notify the parents. Depending on the severity of the issue (heart or behavior) a note, phone call or combination of the two will be made to parents the day of the disciplinary issue or as soon as possible. Developmental issues, issues of habit development, or minor issues will be communicated to the parent in a reasonable time period but not always the day an incident occurs. For younger students (grades K-5) these issues may be reported in the bi-weekly progress reports. Parents are requested to respond promptly to any note or phone call from the teacher or administrator regarding a disciplinary matter.
- 5th. Involve the Headmaster. If the severity of the issue (heart or behavior) warrant, the Headmaster may be involved at the outset of the situation.

In each situation, the teacher should consider the appropriate disciplinary response in light of the age of the student, the severity of the offense, evidence of repentance, and previous disciplinary actions. In other words, the above steps are not always sequential. When possible, the corrective measure will fit the offense and the parents will be involved in the resolution of the incident. Significantly disruptive or dangerous behaviors will necessitate referral to the Headmaster's office regardless of the progression through the steps of the disciplinary process.

In addition, the following behaviors will necessitate referral to the Headmaster's office for discipline (in coordination with the teacher). Those behaviors are:

- **Disrespect** shown to any student, teacher, or other adult. The teacher or adult in charge will be the judge of whether or not disrespect has been shown.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- **Rebellion**, i.e. outright disobedience in response to instruction or correction.
- **Vandalism** towards any church, school, or individual property (includes any intentional damage to property regardless of the extent of damage)
- **Fighting**, bullying or any intentional action that leads to physical or emotional harm to another student or teacher or other adult.
- **Profane, blasphemous, or unduly crude language**, including taking the Lord's name in vain.
- **Any illegal or immoral activity**

If deemed necessary and/or appropriate, these or other behaviors may result in probation, suspension or expulsion of a student from Redeemer School (see "Probation/Suspension/Expulsion" section).

Regardless of the external disciplinary measure taken, the primary goal is the restoration of the student, not punishment. Restoration involves pointing each child to Christ and to encouraging him to grow in Christ-likeness, thereby creating a healthy, comfortable environment for learning. While parents are ultimately responsible for the discipline of their children, it is important that they support and comply with school discipline policy to insure the efficient administration of the school. This support and compliance of parents includes a willingness to counsel and discipline their children at home in response to school discipline and to respond promptly to teacher or administration requests for disciplinary conferences should they become necessary.

"My son, do not make light of the Lord's discipline, and do not lose heart when he rebukes you, because the Lord disciplines those he loves, and he punishes everyone he accepts as a son." Endure hardship as discipline; God is treating you as sons. For what son is not disciplined by his father? If you are not disciplined (and everyone undergoes discipline), then you are illegitimate children and not true sons. Moreover, we have all had human

fathers who disciplined us and we respected them for it. How much more should we submit to the Father of our spirits and live! Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness. No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it. Hebrews 12:4-11

EXAMPLE

A third grade teacher gives the class instructions for a particular activity. The students begin that activity. One student gets off task.

The teacher speaks to the child. Using his/her judgment, the teacher may respond in a variety of ways, for example, telling the child to stop what he is doing and get back on task (rebuke), or warning the child that staying off task will hinder his ability to contribute his share (warning), or re-instructing the student by paraphrasing the earlier directions (teaching).

The child chooses to get off task again during the same activity. The teacher uses natural/logical consequences, such as removing the student from whatever surroundings or materials that provide distraction, requiring the student to work alone, or requiring the student to do the work during recess or at home.

For the third time the student gets off task. The teacher has the child sign and document his/her offense in the logbook. (At this point, the teacher may discover that this may not be a developmental issue, but rather an issue of the heart. It might be rebellion, fear of failure, preferring self over others, etc. If so, the teacher may also have the student write a note home to his/her parents explaining the “transgressions” and requesting a written or verbal response.)

The student gets off task yet again. The teacher calls the parents immediately or notifies the student that a phone call will be made home as soon as reasonable.

Two days later, the student is off task again. The student is asked to record his behavior in the logbook and the Headmaster is notified. The Headmaster conferences with the teacher and student. Soon afterward, he/she conferences with the parents.

