

PARENT/STUDENT HANDBOOK



REYNOLDS MOUNTAIN CHRISTIAN ACADEMY

**REYNOLDS MOUNTAIN CHRISTIAN ACADEMY
20 REYNOLDS MOUNTAIN BLVD.
ASHEVILLE, NORTH CAROLINA 28804
WWW.RMCACADEMY.ORG**

August 1, 2021

*Mission:
Reynolds Mountain Christian Academy seeks to glorify Jesus Christ
by partnering with parents in educating students to lead our
community and fulfill the Great Commission.*

TABLE OF CONTENTS

INTRODUCTION

1.0	Welcome to Reynolds Mountain Christian Academy	5
1.1	History of Reynolds Mountain Christian Academy.....	6
1.2	School Affiliations	6
1.3	RMCA Board of Directors	6
1.4	RMCA Administrative Team.....	7
1.5	RMCA Faculty.....	7

FOUNDATIONAL STATEMENTS/PROFILE

2.0	Policy.....	8
2.1	Purpose Statement.....	8
2.2	Mission Statement	8
2.2a	Vision Statement..	8
2.3	Core Competencies	8
2.4	Statement of Faith.....	8
2.5	Final Authority for Matters of Belief and Conduct	9
2.6	Sanctity of Life Statement.....	9
2.7	Statement on Marriage, Gender, and Sexuality	9
2.8	Expected Student Outcomes	10
2.9	School Themes and Colors.....	11

ADMISSIONS POLICIES AND PROCEDURES

3.0	Admissions Policy	12
3.1	Non-Discriminatory Policy as to Students	12
3.2	Admissions Procedures.....	12
3.3	Transfer Students and Transfer Credit Policy.....	12
3.4	Withdrawal Procedures	13
3.5	Parent Concerns/Conferences	13

BUSINESS PROCEDURES

4.0	Tuition Agreements/Family Portal/Facts Management.....	14
4.1	Financial Guidelines.....	14

SCHOOL DISCIPLESHIP, SPIRITUAL FORMATION AND DISCIPLINE POLICIES

5.0	Spiritual Growth and the Study of Scripture.....	15
5.1	Chapel Services.....	15
5.2	Spiritual Emphasis Weeks	15
5.3	Missions Opportunities.....	15
5.4	Discipleship Groups	15
5.5	Building Disciples Philosophy	15
5.6	Early Education Discipleship and Discipline Policy	16
5.7	Discipleship Goals for RMCA Students.....	17
5.8	Disciplinary Policies.....	17
5.9	Behavior Violations and Consequences.....	17
5.10	Policy on Bullying	18
5.11	Off Campus Behavior	20
5.12	Social Media	20
5.13	Drug and Alcohol Policy	20
5.14	Student Relationships	21
5.15	Plagiarism	21

ACADEMIC PROGRAM

6.0	Academic Program Description	22
6.1	Academic Structure of RMCA	22
6.2	Early Education Program.....	22
6.3	Early Education Academic Overview	22
6.4	Kindergarten Overview.....	24

6.5	Elementary Grades Academic Overview	25
6.6	Curriculum Summary	31
6.7	Upper School Scope and Sequence	31
6.8	Elective Choices for Middle School.....	31
6.9	Elective Choices for High School	32
6.10	Dual Enrollment	33
6.11	Graduation Requirements.....	34
6.12	Grading Scales	34
6.13	Assessment of Students, Report Cards and Midterms.....	35
6.14	Semester and Final Exams.....	35
6.15	Schedule Changes	35
6.16	Parent/Teacher Conferences	35
6.17	Standardized Testing	35
6.18	Transcripts	35
6.19	Honors Recognitions	35
6.20	Homework Policies	36
6.21	Make-up Work.....	37
6.22	Extra Credit	37
6.23	Incomplete Work and Reworks Promotion and Retention.....	37
6.24	Rework Policy.....	37
6.25	Promotion and Retention.....	37
6.26	Academic Probation and Dismissal.....	38
6.27	Special Needs Identification-Strong Tower Learning Center	38
6.28	Expulsion from RMCA	38

GENERAL OPERATIONAL PROCEDURES

7.0	School Hours	39
7.1	Drop-Off and Pick-Up.....	39
7.2	Attendance Policies.....	39
7.3	Tardy Policy.....	40
7.4	School Closings and Delays.....	40
7.5	Student Illness, Injury or Emergencies	40
7.6	Student Insurance.....	40
7.7	Immunization Records.....	41
7.8	Medications	41
7.9	Campus Visitors	41
7.10	Remote Day Guidelines	41

STUDENT LIFE ON CAMPUS

8.0	Student Government.....	42
8.1	Cell Phone Use	42
8.2	Student Drivers.....	42
8.3	Student Lunches/Snacks.....	43
8.4	Uniform and Dress Code	43
8.5	Student Opportunities.....	45
8.6	Eagle Athletics.....	45

