

Redeemer Classical School Parent & Student Handbook 2014-2015



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Parent and Student HANDBOOK

SCHOOL OVERVIEW

1.1 HISTORY

Redeemer Classical School began with a desire held by several families to provide a better education in the Shenandoah Valley. In the late 1990s these families decided to read books about classical education together and meet for discussions. These books embraced the principles of the Trivium, the inclusion of formal Latin study, and an emphasis on studying the great books from a Christ-centered perspective. From this group blossomed a desire for a Classical Christian School.

Redeemer opened its doors in 2004 at Covenant Presbyterian Church on Mosby Rd. with 20 logic school students in attendance. In 2005, Redeemer moved to Faith Bible church for two years and started its first kindergarten class. In 2007, Redeemer moved again temporarily to Mountain View Church in McGaheysville while renovations were happening on the Keezletown School. In the spring of 2008, Redeemer moved into the back portion of our present location in Keezletown, Virginia. In 2013, we moved into the first classroom on the bottom floor of the front part of the building to accommodate the rise in enrollment to over 75 students. In 2014, we finished the renovations on the first floor of the front building and opened the front doors to over 95 students, including our first class of Pre-K.

1.2 GRADE LEVEL DIVISIONS

In correspondence to the three elements of the classical Trivium, grade level divisions have been labeled in past years as follows: Grammar School (K-5), Logic School (6-8), and Rhetoric School (9-12). Redeemer anticipates adding the Rhetoric School in the future.

1.3 MISSION

Redeemer Classical School is to provide an excellent Christ-centered education as reflected in the Doctrinal Commitments and Guiding Principles of RCS. In carrying out our mission, we aim to support parents' Christian discipleship of their children for the greater glory of God.

1.4 EDUCATIONAL PHILOSOPHY

Redeemer teaches that trusting and revering God is the first and most important step in acquiring knowledge. Thus, instruction at Redeemer Acknowledges that God is evident in creation, sovereign through history, revealed in His son, Jesus Christ, and intimately concerned with us as individuals. Redeemer teaches students how history displays God's providence, how mathematics manifests the order and symmetry of God's creation, how the language arts provide humans with the tools necessary to extend Christ's kingdom, how science testifies of God's actions and methods, and how through the creative arts God has entrusted to humanity a finite ability to create beautiful works. This integrated approach, in concert with scriptural training and regular worship, combines faith and reason to encourage students to develop a thorough and thoughtful Biblical worldview.

Redeemer offers a high quality, liberal-arts education in a traditional classroom setting. Our approach to education draws deeply from the history and culture of Western civilization, and we employ a classical curriculum modeled on the medieval Trivium, which emphasizes grammar, logic, and rhetoric in all subjects. At Redeemer, we acknowledge the existence of absolute truths and God's sovereignty over all aspects of His creation. Thus, with confidence and without fear we can explore a variety of challenging ideas and philosophies. Our students engage in an honest and open conversation with the past, developing a strong knowledge base through a study of the great people, thinkers, and writers throughout history while also learning to understand the consequences of ideas and actions. By combining thorough knowledge of the past with the skills to reason logically about the significant issues of their lives, students are trained to learn for themselves and to cultivate strong minds that can distinguish truth from error. With this approach to education, we seek to encourage independence of mind within a Biblical framework that equips students to think beyond the classroom and for a lifetime.

Redeemer recognizes that parents are ultimately responsible for the education of their children. Faculty and staff regard their mission to be the assisting of parents in the fulfillment of this God-given responsibility. The school functions as a nurturing community where all students are respected as unique individuals created in the image of God, each with specific abilities and needs. Students are taught by teachers who love Jesus Christ, who love the subjects they teach, and who are dedicated to helping children at a wide range of ability levels to realize their fullest potential spiritually, intellectually, creatively, socially, and physically. Redeemer seeks to serve families at all income levels, and we are committed to drawing students from a variety of socio-economic backgrounds through a generous tuition assistance program.

Student / teacher ratios will be kept low so that each student will receive individual attention and have abundant opportunities to participate and lead. Small class sizes allow teachers to know each student personally and to help develop his or her unique talents, interests, and gifts. Teachers, administrators, and staff will strive to know and love every student in a way that will encourage each student to reach his or her God-given potential.

We believe that children with a wide-variety of academic skills can benefit greatly from the classical method. Due to both funding and curricular limitation, Redeemer may not be able to provide an appropriate educational experience for children with certain learning disabilities or those with specific needs. However, by challenging children and leveraging their natural abilities during different stages of childhood, Redeemer strives to take ordinary children and deliver extraordinary results.

1.5 CHRIST CENTERED

The bases of the instruction at Redeemer is that all life, knowledge and meaning extend from our Creator. Our curriculum provides more than simply a religion class among many other classes; rather, by integrating the Scriptures throughout the curriculum, we present the Lord as the One in whom all knowledge is united. This approach requires that all subjects, whether history, art, music, literature, mathematics, or science, be taught in the light of God's existence and His revelation to humanity through His Son, Jesus Christ. We lead students in pursuit of truth — knowing that all truth points to God — and we encourage every student to develop a deep, genuine relationship with God through Jesus Christ.

1.6 CLASSICAL EDUCATION

The uniqueness of classical education lies with the method by which knowledge is acquired.

The classical method seeks to develop in the students:

1. A body of knowledge essential to educated men and women
2. Sound thinking and reasoning skills
3. The capacity for beauty and clarity of expression

At Redeemer, we base our educational approach on the classical teaching model known as the Trivium which divides the educational life of the child into three stages (grammar, logic, and rhetoric) and takes advantage of the students' natural capacity for certain types of learning at each of these stages. This method develops logical thinking, reasoning, and communication skills that equip students for a lifetime of learning.

By teaching students how to learn we provide a solid foundation for mastering the specific subjects encountered throughout their formal education. The subject material and curricula at Redeemer are carefully chosen to prepare students for a variety of post-secondary educational experiences, but our primary objective is that students gain the skills of learning for themselves. In the end, our teachers strive to instill in students a genuine love and enthusiasm for learning that will remain with them throughout their lives.

GRAMMAR

In the grammar stage (approximately grades K-5) we take advantage of a young child's innate capacity to memorize and retain information by teaching the underlying facts of each subject. Teaching methods often used at this stage of learning include chants, rhymes, and songs that make the facts easier to memorize and remember, as well as hands-on learning experiences that nurture curiosity and creativity. During this period we focus on "the basics," that is, the fundamental teaching of Holy Scripture, phonetic reading, mathematics, history, language studies, the arts, and introductory science. Our students begin the study of Latin in kindergarten because of its great value in building English vocabulary, developing precision in grammar and syntax, accessing modern foreign languages, and stimulating cultural literacy. We continue Latin study throughout the grammar school years.

LOGIC

The logic stage (approximately grades 6-8) begins when the capacity for abstract thought starts to emerge. During this stage, students continue to expand on the knowledge base acquired during the grammar stage, but now emphasis is placed on using these facts to create proper sentences, to define terms and eliminate ambiguity, and to detect fallacies. Students at this age love to question and debate. To equip them to argue correctly, we teach them the construction and critique of valid arguments. In this stage we introduce the study of formal logic, which equips students to recognize logical fallacies, to identify critical underlying assumptions, and to develop sound reasoning skills. In an age-appropriate fashion, we begin introducing students to controversial ideas and issues that they will encounter throughout their lives.

RHETORIC

Students in grades 9-12 (the rhetoric stage) are formulating their own worldviews and are largely concerned with how they come across to others. Therefore, we develop their capacity for beauty and clarity of expression. Students in this stage take positions on issues and argue for these positions using cogent, articulate, and persuasive communication. In particular, discussion and analysis of controversial and fundamental issues and philosophies will continue, and students are required to critically examine the assumptions and conclusions intrinsic to their own philosophies and those of the world around them. The students study the best in literature,

the arts, history, theology, science, and philosophy. They begin to refine their ability to articulate their knowledge, and how to share and defend their faith.

1.7 GUIDING PRINCIPLES

Section 1: Assisting Parents

God has given parents the daunting but glorious calling of training and discipling their children in all truth. Redeemer Classical School exists not to usurp this responsibility but to assist parents in this high calling. The Christian life is one that is lived in dependence upon the Lord and mutual dependence on one another. It is our desire to pursue the Christian discipleship of children in the context of such a community. We welcome and seek to bless others from the community at large hoping they might enjoy the benefits of this school whether or not they are part of the Christian community.

Section 2: A Christian Education

Redeemer Classical School is committed to a thorough Christian education, at all times instructing children in the ways of the Lord and acknowledging God's work in every area of study. Because our Creator is also our Redeemer, we rise up to lay claim to the earth and to prepare the next generation to advance a culture known for its love of wisdom, its passion for truth, its delight in beauty and its worship of God's great glory.

Section 3: A Classical Education

We are committed to a classical education. Our methodology is shaped by the medieval trivium, comprised of grammar, logic and rhetoric. These three stages complement the natural development of children. The content of the classical approach requires studying the best thinkers, secure in the fact that God is the author of all truth. Children will be entering into the "Great Conversation" of Western civilization, as they read, discuss and reflect on the best minds of the ages.

Section 4: For Every Child

We are committed to working with children with varying levels of ability because we believe that the best education is best for every child. The children whom God has entrusted to us are not mere objects to be shaped but precious souls made in the image of God. As such, they are to be lovingly encouraged, challenged, directed, trained and inspired to live wholeheartedly in service to the Kingdom of Christ. We will seek to draw out from each child his or her very best.

Section 5: An Active Approach

We are committed to an active approach to education requiring children at every stage of the trivium to be engaged in memorizing, reading, writing, reflecting and creating as a result of and as preparation for meaningful interaction with their teachers and peers. This kind of education requires that students have sufficient time to read, write, reflect and create outside of class.

Section 6: A Lifestyle of Repentance

Those who oversee, instruct in and administer this school purpose to model a lifestyle of learning. We confess that we do not know all that we should or could and adopt a lifestyle of repentance, forsaking what we do not know in favor of reading, writing, reflecting and creating. We labor in these ways that we might grow in our love of the good, true and beautiful and that we might more fully worship the One who is the author of all these things.