EXAMPLE

A sixth grader uses profanity toward other children during recess. The teacher conferences with the student as he/she removes the student from the group. Because of the anger and malicious intent of the words used, the teacher takes the student to the Headmaster. He talks with the child and the teacher. He then talks with parents and decides the consequences.

ENRICHMENT DAYS

The idea of Enrichment Days (E-days) grew from an understanding of the covenant family of God as diverse by God’s design. These days are intended to enrich the students by allowing them to benefit from this diversity of gifts, interests, and associations among all the parents of the students in their various classes.

E-Days are a prescribed form of parental involvement at Redeemer School for all grades in an effort to provide for the children these benefits:

1. To give the children a broader view of the world God has made and to provide new experiences as parents in the class share their interests, knowledge, passions, and connections.
2. To demonstrate the amazing diversity of humanity to the children with the purpose of inspiring in them an appreciation that the source of our differences is God, and that all the various gifts we have are therefore honorable.
3. To make possible more relationships between our children and adults, thus providing them with the opportunity to develop relationships in which they will hear about how God works in the lives of His people.
4. To enhance the curriculum by having the children practice the skills they have learned in class with other adults and in other settings.

Because they are the child’s first years in school, there are two additional purposes for E-Days in grades K-2:

1. To provide a transition as the child moves from being at home where the parents are the primary teachers to being at school where other adults come alongside the parents in providing for the education and growth of the child.
2. To provide a strong foundation for the development of relationships within this classroom family.

Grades K-5

Out of a commitment to fulfill these purposes, Redeemer School requires that each K-5 family participate in E-Days. The duties of each family will be:

1. To plan and implement a minimum of two 1 ½ hour E-Days per year (only one E-day for students in grades 3-5) for each child enrolled in the school with both parents present for each of the E-Days. The maximum number of E-Days required for a family with two or more children enrolled is four (or 6 hours). If there is only one parent in the household, that parent is responsible for the family quota and must have another adult participate with him/her in the E-Days.
2. To complete the *Enrichment Day Planner*, the *Parent Response Form*, and the *Self-Evaluation*. These will help others as we develop our E-Day files. The completed forms already on file are available for your use.
3. To accept the responsibility as the authority in the class when with the children, lovingly disciplining them and shepherding their hearts as if they were your own children.
4. To be responsible for costs of any materials you purchase for the E-Day.

Grades 6-8

Due to the enriched curriculum in Middle School, traditional E-Days are not required, however a total of three hours of classroom involvement per child per year is still required by each family. Each family has a combined maximum of six hours required annually. If a parent has a particular skill or area of expertise that coincides with the curriculum, they are encouraged speak with their child's teacher and to schedule a specialized E-day with the teacher. If an E-Day is chosen, parents should complete the *Enrichment Day Planner*, a *Parent Response* form, and the *Self-evaluation*. These will help others as we continue to develop an E-Day file. Other opportunities may also be available to assist your child's teacher in a classroom situation. Please talk to your child's teacher about any specific needs of your child's class such as monitoring lunch duty, proctoring tests, helping with projects, etc...

SIGN-UPS

During our Open House/ Picnic, our teachers will have a list of suggested E-Day topics, suggested dates, and possible alternative E-Day ideas. Typically, the topics and dates correspond to the sequence and timing in which the topics will be presented during the year. You will then be able to request and turn in your preferred E-day topics and dates through the end of the first week of school. Once the teacher has received these requests, they will determine who gets their first choices alphabetically by last name. Second choices will be determined by using a reverse alphabetical order. Any scheduling conflicts after that will be resolved by the teacher working with parents. A final calendar with dates and topics will be given to you by the first parent meeting. Enrichment day training will be provided to parents shortly after the first parent meeting. All parents new to the school are expected to attend this training.