PARENT INVOLVEMENT AND VOLUNTEER OPPORTUNITIES

9.0	Philosophy	47
9.1	Parent Teacher Fellowship.....	47
9.2	Volunteer Screening/Background Checks	47
9.3	Development and Fundraising- Friends of RMCA.....	47
9.4	Parent Drivers	47
9.5	Parent Tutors.....	47
9.6	Eagle Booster Club	48

ACCESSING PARENTSWEB/FACTS MANAGEMENT

10.0	FACTS Management Software.....	49
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Introduction and Welcome

Welcome from Head of School and Principal, Mrs. Hepler and Mrs. Messer

Dear Reynolds Mountain Christian Academy Family,

We would like to personally welcome you to RMCA. We invite you to share in the vision that God has given to us for Christian Education on this mountain! It is truly an exciting time to be part of the RMCA mission. We are extremely honored that you have chosen RMCA and trusted us to partner with you to provide an excellent educational opportunity grounded in Biblical principles. The spiritual growth and academic success of your student will always be a priority to us. We take the responsibility seriously to prepare students to live a life of significance.

As we embark on this new school year our we look forward to the Kingdom Work that God has called us to. As we continue to navigate through this season of the Covid-19 pandemic, we are extremely grateful to have our students all on campus with us each day. We promise to strive daily for the safety and health of your students and for the most normal learning environment we can possibly provide. We covet your prayers and support.

You and your family will be in our prayers as we partner together. Our doors always are open to you as we work together for our good and His glory!

In Christ,

Susie Hepler, Head of School

Christy Messer, Principal

1.1 History of Reynolds Mountain Christian Academy

The institution of RMCA is a direct result of persistent prayer and a sustained vision for Christian Education here on Reynolds Mountain. The school originated as a ministry of North Asheville Baptist Church, now Brookstone Church, in 1999 and for 17 years operated under the leadership of Pastor Jim Dykes. During those 17 years as North Asheville Christian School, the school became fully accredited with ACSI and built a reputation of excellence in our community. Over a thousand students have been educated with academic rigor and thirteen classes of graduates have gone on to higher education and into the workplace.

When Brookstone Church relocated to northern Buncombe County in 2017, the school transitioned to a private independent Christian Academy, Reynolds Mountain Christian Academy. The school is now under the leadership of a Board of Directors and the shepherding of not only Brookstone Church, but several other Affiliate Churches. RMCA currently leases our eight acre campus from Brookstone Church with the intent to purchase in the near future.

1.2 School Affiliations

Reynolds Mountain Christian Academy is a fully accredited member of the Association of Christian Schools International, an organization of Christian schools across the country and around the world with similar philosophy and direction. The school has most recently acquired a dual accreditation with AdvancEd, now Cognia. Our school is registered with the North Carolina Department of Non-Public Instruction.

It is by these associations that we can further teacher development and remain abreast of current methods and best teaching practices. Our students also benefit by varied opportunities to cooperate with other private and Christian schools around the state.

Athletically, RMCA is a member of the Western Piedmont Athletic Conference.

1.3 RMCA Board of Directors

RMCA is governed and guided by a group of spiritual and professional leaders. Each person on the board of directors agrees to lead the school in a manner that not only glorifies God but enhances the growth of the school ministry. It is ultimately responsible for the management of the corporation and all schools operated by it.

The Board of Directors shall be composed of 7-10 individuals with the exact number determined by the Board. The Board shall always include two ordained ministers, (one of which is from the Shepherding Council) and at least one parent of a current RMCA student. For meeting the above requirements, any one Board member can only be considered as filling one of the requirements. New board members are recommended by current board members and affiliate churches. All Board members are required to support and follow the corporation's statement of faith and mission.

RMCA Board of Directors for 2019-2020

Pastor Jim Dykes – Board Chairman

Senior Pastor Brookstone Baptist Church

Rollin Groseclose

Certified Public Accountant, Johnson, Price and Sprinkle

Nathan Hawkins

RMCA Parent, Youth Pastor Trinity Baptist Church

John Hensley

Attorney, Hensley Cloninger & Greer P.A.

Jonathan Szucs

RMCA Parent, General Manager Advanced Superabrasives

Lori Woods

Educator, Christian School Administrator

Susie Hepler (non-voting member)

Head of School, RMCA

1.4 Administration

Administrators

Head of School: Mrs. Susie Hepler

Principal: Mrs. Christy Messer

Administrative Team

Director of Advancement: TBD

Director of Admissions: Mrs. Dannah Young

Dean of Students: Mrs. Sarah Bolick

Director of Finance: Mrs. Diane Patterson

Director of Student Support: Mrs. Heidi Neese

Curriculum Director: Mrs. Ruthie Williams

Athletic Director: Miss Katie McFarland

1.5 RMCA Faculty

The Faculty of Reynolds Mountain Christian Academy is placed very prayerfully. All faculty members, both teaching and non-teaching personnel are faithful believers in the Lord Jesus Christ. Faculty members hold a degree in the appropriate area of education. Certification through the Association of Christian Schools International is required of all classroom teachers. For an updated list of faculty and support staff, please refer to the school's website.