1.8 STATEMENT OF FAITH

Section 1: Preamble

Redeemer Classical School finds its doctrinal roots in the historic Christian creeds arising from the Protestant Reformation, in particular the Westminster Confession of Faith. However, the school is an independent school without institutional ties to any church or denomination. Our statement of faith is focused on the truths that have bound orthodox Christians together through the ages, across the boundaries of time, place, race, denomination and tradition. Redeemer Classical School invites believers to join together in the work of reforming and redeeming our world – preparing leaders to advance a culture committed to truth, wisdom, beauty, goodness, mercy and justice to the greater glory of God. The Statement of Faith constitutes the primary doctrine at Redeemer Classical School. These are truths that the parents and the students understand will be taught without warning or apology. Particularly in the logic and rhetoric stages of the trivium, treatment of the Statement of Faith may lead to secondary doctrinal issues. When this occurs, the instructor will strive to teach the various views of orthodox Christianity from an objective, unbiased, scriptural point of view. We reserve for the parents, and by extension their church, the final responsibility to search the Scriptures with their children to resolve such issues.

Section 2: Scripture

We believe that the Bible, comprised of the sixty-six books of the Old and New Testaments, is the Word of God, given by revelation from the Holy Spirit, inerrant in all that it affirms, and the only infallible rule for Christian faith and practice.

Section 3: God

We believe that there is one God, eternally existent in three Persons: Father, Son and Holy Spirit. These three are equal in power and glory and are identical in their essence and attributes. We believe the God we serve is holy, righteous, good, loving, and full of mercy. God possesses all knowledge and power; nothing is unknown or impossible to Him. His knowledge extends eternally to what has been, what is now and what will be. In all things He is limited by nothing other than His own nature and character. We believe God works all things according to the counsel of His will and for His own glory. God is not the author of sin but holds each man accountable for his every thought, word and deed.

Section 4: Jesus Christ

We believe that Jesus Christ is the second Person of the Trinity, eternally begotten of the Father. He was born of a virgin, Mary, having been conceived by the Holy Spirit. He lived a sinless life and performed miracles. He died a voluntary, substitutionary death on the cross as the perfect and complete sacrifice for sin. He was raised bodily from the dead and ascended to the right hand of the Father. He continues to be fully man and fully God.

Section 5: Holy Spirit

We believe in the full deity of the Holy Spirit, eternally existing with the Father and the Son. He inspired the Scriptures. By the work of the Holy Spirit men are convicted of sin, moved to repentance, and enabled to embrace Jesus Christ by faith. He dwells in the Christian as his Comforter and enables him to live a godly life.

Section 6: Creation

We believe that God is the Creator and Sustainer of all things. He created the universe and all that is in it out of nothing. He created Adam and Eve as actual historical people to bear His image, to give Him glory and to enjoy Him forever.

Section 7: Man

We believe that mankind holds a unique place in the created order. Because we have been designed by God

and made in His image, we have intrinsic value and purpose. Adam and Eve, the first parents, were tempted by Satan and disobeyed God's command. By their own choice, they fell from their original state of innocence and fellowship with God and came under the power and penalty of sin. Adam served as our representative; therefore when Adam sinned, all men fell and became sinners. Because of this fall, there is no aspect of life that has been left untainted by sin.

Section 8: Salvation

We believe that for all men, salvation is necessary for eternal life with God. Jesus Christ provided the full redemption for sins through His death and resurrection. Salvation is by grace alone, through faith alone, in Jesus Christ alone. Saving faith is a gift of God on the basis of His free grace. Although good works result as evidence of a believer's salvation, they neither gain salvation nor add to our favor with God.

Section 9: Sanctification

We believe that all true believers, indwelt and sealed by the Holy Spirit, are enabled to grow in godliness and that this growth will continue until the day of Christ Jesus. By the Spirit's renewing activity, we are enabled to produce good works without which faith is dead.

Section 10: Culture

We believe that the Father has given Christ all authority in heaven and earth. He is Sovereign Lord of all creation and every area of life, not just "religious" or "spiritual" life. Each Christian is commanded to love Him with all his mind as well as his heart and soul. We love Him with all our minds by refusing to conform to the unbelieving patterns of the world, and by our taking every thought captive to the obedience of Christ.

Section 11: Christ's Return

We believe that Jesus Christ is King of all the realms of life and society now and that He will return personally to reign over His kingdom. All humanity will be resurrected at the judgment: the saved to eternal life, and the lost to eternal condemnation and separation from God.

ORGANIZATION

2.1 MEMBERSHIPS AND AFFILIATIONS

Redeemer is a member of two professional organizations: Association of Classical and Christian Schools (ACCS) and Christian Schools International. ACCS and CSI are associations of schools whose primary mission is to promote, establish, and equip schools committed to a classical and Christian approach to education.

Redeemer's four year old day care program is in compliance with the Code of Virginia, Section 63.2-1716. This center is religiously exempt from licensure and is classified as a "religiously exempt child day center."

2.2 BOARD OF TRUSTEES

The Board of Trustees of Redeemer Classical School is responsible for governing the affairs and operations of the school in accordance with Scripture, the Bylaws, Mission Statement, Philosophy Statement, and Statement of Faith of the School. The Board is comprised of between three and twelve members, who are to serve a one, two or three year term. The Board regularly examines the policies, programs, and curricula of the school to ensure their consistency with the school's mission and philosophy, and the Board relies on the administration of the school for implementation of these policies. Because of the corporate nature of the Board, any single member, as an individual, has no authority over the school in any capacity.

2.3 ADMINISTRATIVE POSITIONS AND DESCRIPTIONS

Principal: Teresa Patton

The Principal is the one employee of the Board and reports to the Board on a regular basis. Mrs. Patton provides leadership and supervision for all school operations. As Principal, she ensures that all programs and decisions are in accord with the mission, philosophy, and policies of the school. Mrs. Patton also serves as the academic director providing leadership and management of all PreK–8 academic programs and policies including curriculum development, management of student records, internal communication and standardized testing. In this role, she is in charge of hiring new faculty, evaluating all faculty members, and designing and implementing the faculty training and professional development program. Mrs. Patton also oversees and implements the discipline philosophy policies, and procedures. She provides direction and supervision of all clubs that meet after school. Mrs. Patton also oversees all aspects of admission, including working with potential families, admission requirements, and transitions with new families. She also helps the eighth graders make their transition to high school by coordinating a time for them to visit the local high school and sending needed information to those schools.

2.4 NON-DISCRIMINATION POLICY

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

ATTENDANCE

3.1 GUIDING PRINCIPLES

We believe that regular attendance is essential to a child's education and participation in the Redeemer community. Priority should be given to having students at school. Planned absences should be minimized.

3.2 SHORT-TERM ABSENCES AND PROVISION FOR MAKE-UP WORK

If a student is absent from school for one or two days, for any reason, the parents should contact the school office by email or phone as soon as possible on each day of absence. Make-up work will be provided to students upon their return to school.

3.3 LONG TERM ABSENCES AND PROVISION FOR MAKE-UP WORK

If a student is absent for three or more consecutive days, for any reason, the parents should contact the school office by email or phone as soon as possible on each day of absence. Make-up work will be compiled and available for pick-up at the end of the third day of absence.

3.4 EXTENDED ABSENCES AND PROVISION FOR MAKE-UP WORK

We will cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (as opposed to being the result of an emergency or illness) we expect teachers to be notified at least one week beforehand and for all schoolwork (including tests, quizzes, paper, projects, etc.) to be completed within the time specified by the teacher. In general, we recommend that families coordinate schedules to avoid voluntary extended absences.

3.5 MAXIMUM ABSENCES

In the event that the total number of planned absences (parent-approved) for a semester exceeds 10% of the total number of days in the semester or the total number of planned or unplanned (for any reason) absences for a semester exceeds 15% of the total number of days in a semester, the student's parents will meet with the Principal, and the Principal will determine whether or not the student will receive credit of any kind for the semester.

3.6 TARDINESS

A tardy is defined as any occasion when the student is late for school at the beginning of the day or late for a class during the day.. To be counted "on time" the student must be in the room, in his or her seat, and prepared for class to begin. If a student is persistently and inexcusably tardy, then he/she and his/her parents must meet with the Principal to discuss a plan for modifying this behavior.

3.7 COMPLETION OF MAKE-UP WORK

If absent from school, students must take make-up tests and must complete missed work within a period of days equivalent to the number of school days absent plus one day. For example, a student who is absent for two school days has three school days after he returns to school to complete missed work. Parents are not to give tests to their children at home without prior explicit approval from the teacher.

ACADEMICS

4.1 CLASS SIZE

Redeemer is committed to small class size to ensure that each student has opportunities to participate fully and to have individualized academic attention. Small class sizes also allow teachers to more easily mentor students spiritually.

Redeemer is in compliance with the Code of Virginia, Section 63.2-1716, and is religiously exempt from licensure and is classified as a "religiously exempt child day center."

4.2 ASSESSING STUDENTS IN TWO PRIMARY AREAS

All students are assessed in two primary areas: a quantitative measure of academic achievement and a qualitative measure of habits of heart, soul, and mind. Students in grades K-4 receive academic achievement scores broken down into the specific goals for each subject area as well as marks for character. Students in grades 5-8 receive academic achievement scores per course and marks for character.

Redeemer has identified the following habits of the heart, soul, and mind. A Redeemer student:

- Demonstrates a love of learning
- Listens attentively
- Asks purposeful questions
- Expresses ideas concisely
- Demonstrates respect and obedience
- Follows directions accurately & completely
- Participates responsibly in a group
- Works independently with diligence
- Produces neat work
- Organizes materials
- Manages time wisely

Measures of the heart, soul, and mind are communicated to parents of students in grades K-5 via formal report cards, while reflections upon such habits are often communicated to parents of students in grades 6-8 through scheduled parent-teacher conferences.

4.3 GRADING SCALE FOR GRADES K-4

Measures of both academic achievement as well as habits of heart, soul, and mind are reported using the following scale:

Letter	Meaning
S	Meeting expectations
N	Improvement / additional training needed

4.4 GRADING SCALE FOR GRADES 5-8

Measures of academic achievement in a subject area are reported using the following scale.

<i>Letter</i>	<i>Meaning</i>	<i>Percentage</i>
A-/A/A+	Mastery	90-92/93-96/97-100
B-/B/B+	Proficiency	80-82/83-86/87-89
C-/C/C+	Competence	70-72/73-76/77-100
D-/D/D+	Unsatisfactory	60-62/63-66/67-69
F	Failing	59 and below

4.5 SEMESTER EXAMS FOR GRADES 6-8

From grades K–5th, no cumulative semester exams are taken. In the 6th grade, students must transition to taking six cumulative semester exams over a period of three days. The students take two exams each morning with an early dismissal at noon. Students take exams in the following subjects. Math, Literature/Grammar, History, Science, Geography and Latin. In 6th and 7th grade the exams will count 10% of their semester grade and in 8th grade the exam counts 15% of their semester grade.