Because of the latitude in any given topic, two families can sometimes cover the same topic from different perspectives. Should you and another family desire the same topic, your child's teacher will make a decision as to whether this is appropriate. If the decision is made that it is appropriate, you and the other family will be asked to coordinate between yourselves a way to appropriately communicate your topic. If you do not request topics and dates by the end of the first week of school, your child's teacher will ask you to choose from any remaining topics and dates after other assignments are made.

FIELD TRIPS

Redeemer School recognizes that hands-on learning experiences are integral to the process of life-long learning. Field trips are an invaluable resource for providing these hands-on learning experiences. Teachers at each grade level/subject area are encouraged to plan a limited number of field trips that advance the educational objectives of the curriculum for the related grade level/subject area being taught.

All field trips must be approved in advance through the school office and will be listed on the school's master calendar. While many field trips are planned, scheduled, and communicated before the start of the school year, teachers may add a field trip during the school year if proper approval is secured and notice given to parents. Most costs for students attending field trips are covered in full by the student activity fee. Some exceptions to this are 1) transportation costs which are normally provided by parent volunteers (see *Field Trip Transportation Expense*

section for more information), 2) costs of snacks, meals and any souvenirs, and 3) costs for overnight field trips. Parents are normally told in advance of any money that would need to be brought by a student to pay for any expenses not covered by the school.

For a student to be eligible to attend a field trip, written permission must be secured from the student's parent or guardian. Students who do not turn in a signed permission slip for a field trip will be required to remain in the school office and a parent will be contacted to pick them up. If you have a child who is both under 8 and under 80 pounds, you will need to provide a booster seat for your child in order to go on a field trip. This seat should be dropped off with your child on a field trip day. If you have questions regarding the proper kind of booster seat to use, please speak with your child's teacher or contact the school office.

Parent volunteers will normally drive on field trips as requested by the classroom teacher or a designated parent volunteer. Parents or teachers who drive on a field trip are required to have a Designated Driver Form on file in the school office which includes the following information:

- Unexpired drivers license information
- Current registration & state inspection information
- Current automobile insurance information
- Release to verify driving record with NCDMV

Approved chaperones will be provided with a copy of the itinerary including the route to be followed and a summary of their responsibilities. The school reserves the right to determine who may or may not transport students on a field trip. Parents who wish to participate in a field trip but are not needed to chaperone may do so only with the teacher's permission and will be required to pay any associated field trip costs.

Unless otherwise designated, the classroom teachers will be in charge of the group on the field trip and will be authorized to make decisions on behalf of the students while on the field trip. The classroom teacher will also carry with them a master itinerary with a list of drivers and passengers in each car, contact information for each driver, and copies of the Medical Release Form for each student while on the field trip.

FIELD TRIP TRANSPORTATION EXPENSE

Parents will normally be asked to provide occasional field trip transportation (and any related expense) as part of their volunteer duties in the life of the school. When there are field trips of greater than 30 miles round trip (not including the distance from the driver's house to the school), teachers will use their discretion whether to ask parents to contribute gas money to assist the drivers with transportation expenses. If deemed necessary to collect, the amount due will normally be communicated to parents on the field trip permission slip sent home to parents. The money would be due with the child's permission slip. Any family needing assistance with field trip transportation expenses should contact the school office.

READING BUDDIES

Our Reading Buddy program will normally take place every other Friday from 9:00-9:30 AM on the weeks between scheduled chapel programs. Younger grades will be paired with older grades of approximately the same size. Where the classes are of different size, there will be some groups of three. While normally students will be paired with the same gender, in some cases boys and girls will be paired together. Reading Buddies will participate in activities such as reading/narrating to one another, doing a nature study or picture study, writing or decorating a letter or card for someone, etc...

The Reading Buddy program is designed to help develop special relationships between children across grade levels while reinforcing various aspects of our curriculum. There may be certain times during the year when the Reading Buddies will do special activities together or desire to share a treat or small gift with each other (e.g. Christmas and the end of the year). Please note that gift giving is not expected or required. If reading buddies choose to exchange a small gift with each other they should not do this during the reading buddy time or during school hours.

ASSEMBLIES/ CHAPEL

Assemblies or chapel programs will normally take place every other Friday from 9:00-9:30 AM on the weeks between the Reading Buddies program. The purposes of chapel programs are to worship God, learn from His word, and be informed as a whole school on important topics. It is a regular time to be together as a whole school and help develop a school wide identity. Chapels and assemblies will be held in the sanctuary and will be led by different classes throughout the school year. Parents may be asked to assist in preparation of a chapel program and are always invited to attend whether their child's class is in charge of leading the program or not. Parents that attend should sit in the back of the auditorium or on the sides in the front so that they do not block the view of the students.

CLASS PARTIES/ CELEBRATIONS

Planned celebrations/parties are appropriate for classes to enjoy from time to time. The most common celebrations/parties are just before Christmas break and the last week of school. Teachers may request parent assistance in the planning of these parties/celebrations. Please note that these celebrations/ parties are generally asked to remain on campus and brief in duration (one hour or 90 minutes at most) depending on the activities planned. Parents who have been asked to plan celebrations/ parties should submit those plans to the classroom teacher at least two days before the party. Activities on campus should not involve water games or other high risk activities unless the teacher has secured permission from the Headmaster.

ATHLETICS

Redeemer School provides opportunities for students to participate in extra-curricular athletic activities. These activities are currently limited to cheerleading (3rd-5th grade girls), coed soccer (6th-8th grade) coed intramural basketball (4th-6th grade) as well as boys and girls basketball (6th-8th grade). The Headmaster in coordination with the Athletic Director determines what sports/ teams may be provided at the beginning of each school year/ season. There is a nominal participation fee and liability waiver required for participation in these athletic programs. Head coaches for our middle school and cheerleading teams receive a small stipend and must pass a criminal history check. Parents may also be needed to provide volunteer assistance for these teams. Please contact the school office or refer to the athletic mission and philosophy statement in the appendix for more information.

FINANCIAL INFORMATION

TUITION AND FEES

We believe it is primarily the responsibility of the student's parents to meet the financial requirements of the school. We desire to keep tuition as low as possible. Use of church facilities helps make this possible. Tuition is payable at the member rate if at least one parent is a communicant member in good standing of Redeemer Presbyterian Church or a sister PCA Church (Hope, New Hope, Grace, Yadkin Valley, Salem or Southside). If neither parent is a communicant member as of May 1 (or as of the date of enrollment), then tuition is payable at the nonmember rate. Any church membership change during the school year should be promptly communicated in writing to the school office. Tuition rate adjustments based on church membership change will normally occur at two times: 1) for the entire school year based on membership changes effective after enrollment and before the start of the school year, and 2) beginning in January based on membership changes effective after the start of the school year and up until January 31st. Tuition rate adjustments for the current school year will not normally be made for church membership changes after January 31st.

A schedule of tuition and fees will be determined for each school year. Tuition is payable in eleven equal monthly installments, due on the first day of each month, beginning July 1. Payments must be mailed to the school or delivered to the school office during school hours. In no event should tuition payments be delivered by children or delivered to teachers. Tuition payments received in a given month will be applied first to any outstanding tuition and/or fees due from previous months.

A late fee of \$25 will be charged if tuition payment is not received by the tenth day of the month. Tuition not paid by the end of the month that it is due will be subject to an *additional* \$10 fee (total \$35 late fee). If a late fee is imposed more than two times during any school year, prepayment of tuition for the remainder of the school year may be required. Any check that does not clear the bank on the first attempt will be subject to a **\$15 handling fee**. Any check that does not clear after the second attempt to process is considered returned for insufficient funds and is subject to an **\$25 handling fee** as well as any late fees that may apply. If an insufficient check is received from a family, payment in either cash or certified funds may be required for the remainder of the school year.

If a tuition payment is not received by the last day of the month, the child is subject to immediate dismissal. The Headmaster, in consultation with the Board of Directors will, however, make every effort to assist in cases of financial hardship. Parents are strongly encouraged to make the Headmaster aware of hardship situations *before* tuition payments are missed. Hardship situations will be handled on an individual basis. Assistance may be available in the form of financial counseling, tuition assistance, or restructured payment schedules.