4.6 TERM AND SEMESTER GRADES FOR GRADES 6-8

Term grades for courses are composed of two weighted categories:

- Assessments (greater than or equal to 85%)
- Participation (less than or equal to 15%)

Semester grades for courses with a cumulative semester exam weight the term grade at 90% and the exam grade at 10% for students in 6th or 7th grade and 15% for students in 8th grade. Semester grades for courses without a cumulative semester exam simply weight the term grade at 100%.

4.7 FREQUENCY OF ASSESSMENT FOR GRADES 6-8

Teachers are committed to measuring students' understanding with a minimum of three equally-weighted substantial assessments per semester measuring a student's mastery of subject content. Teachers are also encouraged to measure students' understanding with additional assessments of equal or lesser weight (e.g. written report, lab report, etc.).

Teachers recognize that scheduling an excessive amount of assessments on a single day jeopardizes student performance as well as the accuracy of the measurements being made by the individual assessments. For this reason, teachers are committed to limiting the number of assessments scheduled for a particular day to two assessments.

4.8 HOMEWORK

Redeemer Classical School seeks to balance the importance of family time and extracurricular activities with the academic demand of each subject. Teachers assign homework primarily for the following reasons:

1. Students often need self-directed practice in new concepts, skills, or facts. In certain subjects (e.g. math or Latin), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on material, the teacher may assign homework to allow for the necessary practice.
2. Students learn better when reviewing information during repeated, short times of study than in fewer, long ones.

3. Homework encourages students to take an active role in their own education in order to contribute meaningfully to informed class discussions.
4. Since Redeemer recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class.

Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. In this situation the homework serves a corrective and practical purpose.

Homework that impinges upon valuable family time undermines the school's commitment to serve *in loco parentis* and to respect the primary role of the family in a child's life. We have two mechanisms for balancing academic and family needs.

1. The homework guidelines communicate expectations to students, parents, and teachers.
2. We solicit your continuing feedback on your child's homework load. Parents who are concerned about the amount of time that their child is spending on homework are encouraged to track the time the child spends working (diligently) on homework over an interval of two weeks. If the time exceeds the stated guidelines, then parents are to first alert the corresponding teacher. If the predicament persists then parents are to alert the Principal.

The necessity for doing homework will naturally vary from grade to grade and even from student to student. Student to student variance is the consequence of the differing strengths and weaknesses (often specific to a particular subject and/or kind of assignment) and work habits of the individual students. Homework guidelines should be regarded as applying to the average night during an average week for the average student. Some students may consistently spend more time than the guidelines prescribe; some may consistently spend less. When homework is regularly assigned, the teacher will provide some sort of assignment schedule so that students will know what to anticipate and how to plan for homework.

<i>Grade</i>	<i>Approximate time per Weeknight</i>
Kindergarten	Minimal
1	up to 20 minutes
2-3	up to 40 minutes
4-5	up to 1 hour
6	up to 1.5 hours
7-8	up to 2 hours

The times listed above, particularly those for grades K-2, do not necessarily include the time students will spend reading. We believe that students benefit greatly from time spent reading to their parents and time spent listening to a parent read to them. For this reason, teachers often encourage families to devote a set amount of time each evening to reading.

Homework is not to be assigned over Thanksgiving Break, Christmas Break, Easter Break and Spring Break. Weekend assignments should not require more time than a regular weeknight assignment. Teachers should regularly monitor the amount of time their students spend on homework, making adjustments when needed to stay within the prescribed guidelines.

Since homework, by its nature, takes time at home, it is not to be assigned due to poor planning on the part of the teacher or in place of an assignment that could have been completed in school. The student's time at home is to be encroached upon for only the best of purposes.

Parents who are concerned about the amount of time that their child is spending on homework are encouraged to track the time the child spends working (diligently) on homework over an interval of two weeks. If the time exceeds the stated guidelines, then parents are to first alert the corresponding teacher. If the predicament persists then parents are to alert the Principal

4.9 REPORTING STUDENT ACHIEVEMENT TO PARENTS

Redeemer parents have access to their Logic School student's grades through Engrade for the purpose of monitoring their child's progress. Logins are emailed out to parents at the beginning of the year and may also be received by contacting the school office.

Teachers also routinely communicate with parents about the academic performance and habits of each student in the classroom. Teachers are required to notify parents before the end of a quarter (or semester) if a student is in danger of receiving a failing or unsatisfactory grade. Failure of the teacher to notify parents of a failing or unsatisfactory grade will not, however, result in the alteration of the grade.

4.10 PARENT TEACHER CONFERENCES

Parents are expected to attend all scheduled Parent-Teacher Conferences in order to remain adequately informed of the progress of their child or children.

4.11 REPORT CARDS

In grades K-8, student reports are distributed to parents at the end of each quarter. Student comments are emailed to parents on the same day.

4.12 PROMOTION POLICY FOR GRADES K-5

Each Redeemer student will demonstrate one year's academic growth and perform at grade-level in all academic areas before being promoted to the next grade level. Proficiency in areas such as reading, writing, and math is vital to future academic success and enables the student to develop to his or her potential. Evaluation of proficiency will be based on a variety of information; report cards, observations, work samples, parent/teacher conferences, and other diagnostic testing. If it becomes apparent that a student potentially may not be promoted, the parents, teacher, and Principal will meet to create a promotion plan. The plan will give goals and objectives that identify what needs to be accomplished in order for the student to be promoted. The teacher will work with parents and others in order to help carry out these goals.

Promotion to the next grade level will be based on a demonstration of grade-level proficiency in the following areas for a student to be promoted from the grade levels indicated in parenthesis.

1. Phonetic skills (grades K-2)
2. Reading skills (grades 1-5)
3. Writing skills (grades 1-5)
4. Mathematics skills (grades 1-5)
5. Social readiness (grades K-1)

4.13 PROMOTION POLICY FOR GRADES 6-8

In order for a student enrolled in grades 6-8 to be promoted to the next grade level he/she must meet the following criteria:

1. Pass all major courses. (Literature, Math, History, Geography, Science and Latin)
2. Earn a GPA for the year (not cumulative) of 2.00 or higher

A year-end grade (average of the first and second semester grade) of 70% or above constitutes "passing" a course. This means that it is possible for a student to pass a course even if he/she earns a D or F (below 70%) for a single semester, provided that the year-end grade is greater than or equal to 70%.

4.14 ESTABLISHING AND MAINTAINING CO-CURRICULAR AND ATHLETICS ELIGIBILITY

In order to be eligible at the beginning of the first semester for participation in a Redeemer co-curricular activity, a logic school student must have:

1. A current cumulative GPA of 2.00 or higher.
2. Passed his/her Humanities courses (includes History and English) the previous school year.
3. Passed his/her math class the previous school year.

In order to be eligible at the beginning of the second semester for participation in a Redeemer Co-curricular activity, a logic school student must have:

1. A current cumulative GPA of 2.00 or higher.
2. Passed his/her Humanities courses (include History and English) the previous semester.
3. Passed his/her math class the previous semester.

During the school year, eligibility will be determined on a week-to-week basis. On Friday beginning with the fourth week of each semester, the Principal will review the grades for the "semester-in-session" of all students participating in co-curricular activities. If the student has less than a 69.5% average in two or more classes, the student is ineligible to participate in co-curricular activities during the upcoming week (the following Monday through Saturday). If on the following Friday the student becomes eligible once again (i.e., one or no classes less than 70% average), the student may then participate in co-curricular activities during the upcoming week. Note that the student is required to practice even when ineligible and to attend any contests or performances that do not require early dismissals from school. The penalty for ineligibility is that the student may not participate in any contests or performances.

4.15 CONTROVERSIAL SUBJECTS

A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the faculty member or brought up by a student. If the subject is to be covered by the teacher, it must be deemed by the administration that the topic is necessary for the achievement of the goals set forth in that particular course. In covering the subject, the faculty member will conduct an impartial, charitable discussion with the students.

An example of such a topic is evolution. Even though evolution will be studied in a thorough manner in our logic school science classes, so as not to commit a disservice to our students, it will be clearly stated that it is a theory, and all four of the primary theories of the origin of life (atheistic evolution, theistic evolution, young-Earth creationism, and old-Earth creationism) will be discussed and contrasted and compared to one another. It will be made clear that before any student should take a specific position on the origin of life, the student should study the topic more thoroughly, discuss the issue with his or her parents, discuss the subject with his or her pastor(s), and pray diligently over the matter. Please note that this same approach will be taken for any subject or topic that is considered controversial but must be taught as part of a specific course.

If the controversial subject is not necessary for meeting the objectives of the particular course in which it may arise, it will not be discussed. Instead, the topic will be deferred to the family since parental authority and responsibility, mandated by God, must be held in the highest regard and not be usurped by Redeemer or its employees.

4.16 SECONDARY DOCTRINE

Secondary doctrine is defined as any issue that is not addressed in the Redeemer Statement of Faith. Classroom discussion of secondary doctrine will undoubtedly occur in Bible classes. Due to our intentional integration of Biblical principles in all subjects, discussion of secondary doctrine may also occur in other classes. In all circumstances, teachers will be careful to limit their own participation in the discussion to an informative, non-partisan level and avoid speaking to students in a manner that would cause offense to the parents. When a secondary doctrine is discussed, presentation of all sides of the issue is encouraged. Teachers will close all such discussions by encouraging students to follow up on any questions they may have with their parents and pastor.

4.17 FIELDTRIPS

Attendance is mandatory for school field trips. Field trips require appropriate uniform, vehicle seating, safety measures, and student behavior in order to be effective and worthwhile. The same standard of student conduct applies on field trips as it does at school.

When parents drive, the vehicle must not be a convertible and must be equipped with a lap belt and/or shoulder belt for each student and adult traveling in the vehicle. The teacher in charge provides each driver with a roster of students riding in the vehicle. Students must leave and return with the assigned driver. If a parent finds himself/herself unavailable to drive, that parent does not make any other arrangements without first contacting the teacher. Only parents or authorized school staff may drive on fieldtrips unless special arrangements have been made with the Principal. Drivers are asked to show their valid driver's license and auto insurance information to the school office prior to driving on a field trip.

Cell phone usage by drivers is discouraged. Necessary calls should be kept brief and only received or made regarding the trip itself or emergencies. Hands-free devices are encouraged. Drivers must follow the prescribed directions given by the teacher and may not stop to do errands. Stopping for gas on shorter trips is also strongly discouraged. Drivers are advised to plan ahead of time and arrive at the school with sufficient fuel.

On all field trips, audio and video equipment is prohibited unless a teacher or administrator gives specific permission to parents and/or students.

Younger siblings should not attend field trips. This ensures that parents properly supervise children on the field trip. In some cases, teachers are able to make an exception and notify parents accordingly.