In the event that a child is dismissed for nonpayment of tuition, the Headmaster will seek to arrange timing and terms to minimize embarrassment to the child.

TUITION ASSISTANCE

The school will maintain a fund for students needing tuition assistance based on budget availability. Parents requesting aid must fill out an online application with Financial Aid for School Tuition (FAST). FAST is a third party financial needs assessment organization that works with Christian schools across the United States. This online application is accessible through the Redeemer School web site (www.redeemerschool.org). Once the online application has been processed, FAST makes a recommendation to the school regarding appropriate tuition grants. Recommendations will then be reviewed by the Finance Committee, and grants will be communicated to eligible families. Families receiving tuition assistance are not eligible for any annual payment discounts.

ENROLLMENT AND RE-ENROLLMENT FEES

Parents enrolling their child for the first time or renewing an application from a previous year must pay a non-refundable application fee (currently \$25). They must also pay a non-refundable, non-transferable registration fee (currently \$100), due no later than 30 days after the letter of acceptance is received.

Parents desiring to re-enroll their child must pay a non-refundable, non-transferable registration fee (currently \$100) no later than January 31. (The student's place in class is subject to forfeiture if the registration fee is not received by the deadline). The fee is required for each child to be re-enrolled. Family and financial commitment statements are issued in April for students who have been registered. These commitment statements along with a non-refundable, non-transferable activity fee (currently \$250) for each child are due in the school office by May 1. After this step, the enrollment process is completed.

ACTIVITY FEE

The activity fee is collected to cover incremental costs for students in areas such as instructional supplies, curriculum, and field trips. While this fee does not cover all incremental student costs, it does insure that early summer purchases may be made in these areas to prepare for the following school year. This means that all basic school supplies are taken care of for the start of the school year (notebooks, paper, pencils, pens, etc...except for middle school students) except backpacks, lunchboxes and any specialized grade level supplies (e.g. graphing calculator for algebra). Teachers may still request that parents supply some additional supplies during the year related to specific projects or other needs (i.e. kleenex and antiseptic wipes during the winter months). The activity fee is due May 1 of each year along with a financial commitment form. Students enrolling after the start of the school year may have a prorated activity fee.

STUDENT WITHDRAWAL

Parents intending to withdraw their child from Redeemer School must submit written notice to the office at least one month in advance. Parents are requested to discuss the reason(s) for withdrawal with the Headmaster. If a conflict exists causing consideration of withdrawal, conflict guidelines are to be followed before withdrawal. Fees are not refundable and tuition is due for 3 months beyond the later of the end of the month of withdrawal or the end of the month the withdrawal notice is received (refer to the signed financial commitment statement for more details). Transcripts will be released when financial obligations are met. The school may refund tuition paid in an annual lump sum, prorated from the later of the end of the month of withdrawal or the end of the month the withdrawal notice is received and subject to the tuition penalties listed in the financial commitment statement.

The school will not be able to release any transcripts or other academic records until all financial obligations have been met. Extenuating circumstances may be appealed in writing to the school's finance committee.

FUND RAISING

Redeemer School is funded primarily through the tuition and fees of our covenant families. However, in order to keep tuition reasonable while continuing to keep our commitment to excellence in our educational program and faculty, Redeemer School maintains an Annual Giving Fund to supplement the operating budget and fund additional projects that can help us to reach our educational objectives. The Annual Fund is kicked off each year at the first parent meeting and concludes at the end of the school's fiscal year (June 30). These funds are obtained primarily through the individual contribution of school parents and other interested individuals in the community. It is desired that all parents in the school will participate at some level regardless of the amount. To make this possible, Redeemer School seeks to limit other fundraising activities throughout the years. Any proposed fundraising activity needs to be presented to the Headmaster for approval. The school welcomes the support of the community.