4.18 CLASS TRIPS

Each spring semester, the 8th graders plan a special overnight trip. While we certainly expect all students to enjoy the time they spend with their classmates off campus, these trips are by no means to be characterized as “vacations.” Instead they are well-designed learning experiences deliberately correlated to some portion of our curriculum. This class trip aims to accomplish at least three or more of the following.

1. Reinforce a concept previously considered by students in a particular course.
2. Introduce students to a new concept that will be further considered and developed in a particular course.
3. Expose students to a real-world application of a concept appearing in the upper school curriculum.
4. Present to students a piece or pieces of visual and/or performing art exemplifying truth, goodness, and beauty.
5. Expose students to opportunities they may want to pursue after leaving high school or college.
6. Demonstrate to students the direct application and/or significant impact of a well-developed Christian worldview outside of the classroom.
7. Model and reinforce characteristics of intelligent travel as well as proper decorum in public spaces such as museums, concert halls, and memorials.

In addition to our desire to educate students, we also hope to provide students an opportunity to enjoy fellowship and strengthen friendships with students at their grade-level. This trip is led by at least two faculty members and often includes male and female chaperones. We aim to maintain an adult to student ratio of 4:1. A great effort is always made to consider and take all necessary and reasonable safety precautions.

Trip leaders will coordinate one or more parent meetings well before the date of the trip. All parents are expected to attend all such meetings and are encouraged to ask questions.

4.19 SUMMER READING

Redeemer students are often encouraged to read several grade-level selections and complete corresponding assignments during the summer in order to continue academic development and prepare for the next year’s curriculum. The summer reading list is sent out at the end of the school year.

4.20 STANDARDIZED TESTING

Redeemer students in grades 3-8 take the CTP-4 (published by the ERB) each year.

4.21 LEARNING DIFFERENCES AND DISABILITIES

Redeemer is committed to making every effort within its capacity to support students with diagnosed learning differences and other disabilities within the classroom through reasonable accommodations. However, all such students must first meet our standard admissions requirements.

A learning disability is here defined as any condition in a student which does not require a separate classroom, special program, or specialized staff in order to provide the education services desired by the parents and meet the regular academic requirements of Redeemer. Examples of learning disabilities include but are not limited to hyperactivity, attention deficit disorder, and dyslexia. Redeemer is not prepared to serve students with severe learning disabilities. A severe learning disability is here defined as any condition in a student which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents. Examples of severe learning disabilities include but are not limited to Down's syndrome, deafness, muteness, and blindness.

Prior to admission parents must disclose all specific recommendations that have already been given by therapists, specialists, or other examiners that may be vital to the student's success at Redeemer. Once admitted, students must meet and maintain the same minimal academic and behavioral expectations as all other Redeemer students.

After a teacher makes adjustments to his/her pedagogy and/or offers a reasonable amount of individualized support to account for the particular needs of a student, the teacher may conclude that he/she is unable to offer the specific amount and/or kind of support that the student needs. At that time it is appropriate for the teacher to work with the Principal to develop a plan for offering the student additional support and notify the parents that such planning is underway. Developing such a plan also always includes one or more meetings with the parents.

After receiving (from the parents) and considering test results from a licensed and certified educational diagnostician, the Principal may create a Student Support Plan (SSP) that expresses in writing those accommodation that Redeemer is willing and able to implement. Redeemer reserves the right to decline any accommodation recommended to a student by a diagnostician if it deems the accommodation to be a hindrance to the learning experience of other students in the school or if it deems the accommodation may compromise the school's academic standards.

4.22 ENROLLMENT REQUIREMENTS FOR GRADES 6-8

In order to be enrolled and considered a student at Redeemer, students must meet certain requirements. If a course is offered (which a student has not already completed with a passing grade) in one of the following subject areas, then the student's schedule must include the course:

1. Bible
2. Logic (7th and 8th)
3. Math
4. Latin
5. Literature/Grammar
6. History
7. Science
8. Art and/or Handbells

Exception to this policy are only by permission of the Principal.

4.23 SUPPLEMENTATION OF SCHEDULE

In addition to meeting enrollment requirements, students may choose to supplement their Redeemer schedule with a course offered through a different educational institution that has been reviewed and approved by the Principal at Redeemer. The Principal will determine whether or not grades earned in an approved external course are included in the calculation of a student's cumulative GPA.

4.24 STUDENTS RECORDS AND TRANSCRIPTS

The following procedures will be followed concerning student records:

1. Student cumulative folders are kept in the school office in fireproof cabinets and are filed by grade level. They contain the student application form; medical records such as immunizations, physical, and injury reports; testing reports; and discipline reports.
2. Parents may have access to his/her child's records after a written request has been submitted to and approved by the school superintendent, in accordance with federal and state law.
3. Social workers may have access to a student's records with signed parental or superintendent approval and in accordance with state law.
4. No records are to be transferred to another school until a withdrawal form is complete and all financial obligations to the school are paid in full.
5. Transcripts for eighth graders are sent to the high school where the student will be attending.
6. Any time a teacher or parent becomes aware of a change of address, phone number, work number, or other pertinent information, it should be sent to the school office as soon as possible. Current information is necessary for the care and protection of a student in an emergency.

4.25 WITHDRAWAL FROM REDEEMER CLASSICAL SCHOOL

In order to properly withdraw from school, the parents/guardian should notify the administration in person, if possible, or by letter. After the school has been notified, a withdrawal form will be issued listing all textbooks, library books, and athletic uniforms that need to be turned in as well as fines, charges, and payments that have not been paid. The form also asks the reason for withdrawal. No records will be transferred until the school bill has been paid and all school property has been returned.

STUDENT LIFE AND CULTURE

5.1 ATHLETIC TEAMS AND PROGRAMS

Christians aim to bring all of life under the Lordship of Jesus Christ. How does a Christian bring competitive sports, now a major cultural icon, under the Lordship of Jesus Christ? One can begin by examining the Scriptures that use athletic metaphors to illustrate Christian living (e.g. 1 Corinthians 9:24-27; Philippians 3:14, 1 Timothy 4:7-8; Hebrews 12:1-2). Athletics, therefore, offers an experimental analogy through which the young athlete can learn principles about Christian living. Athletics is also viewed as a means of divine training in the life of the young Christian athlete to develop and demonstrate Christ-like character to the glory of God.

The goal of athletic competition is to win. The aim is always for the Redeemer athlete to train, discipline himself/herself, and strive to win every competition with a Christ-like attitude. A win will be cause for celebration. A loss will be acknowledged by gracious congratulations to the opposing team. In both cases, win or loss,

subsequent practices will contain a rigorous, age-appropriate assessment of the game for the purpose of learning as much as is possible from previous competitions. The philosophical difference between athletics at Redeemer and most grade 5-8 interscholastic programs will be that the “end does not justify the means.” Instead, there will be an intentional focus upon the means employed by the coaches and athletes. Redeemer will continually monitor and evaluate how we are doing things associated with athletics to ensure that we are glorifying God in all that we do. The wins will result from proper preparation and our level of skill. Redeemer will not compromise our philosophical approach to competition simply to enhance our ability to win.

Coaching philosophy will incorporate classical methodology in developing the athlete’s knowledge and skill in a particular game. The case can be made that every sport has its grammar, dialectic, and rhetoric stages. Redeemer will take an approach to coaching that reflects this belief, doing so at age-appropriate and skill-appropriate levels. Like faculty and administration, coaches reflect Christ in their actions and comments through the power of the Holy Spirit.

For Logic School level sports, the student athletes will only be required to practice and participate in contests three days per week. The exception to this rule will be for sports where the contests are held on Saturdays. In these instances, practices could be three days per week and the contest will be on Saturdays. No practices or contests will be held on Wednesdays or school holidays unless unavoidable.

In the past Redeemer has offered soccer for boys and girls at the logic school level. The goal is to have both boys’ and girls’ teams for soccer, tennis, golf, cross-country, basketball, and track and field as well as girls’ volleyball.

5.2 STUDENT CLUBS / ORGANIZATIONS FOR STUDNETS IN GRADES 6-8

As part of student life, Redeemer is committed to clubs. Clubs are student based activities, led by a staff advisor, which may or may not occur during the normal school hours. At this point we have two clubs, a track club and a STEAM club. It is anticipated that as Redeemer grows that more clubs will be added that are consistent with the overall philosophy of Redeemer. It is also possible that certain clubs may mature to the point where they become co-curricular activities.

5.3 ADVISORY

Upon entering grade six each student is assigned a faculty advisor. This is done for the purpose of shepherding and encouragement. The faculty advisor also aims to both understand an advisee’s struggles when the advisee is failing one or more courses and identify strategies for helping the student.

5.4 HOLIDAY OBSERVANCE GUIDELINES

Redeemer recognizes the necessity of joy and thankfulness in the Christian life. We will seek to provide students with opportunities for joyous celebration and thankful recognition of God’s providence and blessing in their individual lives (e.g. birthdays and personal accomplishments) and in history (e.g. Columbus Day, Memorial Day, Martin Luther King Jr., etc.)

Redeemer will emphasize the scriptural and spiritual elements of holidays such as the cross and resurrection at Easter and the incarnation of Christ at Christmas, rather than secular elements (Santa and the Easter Bunny).

Redeemer is not “against” secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses to de-emphasize secular elements in its recognition of holidays.

Many believers view “Easter Week” as an especially holy week – a week for sober contemplation of the significance of Christ’s death and resurrection. The school will observe the deep significance of the week in classroom Bible reading and discussions but will not encourage parties and celebrations.

Halloween will not be acknowledged at Redeemer. Other holidays (e.g. Columbus Day, Presidents’ Day, Valentine’s Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the Redeemer Philosophy of Education.

Interpretation and application of these holiday observance guidelines shall be the responsibility of the Head of School or Principal.

CONDUCT AND DISCIPLINE

6.1 CODE OF STUDENT CITIZENSHIP

Redeemer has developed a Code of Student Citizenship based on a practical mixture of:

1. The ethical and moral principles of Scripture
2. Institutional preferences, which foster an environment conducive to achieving the school’s goals.
3. Expectations for a climate of mutual respect, love, and encouragement among students, faculty, and staff.

All students are expected to abide by the Code of Student Citizenship. Each teacher will use a system of classroom management to encourage compliance with the school code. Students who do not follow the code will be subject to disciplinary action.

The Code of Student Citizenship at Redeemer is stated as follows:

1. Because God is holy and because His name is to be revered, students are expected to treat worship, prayer, and class discussion with proper reverence. Jokes, songs, conversations, or behaviors that treat the Lord’s name or character with triviality are not permitted.
2. Because fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belonging of others.
3. Because working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
4. Because Redeemer cares about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco, or weapons of any sort is strictly forbidden on school grounds.
5. Because appropriate response to authority is biblically mandated and critical to the shaping of a child’s life, students must obey instructions from Redeemer staff and its supporting adults promptly, willingly,

completely and cheerfully. Talking back, arguing, and undue familiarity with Redeemer staff will not be tolerated. Students are to maintain eye contact when spoken to by an adult. An atmosphere of mutual respect and courtesy will be maintained between students and staff.

6. Because words have a power and integrity of their own and because God expects us to be stewards of our thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate, or demeaning to either God or mankind. Teasing, criticizing, putdowns, insults, and name-calling are not permitted.
7. Because our physical facilities and school materials exist as God's provision and because some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limit areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds.
8. Because some forms of recreation can distract students from their educational pursuits, personal electronic musical devices, games, toys, roller skates, skateboards, and the like are not permitted on school grounds.
9. Because students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, public display of affection (e.g. holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted on school grounds or at and school-sponsored activities.
10. Because our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly whenever they are away from school participating in field trips, athletic events, or any other school function.

6.2 REVERENCE

In all areas of instruction, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussions that include references to the name and attributes of the Lord must be reverent and consistent with biblical principles. Areas/issues to avoid include:

1. Silly or trite references to Jesus Christ and His work on the cross.
2. Mockery of angelic powers, whether demonic or heavenly
3. Perfunctory prayer

6.3 HONOR CODE

Honor, or a good conscience (Hebrews 13:18), is both a classical and a Christian value which is at the core of godly character. In order to fulfill our mission of glorifying Christ, parents, teachers, administrators, and students must all cultivate a character of honor. An individual who cannot live within the expectations of honor cannot function successfully in our school community. Any sort of verbal, sexual, and/or physical abuse or threat of abuse is unacceptable, whether direct or done behind the victim's back (c.f. Romans 1:29-32). Most importantly, such conduct is forbidden by God and invites His just displeasure. Institutionally, such behavior will result in serious consequences, up to and including dismissal.

We believe that maintaining honor includes a commitment to the following core principles:

1. Honor God (Exodus 20:7)
2. Honor persons in authority over us (Romans 13:1-7; Exodus 20:12)
3. Speak truthfully at all times (Ephesians 4:25)

4. Respect the property of others (Exodus 20:15)
5. Treat one another with Christian charity (Philippians 2:2-3)

6.4 DISCIPLINE PHILOSOPHY

One of our highest goals at Redeemer is to help point one another to Christ. Certainly we want to teach students to discern right from wrong and to practice self-control in ways that honor God, but we also want them to recognize that when they fail, they both need and have a Savior who is perfectly sufficient. When students (or anyone in our community) violates rules, treats others harshly, or displays disrespect, we believe it is a great opportunity for them to see their need for Christ – to repent from sin and trust in His righteousness.

Furthermore, our discipline policies and procedures are intended to encourage children to learn biblical ways to talk, play, support and encourage one another; to handle disagreements; to receive correction; and to express emotions. Additionally, we are eager for students to practice responsibility regarding their own and other's possessions as well as toward nature as they fulfill God's creation mandate to subdue and have dominion over the earth.

In summary, two things drive our philosophy: first, a desire to see students look to and trust in Jesus; and second, a desire to live in biblical community with one another.

6.5 SCHOOL DISCIPLINE POLICY

The grammar school classroom is the primary place for discipline. The teacher provides consistent classroom expectations and gives his/her students opportunities to practice meeting these expectations. When a discipline issue occurs, the teacher privately and compassionately talks with the student and helps him/her understand the need for God's forgiveness. Students may also receive logical consequences for their actions, such as sitting out during recess. Teachers will communicate regularly with parents regarding discipline issues.

Teachers will send students to the Principal for either habitual behavior issues or more serious offenses such as lying or bullying. When a student is sent to an administrator for discipline, his/her parents will be contacted and apprised of the details of the visit. Possible disciplinary measures may include but are not limited to restitution, janitorial work, and/or parental attendance during the school day.

Serious misconduct may result in suspension or expulsion from Redeemer. The Principal will make the decision after discussions with the parents of the student.

6.6 MAJOR INFRACTIONS

Certain conduct may result in immediate and permanent dismissal from Redeemer. The Principal will make the decision in concert, after discussions with the parents of the student. Major infractions, for both in and out of school behavior, include but are not limited to:

1. Use of or possession of alcohol, tobacco, or illegal drugs.
2. Lying
3. Cheating
4. Stealing

5. Sexual immorality
6. Destruction of other's property
7. Possession of a weapon or threats made to the safety of others
8. Persistent patterns of bullying (abuse or intimidation of other students)
9. Rebellious disrespect for authority
10. Cutting or skipping classes
11. Persistent patterns of disobedience and class disruption
12. Any violation of United States or Virginia law

In the event that a student commits a major infraction, the Principal will be notified immediately and the parents will be contacted within the first 24 hours. The Principal will either notify the parents him/herself or advise the teacher to do so. Preferably, notification will occur in the context of a one-on-one face-to-face meeting. If this is not possible, then a phone call will be made. If a parent cannot be reached by phone then an email will be sent.

6.7 CONSEQUENCES OF CHEATING FOR STUDENTS IN GRADES 6-8

Upon first offense, parents will be notified of the infraction, student and parents will be reminded of the consequences of a second and third offense, a detention will be assigned, and the assignment, assessment, activity, etc. on which the student cheated will receive a score of zero (F). Upon the second offense, parents will be notified of the infraction, student and parents will be reminded of the consequences of a third offense, and in-school suspension will be assigned and the assignment, assessment, activity, etc. on which the student cheated will receive a school of zero (F). During the in-school suspension, a student will be permitted to take any class assessments occurring that day. Upon the third offense, parents will be notified of the infraction, an in-school suspension will be assigned, the assignment, activity, etc. on which the student cheated will receive a score of zero (F), and the student may be immediately and permanently dismissed from Redeemer at the discretion of the Principal.

6.8 SANCTIONED EVENTS

Whether students are attending sanctioned school events or not, Redeemer students are expected to carry themselves accordingly and honor the spirit of the conduct policies and principles. At sanctioned school events, behavior will be dealt with according to the school day policies and procedures. In certain circumstances, the same approach may apply to non-sanctioned events.

This expectation of conduct includes the area of social media and electronic communication.

6.9 IN SCHOOL SUSPENSION GUIDELINES

The following guidelines are followed for in-school suspensions.

1. Parents are always notified and reminded of these guidelines before a suspension is enforced.
2. The suspension is supervised by an administrator outside of the classroom for the duration of the school day in a location that does not allow the student any contact with his classmates.
3. The student must take all assessments scheduled for the day of the suspension in-class but may not attend class for normal instruction.
4. The student may not participate in break time.

5. Adequate seating and desktop space is provided to the student so that he/she can be productive rather than simply sitting quietly doing nothing.
6. The student is to use the time to complete schoolwork rather than playing or enjoying recreational reading.

6.10 SCHOOL FACILITIES AND EQUIPMENT

Students must show respect for all school property. Failure to do so may result in detention, suspension, or expulsion and include the remuneration of any costs associated with their disrespect.

Since teachers are not expected to personally accompany each student to the office, certain guidelines are to be followed to ensure that students use the office appropriately. Students desiring to use the school telephone must have permission from a Redeemer faculty or staff member. Calls should be limited to critical needs. Students may not use the telephone in classrooms without prior approval and a teacher present. Students may not use a photocopier unless expressly given permission by a faculty member to do so.

6.11 COMPUTER USAGE

Students are not allowed to use any of the school's computers unless they are designated explicitly for student use. Students are ordinarily not allowed to use any computer or other device to access the internet during the school day. Only in very limited, pre-approved, and supervised situations are students permitted to use a computer while on campus.

6.12 PHONES AND OTHER ELECTRONIC DEVICES

Students should not bring radios, personal music devices, video games, cell phones, laser points, pagers, or any other similar devices to the classroom. Students may not use these or similar devices during the school day without faculty approval. Policy violations will result in the device being confiscated.

If students need to bring their cell phones to school for any reason, they should be kept in their locker, or the office. They should be turned off, not visible, and not accessed during the school day. Violation of this policy will result in the phone being confiscated for the day, and the student may be suspended if the usage is judged to be willful violation of this policy. Any cell phones that are confiscated must be claimed at the end of the day in the school office.

6.13 UNIFORM AND DRESS CODE POLICY

The Uniform and Dress Code Policy is an expression of the following values: unity, clarity, simplicity, order, obedience and modesty. The Redeemer Uniform Policy is informed by the following principles:

1. Our dress code policy is designed to remind students that they have come to school for work.
2. Peer pressure, comparisons, and competitive attitudes in areas of clothing are destructive to the unity of the school and a distraction to the learning environment.
3. Judging others on clothing and outward appearances is contrary to God's will for us as revealed in scripture (1 Samuel 16:7, Matthew 6:19-21; James 2:1-4).

4. Everything in our lives, including our clothing, should reflect the order of the Godhead, the order He has created in the world, and the goodness and beauty of that creation.
5. Clothing should be modest and not draw attention to the individual and should reflect differences in gender (Deuteronomy 22:5).
6. Student appearance is a reflection of kingdom values and Redeemer.

Redeemer Uniform Policy requires students to maintain the following general guidelines:

- Boys' shirts are to be tucked in at all times.
- Girls' shirts may be worn untucked if the shirt is long enough to cover the midriff but not excessively long.
- Pants and shorts with belt loops must be worn with a dark belt.
- Shoes must be worn with white or navy socks (or tights for girls). Shoes should have a closed toe and back.
- Clothing may allow reasonable growing room but must not be extremely over-sized.
- Any jewelry or makeup should be tasteful and not excessive.
- Jewelry in pierced body parts, with the exception of earrings, is not permitted.
- All students must keep their hair neatly groomed.
- Hats, outerwear coats and jackets are not to be worn in the building during the school day.
- The only sweaters that may be worn during the school day are those specified in the dress code.