APPENDIX

1. FAMILY COMMITMENT STATEMENT
2. COMPUTER/ INTERNET ACCEPTABLE POLICY
3. ATHLETIC MISSION AND PHILOSOPHY

FAMILY COMMITMENT STATEMENT

Having applied for enrollment/re-enrollment of my child to Redeemer School and having been accepted, I commit to following the school policies as referenced and summarized below. My signature below indicates that I have read, do understand, and do agree to abide by the Family Commitment Statement. If at any point I am in conflict with fulfilling any part of this commitment, I will notify the Headmaster, and, will take whatever steps are necessary to resolve the conflict, up to and including withdrawal of my child (ren) from Redeemer School.

Family Handbook

1. I have read the *Redeemer School Family Handbook* and discussed relevant sections with our child. I promise, by God's grace, to abide by the principles, policies, and procedures listed in the handbook as well as any future revisions. In doing this, I am committed to maintaining harmony and order in the school community for the glory of God.

Spiritual & Philosophical

2. Acknowledging my God-given responsibility to educate my child, I have examined and agree with the philosophy, goals, and policies of Redeemer School and desire the school to work with me in educating our child.
3. I affirm that I have read or am currently reading *For the Children's Sake* by Susan Schaeffer Macaulay and *Shepherding a Child's Heart* by Tedd Tripp.
4. I affirm my commitment to a biblical view of parenting which includes:
 - a. My ultimate responsibility to educate my children according to Deut 6:6, 7.
 - b. My submission to the authority of Jesus Christ, the leadership of my church, and the civil authorities.
 - c. My regular practices of spiritual growth that includes personal, family, and corporate devotion and worship.

Partnership

5. I understand that my child's teacher stands in my place during school hours. To facilitate good communication, I will bring any questions or concerns I have about my child's schooling directly to that teacher.
6. I will pray for my child, his classmates, his teacher, the school, and for my own part in serving them.
7. I will make available up to four hours a month to assist the school with specifically identified, mutually agreed upon tasks.

Enrichment Days

8. *K-5th grade parents:* I understand that I am required to lead up to two enrichment days (E-days) for 1½ hours per child, per year. If the activities I plan do not fit the 1½ hour blocks of time for each E-day, I will discuss with my child's teacher other ways to structure the three hours total commitment (maximum of six hours required per family).
9. *6th, 7th and 8th grade families:* Due to the enriched curriculum in Middle School, I understand that traditional E-days are not required. I will, however, make available a total of three hours of classroom involvement per child per year (maximum of six hours required per family). If I have a particular skill or area of expertise that coincides with the curriculum, I will speak with my child's teacher regarding the opportunity to instruct in a specialized E-day.

Attendance

10. I affirm my commitment to punctual, regular attendance at both parent and student school functions which include: school/parent meetings, parent-teacher conferences, workdays, fundraising events, regular school days, enrichment days, field trips, service projects etc...

Homework

11. I agree to provide a quiet time and place for homework. I agree to monitor my child's progress and encourage him to complete and deliver his homework on time.

Biblical Communication

12. I affirm my commitment to a biblical model of communication which includes:
a. Addressing conflicts/issues by going first to the individual (i.e. teacher, headmaster...) that the conflict/issue concerns (per Matthew 18).
b. Following the appropriate chain of communication when a concern goes unaddressed or an issue is unresolved (again per Matthew 18).
c. Refraining from giving bad reports or gossiping about issues with others.
d. Bringing constructive suggestions to the headmaster or school board as is appropriate.

Student Discipline

13. I affirm my commitment to giving the teacher and Headmaster full discretion in disciplining my children which includes:
a. Shepherding the heart
b. Praise as well as correction.
c. Instruction in learning habits.
d. Appropriate consequences for repeated behavior including time out from recess, action recorded in behavior log; visit with headmaster, etc...
e. Communication with the parent.
f. Suspension or expulsion from school if behavior warrants such.

I understand and agree to fulfill the above stated commitments to Redeemer School for the upcoming school year (*minimum* of one parent's signature is required).