Grammar School (PreK-5)

Daily Uniform	
Girls	Boys
<ul style="list-style-type: none"> <input type="checkbox"/> Plaid drop waist jumper in hunter/classic navy*(#06500-94U3; shorts, leggings or tights are required underneath) <input type="checkbox"/> Navy Mesh Polo Dress (# 39367-6BP8 or # 39366-8BP3) <input type="checkbox"/> Khaki chino skort* (# 32019-2AL2) <input type="checkbox"/> Khaki pants (no cargos, low-riders, patch pockets, or corduroy) <input type="checkbox"/> White collared button-down shirt (long or short sleeve) <input type="checkbox"/> White turtleneck shirt <input type="checkbox"/> White, navy or evergreen* polo shirt (long or short sleeve) <input type="checkbox"/> Button-front cardigan in navy or evergreen* (no hood or collars #09280-64U9) <input type="checkbox"/> Dark belt for pants <input type="checkbox"/> Navy or white socks or tights <input type="checkbox"/> Navy leggings (under jumper, dress or skorts for warmth) <input type="checkbox"/> Shoes closed at both heel and toe (low-top with non-marking soles; no boots) 	<ul style="list-style-type: none"> <input type="checkbox"/> Khaki shorts or pants (no cargos, patch pockets, or corduroy) <input type="checkbox"/> White collared button-down shirt (long or short sleeve) <input type="checkbox"/> White turtleneck shirt <input type="checkbox"/> White, navy or evergreen* polo shirt (long or short sleeve) <input type="checkbox"/> Crew or V-Neck sweater in navy or evergreen* (#22300-4BR8 or #22301-0BR3) <input type="checkbox"/> Dark belt <input type="checkbox"/> Navy or white socks <input type="checkbox"/> Shoes closed at both heel and toe (low-top with non-marking soles; no boots)
<p><i>Any combination of the above items may be worn for your child's daily uniform. *Items with the asterisk MUST be purchased through Land's End, which includes all evergreen items.</i></p>	

Dress Uniform	
Girls	Boys
<input type="checkbox"/> Plaid drop waist jumper in hunter/classic navy (#06500-94U3) <input type="checkbox"/> Navy polo shirt (long-sleeved for Fall Performance and short sleeve for Spring Performance) <input type="checkbox"/> Navy tights or socks <input type="checkbox"/> Shoes closed at both heel and toe	<input type="checkbox"/> Khaki pants (no cargos, patch pockets, or corduroy) <input type="checkbox"/> Navy polo shirt (long-sleeved for Fall Performance and short sleeve for Spring Performance) <input type="checkbox"/> Dark belt <input type="checkbox"/> Navy or white socks <input type="checkbox"/> Shoes closed at both heel and toe
<p><i>Dress uniform items are required items for students to wear at every school performance and for school pictures.</i></p>	

Girls and Boys P.E. Uniform (4th - 5th Grades only)
<input type="checkbox"/> Non-logo navy, evergreen* or gray tee shirt (short sleeve) <input type="checkbox"/> Non-logo sports shorts <input type="checkbox"/> Non-logo navy or gray sweat pants <input type="checkbox"/> Evergreen* hoodie pullover with optional RCS Logo (#39370-4BP6 or #39370-8BP4)

Item numbers are from Lands' End website at www.landsend.com. **Our school code is 9000-9927-6.** Always use this code when ordering from Lands' End.

You may purchase some items elsewhere as long as they are consistent with the items from Lands' End.

Logic School (6-8th)

Daily Uniform	
Girls	Boys
<input type="checkbox"/> Plaid A-line skirt in hunter/classic navy (#05378-6A84) <input type="checkbox"/> Khaki solid A-line skirt* (#40375-2BP6) <input type="checkbox"/> Khaki pants (no cargos, low-riders, patch pockets, or corduroy) <input type="checkbox"/> White collared button-down shirt (long or short sleeve) <input type="checkbox"/> White turtleneck shirt <input type="checkbox"/> White, navy or evergreen* polo shirt (long or short sleeve) <input type="checkbox"/> Button-front cardigan in navy or evergreen* (no hood or collars #09280-64U9) <input type="checkbox"/> Half zip fleece in evergreen* (#31536-8BR8) <input type="checkbox"/> Dark belt for pants <input type="checkbox"/> Navy or white socks or tights <input type="checkbox"/> Navy leggings (under skirts for warmth) <input type="checkbox"/> Shoes closed at both heel and toe (low-top with non-marking soles; no boots)	<input type="checkbox"/> Khaki shorts or pants (no cargos, patch pockets, or corduroy) <input type="checkbox"/> White collared button-down shirt (long or short sleeve) <input type="checkbox"/> White turtleneck shirt <input type="checkbox"/> White, navy or evergreen* polo shirt (long or short sleeve) <input type="checkbox"/> Crew or V-neck sweater in navy or evergreen* (#22300-4BR8 or #22301-0BR3) <input type="checkbox"/> Half zip fleece in evergreen* (#31536-8BR8) <input type="checkbox"/> Dark belt <input type="checkbox"/> Navy or white socks <input type="checkbox"/> Shoes closed at both heel and toe (low-top with non-marking soles; no boots)
<p><i>Any combination of the above items may be worn for your child's daily uniform. *Items with the asterisk MUST be purchased through Land's End, which includes all evergreen items.</i></p>	

Dress Uniform	
Girls	Boys
<input type="checkbox"/> Plaid A-line skirt in hunter/classic navy (#05378-64U3) <input type="checkbox"/> Navy polo shirt (long-sleeved for Fall Performance and short sleeve for Spring Performance) <input type="checkbox"/> Navy socks <input type="checkbox"/> Shoes closed at both heel and toe	<input type="checkbox"/> Khaki pants (no cargos, patch pockets, or corduroy) <input type="checkbox"/> Navy polo shirt (long-sleeved for Fall Performance and short sleeve for Spring Performance) <input type="checkbox"/> Dark belt <input type="checkbox"/> Navy or white socks <input type="checkbox"/> Shoes closed at both heel and toe
<p><i>Dress uniform items are required items for students to wear at every school performance and for school pictures.</i></p>	

Girls and Boys P.E. Uniform
<input type="checkbox"/> Non-logo navy, evergreen* or gray tee shirt (short sleeve) <input type="checkbox"/> Non-logo sports shorts <input type="checkbox"/> Non-logo navy or gray sweat pants <input type="checkbox"/> Evergreen* hoodie pullover with optional RCS Logo (#39370-4BP6 or #39370-8BP4)

Item numbers are from Lands' End website at www.landsend.com. **Our school code is 9000-9927-6.** Always use this code when ordering from Lands' End.

You may purchase some items elsewhere as long as they are consistent with the items from Lands' End.

Enforcement of the Redeemer Uniform Policy abides by the following guidelines:

1. Parents are expected to send students to school in uniform.
2. Teachers are responsible for the daily enforcement of the Uniform Policy.
3. Final interpretation and application of the policy rests with the Principal.
4. Students not complying with the uniform policy will be required to rectify their appearance immediately. Repeated offenses may result in detention or even suspension at the discretion of the Principal.
5. If necessary, parents will be notified to bring the appropriate uniform pieces to school.
6. The standard is cheerful and consistent compliance from the parents and students, and correspondingly cheerful and consistent enforcement by the school staff.

PARENT INVOLVEMENT

7.1 PHILOSOPHY

Ephesians 6:4: "And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord."

As a support and extension of the family unit, Redeemer considers the family to be of first importance to a child. Through His Word, God indicates that the family is the most important human institution He designed. We strive to support the family and respect parental authority and responsibility in all we do. Redeemer believes in the concept of "in loco parentis" – in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. We see ourselves as "subcontractors" of the parents. The parents are the contractors – the ones who are responsible for getting the

job done. Our authority and our tasks are delegated to us from the parent. Therefore, we strongly encourage parental involvement in our school. We work hard at communication with our parents to keep them abreast of their children's progress – academically, spiritually, socially, and behaviorally. At Redeemer we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school. However, it is important to keep in mind that the teacher does not work directly for the parent. Redeemer is the employer of its staff. We have legal, financial, educational, supervisory, and governance responsibilities and policies that define our relationship with the teacher. Any time a parent requests a change or accommodation in violation of the stated policies of the handbook, the teacher must take that request to the Principal for approval.

Examples of ways in which parents may be involved include:

1. Visiting the school / class at any time. (Please call ahead out of courtesy to the teacher.)
2. Assisting in the classroom, regularly or infrequently. (Arrangements should be made with the teacher concerned.)
3. Acting as chaperone on fieldtrips and other school events.
4. Presenting your vocation to the class or inviting them to your place of business. (Arrangements are made with the teacher beforehand.)
5. Sharing your experience, trips, and vacations as they may relate to an area of study in a class.
6. Helping host class parties, at home or in the classroom.
7. Attending parent-teacher conferences. (Informal conferences may be held anytime at the parent's request.)
8. Monitoring and praising your child's progress by reading all teacher notes and papers sent home.
9. Communicating your ideas for school improvement and comments regarding the school program to the administration or board.
10. Serving on or helping with school functions. (e.g. festival, open houses, grandparents day, etc.)

7.2 VOLUNTEERING AT REDEEMER

Parents are encouraged to volunteer at Redeemer in many different capacities. Some volunteer positions are for one-time events while others are ongoing. Volunteering helps foster a closer, caring community at Redeemer, while allowing teachers to focus on academics. Many of Redeemer's events and activities are dependent on the support and creativity of parent volunteers. Parents will have an opportunity to sign up for either leading or participating in various activities. Some of the activities/ committees include the following: hospitality, room mothers, field days, teacher appreciation, festival of the ages, grandparents' day and open houses. The committee coordinators will work directly with administration to carry out their activities.

7.3 PARENT FORUMS AND GATHERING

The administration will hold various parent forums and meetings each year for the purpose of maintaining strong communication with the parents and offering the opportunity to learn more about the classical model and method. Because of our particular covenantal model, it is critical that parents take advantage of these opportunities when possible.

7.4 PARENT TEACHER CONFERENCES

Conference meeting days are scheduled for each semester but may also be arranged at other times at the request of the parent or teacher. We have set the fall conference as a mandatory conference.

7.5 CONTINUING EDUCATION

Launched in the Fall of 2014, *Redeemer U* offers parents the opportunity to attend evening workshops, book discussions, and seminars led by members of our faculty, board and administration. Examples of topics we are considering are: "An introduction to classical Christian education," "Inspiring your children to read," "Why Latin," and "How to help with homework."

SCHOOL DAY PROTOCOL

8.1 ARRIVAL TIME FOR ALL STUDENTS

The school day begins at 8:00 AM for all students. Please arrive no later than 7:55 AM to allow time for your child to get settled and prepared. Students should not enter a school building before 7:40 AM. Supervision will not be provided for students before 7:40 AM (unless arrangements are made ahead of time).

8.2 MORNING ARRIVAL PROCEDURES

From 7:40 to 7:55 AM, all students are to be dropped off at the lower parking lot (at the bottom of the steps) to walk up the steps to the front of the building, where they will enter through the front doors and be supervised by teachers and/or administration. Grammar school students will then proceed to their classrooms to be greeted by their classroom teacher. Logic school students will report to their first period class upon arrival each morning.

Note: Parents who wish to accompany students into the building are to park in the lower lot on the far side near the road (away from the carpool line). If accompanying your child to class, please be considerate of the teacher's preparation time.

8.3 AFTERNOON DISMISSAL PROTOCOL

Pre-School and Kindergarten will dismiss at **12:00** and **2:45** each day. The teachers will bring these children to the bottom of the steps to meet their rides each day. Grades 1-5 will dismiss at **3:00**. Logic school will be in class until 3:05. It will take these students a little time after this to pack up and get out to their carpool. Plan to pick up these students at **3:15**.

The teachers will remain in the classroom with their class while carpools are being called through the radios. They will then dismiss students to meet their appropriate vehicle.

Any student not picked up by 3:25 will be placed in the After School Program once the teacher has attempted to contact the parents regarding pickup. **Parents are to remain in their cars** and proceed single file to the front of

the carpool line where they will pick up their children. If one or more of your students is not ready, you will not wait in the front of the line; you will need to continue to proceed forward and rejoin the line in the back. Please ask your students to pack up as quickly as possible to be ready for pick up.

If you are picking up **any Logic School** age students we ask that you use the **left lane** (nearest the parked cars). If you are picking up **only Grammar School** age students, please use the **right lane** (nearest the steps). If parents are planning to come into the building to pick up their child, they are to park in the lower lot on the far side near the road (away from the carpool lines).

8.4 CARPOOL LINE PROCEDURES

1. Please do not come to the top of the hill to pick up children.
2. Do not park in the carpool line. All drivers need to be ready to move their vehicles forward as the cars in front of them move forward.
3. Only the front cars will be picking up students.
4. Each family will be given a carpool sign to display in their front right window with their last name printed in large letters. This will be a great help to the teacher in calling for dismissal of students. Please make sure your sign is clearly displayed in the car when moving through the line.
5. Drivers should not be using their cell phones while in the carpool line.

HEALTH AND SAFETY

9.1 SCHOOL CLOSINGS / INCLEMENT WEATHER

Since Redeemer does not provide transportation services, the responsibility for getting children safely to and from school rests on parents and their designated representatives. Parents are therefore, responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.

In the event of inclement weather, even if Redeemer is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep their children at home and notify the school that they are going to do so.

During times of inclement weather (or other school closing emergencies), parents should monitor local radio and television stations for announcements about Redeemer starting delay, early dismissal, or cancellations. Delays and cancellations will also be posted on the school voicemail and website by 6:30 AM of the affected day.

You will be able to find the needed information on:

- WHSV TV3
- 550 AM radio
- FM 90.7 WMRA

9.2 HEALTH AND ILLNESS

All students attending Redeemer must have a completed "Commonwealth of Virginia School Entrance Health Form" on file with the school office. Families seeking exemption from state immunization requirements must complete and submit a notarized copy of the "Commonwealth of Virginia Certificate of Religious Exemption." Both of these forms may be obtained from your family doctor or the school office.

It is expected that students are sent to school healthy, well rested, and ready for class. Students with fevers, diarrhea, contagious viruses, severe colds, vomiting, intestinal flu, and the like will be sent home to avoid infecting others. Students should be symptom free without medication for at least 24 hours before returning to school.

Students who are lethargic, tired, and unable to do their schoolwork will be sent home for rest and recuperation. Redeemer does not operate a health suite, and students who are not able to do their school work will be sent home.

Parents should provide the school with emergency numbers of friends and/or family who can pick up their children from school. A parent is required to have the children picked up within 30 minutes of receiving a call from the school office. Sick children cannot remain in the school office past this period of time. If parents are not reached within a timely manner, the emergency contact will be called to pick up the children.

Redeemer will follow Virginia state and local guidelines in handling pandemic illness.

Other forms necessary for student health records can be obtained from the school office or found on the website. One of those forms is the Emergency and Information Form that list the emergency contact names and phone numbers of people who may need notification in a medical emergency.

9.3 MEDICATION POLICY AND PROCEDURES

A Redeemer staff person, designated by the Principal, must administer all medication (prescription or over the counter), taken by a student. Medications such as an inhaler or Epi-Pen will be kept in the classroom to be administered by the teacher as needed.

No student will be permitted to administer any form of medication (prescription or over the counter) to himself/herself or any other student except as indicated below.

Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self-medicate if the following conditions have been met: (1) A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication and the physician's orders are on file with the school office; and (2) Parents have completed the Prescription Medication Administration Form stating that "the student is able to self-administer and carry the inhaler / Epi Pen and has been trained in its use."

Prescription medication will be administered to students only at the written request of the parent. Medication and instructions must be given to the office (not the classroom teacher). Parents must complete a Medication Administration Form before any prescription medication can be distributed to a student. Any request for administration of medicine must include the student's name, description/type of medication, dosage of medication, and the time(s) it is to be given. All medications must be in the original pharmaceutical container and

labeled with the student's name and dosage directions.

The school will keep a small supply of over the counter medications to administer to students. In this case, Redeemer staff will call the parent prior to administering this medication to verify authorization.

Over the counter cough drops and throat lozenges may be carried and taken by students with a hand written note from their parents or with verbal permission from the parents to the student's teacher.

9.4 MEDICAL EVENT POLICY AND PROCEDURES

Redeemer has no medical professionals on campus; therefore; all medical decisions are to be made by parents and EMS technicians. The goal of the staff and faculty is to contact the parents or EMS and to keep the student comfortable until the parent or EMS is able to reach the school. All staff and faculty who are in direct contact on a daily basis with students must be certified in CPR and trained on the AED in order to increase their effectiveness of caring for a student in the case of an emergency.

Medical Event Procedure:

- A student comes to the Redeemer School office when they have a health related issue.
- A staff or faculty member evaluates the student's health needs according to the First Aid class they have taken.
- If there is no significant evidence of injury, the student is given an ice pack or band-aid.

Parents are called and the incident documented when the following medical events occur:

- OTC medicine is administered
- Significant cut, head injury
- Child complains of dizziness or feeling light-headed
- If there are any unusual or repetitive complaints throughout the day
- Signs of swelling
- Symptoms of a serious injury
- When there has been an accident such as a fall from the monkey bars or out of the swings, even if there is no evidence of a definite injury.

Incidents that occur on the school property or at a school event (when parents are not present) are written up by a witness and reviewed and signed by the Principal. The write up is saved in the student's file and also reported to the parents.

9.5 VISITORS

Students wishing to bring a visitor to school must receive permission in advance from the Principal. Normally classroom visitors, other than adults, are limited to those who are interested in applying to and attending Redeemer. Former students in good standing are encouraged to visit but must call first to receive approval from the administration one day prior to the requested visitation. Such visits should be scheduled during the lunch break, and the visit should be confined to that area.

All visitors must sign in and out at the school office, located just inside the front doors of the building. All other doors will remain locked during the school day.

The teachers/administration have responsibility for and custody of all the children while they are in school. Therefore, they will not release a student to anyone before checking with the office first. Contact the teacher and the office when removing a child during regular school hours. A child will never be released to a stranger until the office is notified and approval is given by the parent(s). The office will ask for an official picture identification by the stranger prior to release. Please inform teachers of any custody issue (legal) involving separated or divorced parents.

9.6 CHILD ABUSE REPORTING PROCEDURE

- (1) Duty to Report. Any person who has reason to believe that a child is a victim of child abuse or neglect has a duty to immediately make a report to the principal of the school or the individual in charge of the school at that time. "Reason to believe" includes evidence that, if presented to individuals of similar background and training, would cause those individuals to believe that a child was a victim of abuse or neglect. Depending upon the nature of the abuse or neglect report, a report to authorities may need to be made before the school has an opportunity to conduct an investigation. The Principal or the individual in charge of the school at the time, who received the report of a child who may be a victim of abuse or neglect, has a duty to immediately make an oral report to the local child protection agency or to the local law enforcement agency. The school may proceed with its investigation of the report in accordance with this procedure, being careful not to interfere with any investigation conducted by any governmental authorities.
- (2) School Investigation. Depending upon the nature and seriousness of the allegations, the principal, or the individual in charge of the school at that time, before proceeding to investigate the report should consult with at least one of the following persons: (a) the chairman of the school board, or (b) the attorney for the school. If the principal, or the individual in charge of the school at the time, has any doubts about the steps being followed to respond to a report, he or she should consult with the attorney for the school before proceeding. The parents or legal guardians of any student who is the subject of a report of suspected child abuse or neglect may have access to any written report made by the school subsequent to the investigation by the school.
- (3) Procedures for Prevention. Procedures that should assist the school in the prevention of child abuse by any school staff or volunteers for student activities include the following:
 - 3-1 The school staff should observe the "open door" rule: unless a door of the school has a window, the door of the school should be open when the room is in use.
 - 3-2 Adults volunteering for the school should be asked prior to serving as a volunteer if they have been convicted of sexual or physical abuse of a child and should not volunteer to serve in any school activity or program involving students if they have been convicted of child abuse.
 - 3-3 All adult volunteers selected by the school and school staff should be made aware of this child abuse reporting procedure of the school.
 - 3-4 All adult volunteers selected by the school for overnight activities sponsored by the school should be notified of this child abuse procedure of the school in advance of the school sponsored activity
 - 3-5 The school should not authorize any adult to spend reoccurring or unsupervised time secluded with any student without the prior consent of that student's parent(s) or legal guardian(s).

9.7 EMERGENCY PROCEDURES

The purpose of this information is to outline some of the key elements of the school's state of preparedness. All staff will be given instructions/training in procedures in cases of an emergency.

Before an emergency occurs

Parent responsibilities:

- Make sure the emergency information is correct. If there is any change in a student's name, home address, mailing address, telephone number, or emergency contact numbers, parents are to notify the school immediately. The school needs to maintain accurate records to ensure appropriate communications with parents/guardians. Only people listed on the emergency form are allowed to pick up children from school.
- Let children know that if an emergency occurs while they are in school; their teacher will provide them with appropriate instructions.
- Keep the school informed of children's medical conditions and provide emergency medical supplies and medication.
- Keep alert to activity around the school and school grounds. Report any suspicious activities.

School responsibilities:

- All staff will be given instructions/training in procedures in cases of an emergency.
- Instructions for emergency procedures including exit routines will be placed at the exit of each classroom door.
- Emergency procedures are practiced termly and reviewed annually or more regularly if appropriate.

When an emergency occurs at school

Parent responsibilities:

- Parents are to tune in to the radio or television stations since they will be kept informed using these media outlets.
- Parents are to be accessible by remaining at the emergency phone numbers you provided to the school.
- Parents should not call the school in emergency situations so that phone lines can remain open for emergency communications.
- Parents should understand that if an emergency is declared, access to the school campus may be restricted. Parents will not be allowed to remove children from the school grounds without signing them out.
- Children will only be released to an adult listed on the emergency form.