Parent Signature _____ Date _____
(Or Guardian)

Parent Signature _____ Date _____
(Or Guardian)

(Sample document- do not complete and return)

Computer/ Internet Acceptable Use Policy

Redeemer School believes that the Computer/ Internet has much to offer teachers and students with its wide variety of resources. It is our goal to educate students about efficient, ethical, and appropriate use of those resources. Within the context of our mission statement as a school, the Internet connection will be used to meet the goals in our curriculum. Currently, internet access is available for teachers and in the classroom for most students. Supervised, independent internet use will be allowed from time-to-time in grades 5-8. 2nd-4th grade classrooms may benefit from the internet through teacher-directed use. K-1st grade teachers will have a computer with internet access though students will not have individual access. Specifically, teachers and students may have the opportunity to enhance learning experiences through:

1. A wealth of additional resources for reference and research,
2. Consulting with experts in a variety of fields,
3. Communicating with other students and individuals in areas or situations they are studying,
4. Learning to conduct searches, evaluate resources, and locate relevant material, and
5. Interacting with up-to-date primary sources.

In order to assist students in learning to use the Computer/ Internet correctly, the school will do everything it can to insure that students access the resources appropriately. This includes providing:

1. A reliable connection that is protected by an internet filtering solution. Our internet filtering solution blocks sites that are objectionable for content, language, or a variety of other things that the school has defined as inappropriate.
2. Supervision of students while they are using the Internet. Internet usage will not be allowed whenever there is not adequate supervision.
3. Training for students that clearly spells out what is appropriate and what is inappropriate. Students will be given general instruction about what is available on the Internet and how they can find what they are looking for through searches, how to save, and how to print. Middle School students will also receive instruction that includes proper citing and evaluation of sources.

Note: Occasionally, classes with their teachers may use the Computer/ Internet as one of many tools in the research process. While students will normally be under the direct supervision of a teacher they are still accountable for their use of the computer and internet. No student will be allowed to use the Internet without the internet filtering solution in place unless under the direct supervision of the teacher for specific research. (Example: sites with tobacco or alcohol would be censored, but a student doing a report on such a topic may be able to access appropriate materials with a teacher present).

It is to be understood that Computer/ Internet access for students is a privilege, not a right. All users of the Internet will agree to adhere to the following Code of Ethics:

I will strive to act in all situations with honesty, integrity, and respect for the rights of others and to help others to behave in a similar fashion. I will make a conscious effort to be a good testimony to my fellow students, faculty members, and others I communicate with on the Internet. I agree to follow Redeemer School's basic rules. I will strive to apply Philippians 4:8 to my electronic communication.

“Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” PHILIPPIANS 4:8.

The Computer/ Internet user is held responsible for his/her actions whenever using the Computer/ Internet. Unacceptable uses of the network will result in the suspension or revoking of these privileges. Some examples of unacceptable use are:

1. Using the network/internet for any illegal activity or for accessing any inappropriate web sites.
2. Using the network/ internet for financial gain or initiating any financial transactions.
3. Degrading or disrupting the equipment or system performance. Any security problems must be reported to the technology coordinator or the headmaster and not shared with other users.

4. Eating or drinking anything while using any school computer or technology resources.
5. Altering any computer or desktop settings or loading any software or hardware to a computer without permission.
6. Vandalizing the data of another user.
7. Wastefully using finite resources, after being warned and instructed as to proper use.
8. Gaining unauthorized access to resources, including attempting to get around the internet filtering solution installed on a computer with Internet access.
9. Sending emails, IM messages, or any other personal electronic communication without a teacher’s permission (permission to do this will be rare and only for agreed upon educational purposes).
10. Invading the privacy of individuals including reading mail that belongs to others without their permission
11. Using an account owned by another user—with or without that user’s permission.
12. Posting personal communications without the author’s consent or posting information containing information not meant to be made public.
13. Posting rude or inappropriate messages.
14. Downloading viruses or attempting to circumvent virus protection programs.
15. Violating the spirit of Redeemer School’s Mission Statement.

By signing the consent and waiver form attached, the student agrees to abide by these restrictions. The student and parent (or guardian) must sign after they have discussed these rights and responsibilities together.

The Computer/ Internet user and his/her parents must understand that he/she uses the Computer/ Internet at his/her own risk. Considering the provisions mentioned above, Redeemer School cannot assume responsibility for:

1. The reliability of the content of a source received by a user. Students must evaluate and cite sources appropriately.
2. Costs that the students incur if they request a product or service for a fee.
3. Any consequences of disruption in service that may result in lack of resources. Though every effort will be made to insure a reliable connection, there may be times when the Internet service is down or scheduled for use by teachers, classes, or other students.
4. Guaranteeing privacy of mail. Though we do support privacy of e-mail, users must not assume that this is guaranteed. The technology coordinator and the headmaster reserve the right to investigate possible misuses or to monitor any e-mail that comes through Redeemer School computers.

Student Section

I have read Redeemer School’s Acceptable Use Policy for the Computer/ Internet. I agree to follow the rules contained in this policy. I understand that if I violate the rules, my privileges can be terminated and I may face other disciplinary measures. I agree to use the Computer/ Internet according to the code of ethics contained in the Acceptable Use Policy.

User Name _____ Grade _____

Signature _____ Date _____

Parent Section

If you would like your son or daughter to have Computer/ Internet access, please sign the following waiver:

As a parent or legal guardian of the student signing above, I have read this Computer/ Internet Acceptable Use Policy and grant permission for my son or daughter to access the Computer/ Internet. I understand that the school’s computing resources are designed for educational purposes. I also understand that there is unacceptable and controversial material on the Internet that might be accessed despite all the precautions. I understand that my son or daughter will be held liable for violations of this policy.

Parent’s Name _____ Daytime Phone _____

Signature _____ Date _____

(Sample document- do not complete and return)

REDEEMER SCHOOL ATHLETIC PROGRAM PHILOSOPHY

Mission: To assist in training children to practice Christ-like attitudes and exhibit godly character through the use of athletic gifts in a competitive team setting.

Philosophical Foundations

A. Purpose

1. As God has gifted students with athletic as well as academic and artistic skills, He calls coaches to help children **develop their skills** to use for His glory and honor, **disciplining their bodies** as the temple of the Holy Spirit. (I Cor.6:19, 20)
2. As in the covenant school, students are best trained and **coached by godly, mature adults** who can best equip them in the young, impressionable years. This process is enhanced by fellow teammates who share rather than resist the same biblical approach to sports and respect for authority. (Prov. 3:14, 20)
3. As all gifts and skills need an outlet for expression, **proper competition** is the venue for our student athletics. As Eric Liddell, Olympic champion and Christian missionary, stated: "When I run, I feel His pleasure." Competition with the purpose of glorifying God leads to respect and relationship, not the destruction, of one's opponent. (I Cor.9:24, 25)
4. By exemplifying a Christ-like approach to sport and competition, coaches and students have the opportunity for **outreach to other teams and competitors** both in the example they set, the relationships they form, and the things they say. Plus, they are being grounded in godly principles and habits in sport that will prepare them for being salt and light on teams where coaches and teammates may not embrace Christ or biblical principles. (Matt. 5:16)

B. Participation

1. The Athletic Program is not to substitute for the healthy exercise of all students through Physical Education, but rather is established as **extra-curricular opportunity** for students that are adequately gifted for training and competition. Therefore, all students may not qualify, as some sports may hold tryouts to determine participation.
2. Competition can be overemphasized in our culture at the expense of teamwork and cooperation. Therefore, we believe that **Middle School age students** are better suited for regular competitive athletics than their elementary school companions.
3. Since the academic and character growth and nurture of students must be considered as the **primary assist** of the school to parents, those students whose progress in these areas may be impeded by athletic competition will be denied participation.

C. Coaching and Mentoring

1. The hiring and development of **godly Christian coaches** in all sports are an important priority of the school, not only for the physical training but the spiritual training of their athletes.
2. The coaches are mentored and shepherded by the Athletic Director who views his calling as an **equipping ministry** to his coaches.
3. The ultimate desire of our coaches is for their **athletes to grow** in biblical disciplines, the fruits of the Spirit, and in applying their gifts and skills for the purpose of doing their best in and hopefully the winning of contests. Lessons that apply in all of life can be learned in sports.