School responsibilities:

- Staff will immediately account for and attend to the needs of every child.
- Any children who are injured will be given medical treatment as soon as possible.
- Children will be kept in the safest location on the school grounds until they can be reunited with their families.

Depending on the nature of the incident, the school will implement one of the following protective actions:

Evacuation – If it is unsafe for students to remain inside the building, we will evacuate. Possible reasons for an evacuation to be initiated include fire, hazardous chemical leak inside the building, localized flooding, fumes from an unknown source, or an incident after a lockdown. Evacuation drills are conducted on a monthly basis. All students must walk silently to the designated outside area and wait for the signal to return to the building.

Lockdown – A “lockdown” is a protective action employed to safeguard everyone when there is an imminent threat approaching by the school, on school grounds, or in the school. A “lockdown” announcement is made and all staff and students seek immediate cover in a locked room. All school activities cease and 911 is called. All staff and students remain in “lockdown” until released by the police or an “all clear” announcement is made by the school. Possible reasons for a “lockdown” to be initiated include an out of control student who is a threat to the safety of the students, staff, or himself/herself, someone who has a gun or weapon, an intruder, or a weather related event.

Shelter-in-place – A “shelter-in-place” event occurs when there is a threat in the vicinity of the school. This may be a hazardous material spill, severe weather or police action in the area. In order to ensure the safety and health of students, the school is secured and visitors are closely scrutinized or not allowed in the school at all depending on the event. Activities inside the school continue.

After an emergency

Parents are allowed to pick up their children unless public safety officials restrict facility access. During any emergency, school personnel will maintain as safe and normal environment for children with the school as possible. School is not automatically canceled in emergency situations. Remember, school may be the safest place for children to be.

COMMUNICATION PHILOSOPHY AND COMMITMENTS

10.1 THE GOAL

In light of covenantal commitments as well as our desire for real spiritual community at Redeemer, we want to make every effort to be governed by Biblical principles in our relationships with one another. The very definitions of covenant and community remind us that we are in partnership with one another, having agreed on the general goals and directions we believe God has given our school. Moreover, we are commanded to treat one another as brothers and sisters in Christ for the purpose of building up one another in Christ. This should be our mutual goal and a foundational commitment in all that we do.

10.2 EMAIL

Emails to teachers and administrators should be used for two primary purposes: (1) to ask a quick, simple, and clarifying question; and (2) to schedule a call or conference. Using emails to raise or discuss an issue or concern is highly discouraged. If the purpose of the email is a point of concern and is more than a couple of sentences long, then it is likely that a personal meeting is needed.

10.3 TEACHER OR CLASSROOM ISSUES

Should a parent become concerned with a classroom issue, we expect that the parent would first go directly to the teacher to raise the concern. The exception would be where there is a serious issue of safety or morality, or behavior considered egregious, in which it may be appropriate to contact an administrator immediately.

10.4 RESOLVING CONFLICT

People often mistakenly believe that the goal of Christian community is to avoid conflict at all cost. Not only is this untrue, it is not even possible. As sinful people, we will make mistakes and do others wrong. The real question isn't "Will we have conflict?" or "How do we avoid conflict?" but rather "How will we respond to conflict?"

When conflict arises, the most common temptations are to run, hide, or to go on the attack. The Bible, however, instructs us to engage one another directly as brothers and sisters in Christ. That is our desire at Redeemer – to foster a spirit of open communication, as well as the means and opportunities for it. We invite everyone in our community (students, faculty, parents, board members, administration, and church) to be honest and open when there are issues that need to be discussed. And in the end, though we will certainly not always come to agreement or understanding, we can, nevertheless, treat one another with the honor and grace that God desires from us as His children.

10.5 GUIDING PRINCIPLES TO CONSIDER

One key to healthy communication is to understand the awesome power of the tongue and to take our words seriously. The tongue is a tool, a weapon if you will, that can cause great good as well as great harm. It has the power of life and death. As Christians involved in gospel community with one another, we should take great care that our words are life-giving, full of grace, and a source of encouragement. When they are not, we should repent to God and to those we have offended. Some of the surest indicators of true gospel-centered relationships are admitting mistakes and confessing sin against one another.

Consider the following verses:

- Proverbs 12:18: There is one whose rash words are like sword thrusts, but the tongue of the wise brings healing.
- James 3:8: No human being can tame the tongue. It is a restless evil, full of deadly poison.
- Philippians 2:3-4: Put others' interest above your own.
- Ephesians 4:2: Be completely humble and gentle; be patient, bearing with one another in love.
- Philippians 2:14: Do everything without grumbling or complaining.
- Ephesians 4:29: Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.

10.6 HELPFUL QUESTIONS

1. Will this be helpful to say?
2. Is my goal to build up the other person(s)?
3. Am I concerned about the other person's interests, perspective, and point-of-view?
4. Will the words I use benefit those who listen?
5. Am I talking to the person to whom I need to be talking?
6. Am I talking about someone inappropriately?
7. Am I giving ear to anyone who is talking about someone inappropriately?

10.7 COMMUNICATION AND GRIEVANCES GUIDELINES

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each parent's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with scripture. We have outlined the proper lines of communicating and dealing with grievances according to the biblical principles found in **Matthew 18** and **James 3**. We believe that Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. Redeemer staff and administration will abide by these same principles in communicating with parents and students.

It is also helpful to employ the principles of "seeking to understand before being understood" and "giving the benefit of the doubt." We encourage all members of the Redeemer community to lead with the words "help me understand" as opposed to "why did you?" when addressing a concern or issue.

10.8 CHANNELS OF COMMUNICATION

If at any point in time, there exists a question, concern, or grievance, and it is not clear as to the proper channel or contact, do not hesitate to contact an administrator for counsel/direction. Otherwise, the general procedures below should provide a basic guide:

Parents/Students to Teacher:

If an issue should arise regarding an individual teacher's actions, rules, or procedures, the parents and/or student should speak directly to the teacher. A respectful demeanor is expected at all times. If the issue is not satisfactorily resolved, the parent may bring the concern to the Principal.

Parents to Principal:

Parents may present concerns about an individual teacher's behavior, rules, or procedures directly to the Principal if the matter was not resolved with the specific teacher.

Also, if the offense is considered to be egregious, immoral, unethical, or dangerous, the matter can be taken straight to an administrator such as a Dean, Principal, or Head of School. A respectful demeanor is expected at all times.

Parents to Board:

No member of the Board has any individual authority apart from the Board as a whole. Therefore, no Board member should be approached with a specific school related issue or concern. Instead, the matter should be taken to the appropriate staff member, faculty, or administrator. Furthermore, no individual Board member may speak on behalf of the Board, or directly to school-related issues, unless the board has already ruled on the issue or the Board member has been specifically authorized by the Board to do so.

It is understood that if any disputes arise which are not covered by this policy, the Administration and/or Board will decide what procedures to follow based on reasoning from the procedures established by this policy. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

FINANCES AND RE-ENROLLMENT

11.1 TUITION AND FEES

Acceptance of a student for enrollment constitutes a significant financial commitment on the part of the school (textbooks, personnel, supplies). Therefore, all tuition fees are non-refundable and non-transferable regardless of the circumstances.

1. Tuition is due on the first day of each month.
2. In the event that tuition and/or fees are not paid within the first 15 days of the month, they will be considered "late." At such time, a \$50 late fee will be assessed to your account.
3. If tuition and/or fees are still not paid and no arrangements are made within the following 15 days, the Principal or Business Manager will personally contact the family. The essential elements or agreements made at that time will be recorded and filed.
4. If an agreement is not made or adhered to, and payment is not received after 60 days, students may be dismissed and grades withheld until payment is received.

11.2 DEVELOPMENT (FUND-RAISING)

Redeemer has a focused development program under the direction of the Board and the Director of Development and/or the Marketing Director. The program includes an Annual Fund Drive, which will be conducted in the fall of each year. The Annual Fund is typically used to make investments in the growth of the school. Every parent is encouraged to make a gift each year to the Annual Fund, regardless of giving level. It is important for the Redeemer community to have as close to 100% participation as possible. Foundations and corporations will often place an emphasis on the percentage of participation from current parents and faculty when making gift decisions. High participation levels also help as we approach outside donors and show a strong support for our school's endeavors and mission.

Additional initiatives to fund particular projects must be approved by the Principal. The school may also conduct periodic capital campaigns to provide for building and campus needs. To ensure the success of the development programs and preserve an academic school culture, Redeemer does NOT allow individual or class fundraising efforts that involve product sales or soliciting members of the Redeemer community.

11.3 TUITION ASSISTANCE POLICY

At Redeemer, we believe that families from all income levels should have the opportunity to enroll at the school. Levels of tuition assistance offered will depend on a number of factors including total (gross) family income, number of family members, number of children enrolled at Redeemer, and any additional extraordinary financial circumstances. An outside consulting service (FAST) is used to assist Redeemer in accurately determining a family's level of financial need for tuition assistance. A Tuition Assistance Committee, appointed by the Board, reviews the recommendations and makes the final decisions on awards. The Business Manager will communicate the results to the family.

It is expected that families will pursue every other available means of financial assistance prior to applying for aid directly from Redeemer. If other assistance is available to a family, the school asks the family to utilize it to make

more of the school's funds available to other families in need. Generally, every family will be expected to pay a minimum of 50% of total tuition, regardless of the amount of assistance for which they qualify. If a family qualifies for assistance from other scholarship sources or financial aid funds (other than Redeemer), these funds will be used to reduce the amount of assistance taken directly from Redeemer and will not necessarily reduce the family's tuition obligation to the school. Generally, every family must pay the minimum amount determined by the FAST assessment.

To apply for tuition assistance, simply complete the application (made available online). Returning families who submit applications for tuition assistance by the established deadline will be given first priority in the distribution of aid. New families who submit application for tuition assistance early in the Redeemer admissions process will be given next priority in the distribution of available funds. The purpose of tuition assistance is to provide aid for tuition expenses to families with demonstrated legitimate financial needs. Those families receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school.

11.4 RE-ENROLLMENT

Re-enrollment is offered to Redeemer students who are in good standing academically, behaviorally, and financially. Enrollment contracts for the new school year are mailed to current families once tuition rates are published. Space is reserved for the student in the designated grade level when the signed contract is received in the school office.

Parents should contact school administration if they have questions regarding their child's enrollment for a new school year. School administration will be in communication with parents should an adjustment need to be made to the student's grade level for academic or social reasons.