FOUNDATIONAL STATEMENTS

POLICY 2.0

The ministry of RMCA exists so that families in the North Asheville community and surrounding areas can choose Kingdom education for their children in grades K3 through 12. Kingdom education is defined as “the life-long, Bible-based, Christ-centered process of leading a child to Christ, building a child up in Christ, and equipping a child to serve Christ.” It involves the integration and application of biblical truths provided in the Bible to areas of Christian worldview, educational programs and activities, and personal developmental and maturity. These Ends are to be achieved and/or maintained at Reynolds Mountain Christian Academy to the glory of God the Father, His Son Jesus Christ, and our Comforter, the Holy Spirit. Students are directed to remain true to the Lord with all their heart, mind, and soul, exemplifying the name “Christian” as they impact their society for Christ. (Acts 11:19-26) The following statements will direct the ministry’s Ends:

2.1 Purpose Statement:

This Corporation is organized for the purpose of establishing, owning, and operating within North Carolina, a school or schools for the instruction, education, training of such persons as may be accepted by the corporation, in its discretion, for enrollment and instruction in such school or schools. The corporation is a charitable or religious corporation as defined in NC General Statutes § 55A-1-40(4).

2.2 Mission Statement:

Reynolds Mountain Christian Academy seeks to glorify Jesus Christ by partnering with parents in educating students to lead our community and fulfill the Great Commission.

2.2a Vision Statement:

At RMCA, we want every student equipped with the tools necessary to lead a life of significance and be a positive force in the world for the rest of their life.

2.3 Core Competencies:

As RMCA endeavors to fulfill its mission and realize its vision, our ministry is characterized by the following core values:

Spiritual Formation: Each student must seek to demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ’s commands, and love of God and neighbor.

Biblical Exposition: Each student must seek to demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures.

Theological Integration: Each student must demonstrate the ability to understand and apply the doctrines of Christianity to life and service.

Academic Excellence: Each student must demonstrate the knowledge, skills, and Christian disposition necessary for service and leadership in institutes of higher education, the church, and the community.

Critical Thinking and Communication: Each student must demonstrate the ability to think critically, argue persuasively, and communicate clearly.

2.4 Statement of Faith:

We believe the Scriptures of the Old Testament and New Testament are verbally inspired by God and are the supreme and final authority in faith and life.

We believe in one God, eternally existing in three persons: Father, Son and Holy Spirit.

We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is true God and true man.

We believe that man was created in the image of God; that he sinned and thereby incurred not only physical death, but also spiritual death, which is eternal separation from God; that all humans are born with a sinful nature and, in the case of those who reach moral responsibility, manifest themselves as sinners in thought, word and deed.

We believe that the Lord Jesus Christ died for our sins according to the Scripture, a substitutionary sacrifice, and that all who receive Him by faith are justified on the grounds of His shed blood.

We believe in the resurrection of the crucified body of our Lord, in His ascension into heaven, and in His present life there for us, as High Priest and Advocate.

We believe in “that blessed hope,” the personal and imminent return of our Lord and Savior Jesus Christ.

We believe that all who receive by faith the Lord Jesus are born again of the Holy Spirit and thereby become children of God.

We believe in the bodily resurrection of the just and the unjust, the everlasting conscious blessedness of the saved, and the everlasting conscious punishment of the lost.

2.5 Final Authority for Matters of Belief and Conduct:

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For the purposes of Reynolds Mountain Christian Academy’s faith, doctrine, practice, policy, and discipline, our Board of Directors and Shepherding Council is RMCA’s final interpretive authority on the Bible’s meaning and application.

2.6 Sanctity of Life Statement:

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps 139.)

2.7 Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutable creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one’s biological sex is a rejection of the image of God within that person.

We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1Cor 6:18, Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality including adultery, fornication, homosexual behavior, bisexual conduct, incest, and use of pornography is sinful and offensive to God. (Matt 15:18-20, 1 Cor. 6:9-10.)

We believe that to preserve the function and integrity of Reynolds Mountain Christian Academy, and to provide a biblical role model to RMCA students and families, it is imperative that persons employed by RMCA in any capacity, or who serve as volunteers agree to abide by this Statement.

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21, Romans 10:9-10). We believe that every person must be afforded compassion, love, kindness and respect. Hateful or harassing behavior or attitudes any individual are not permitted and are not in accord with the doctrines of RMCA.

2.8 Expected Student Outcomes:

Spiritual Formation

Impact Statement: Spiritual formation assists students in the development of a pattern of life that leads to Christ-likeness. The evidence of a biblical lifestyle involves the practice of spiritual disciplines, a balance of discipline and correction, head to heart development of the mind, body, and character, and a spirit of service and gratefulness.

Rationale: Students express an informed faith in Christ, have a visible testimony, are engaged in church and other related activities of growth and service that contribute to the Great Commission, act appropriately for justice, equity, and peace, and make maturing application of biblical principles in organizational, family, and social relationships.

Mission Objectives: Students personally respond to carrying out the Great Commission locally and around the world in a culturally sensitive manner. Students understand and commit to a personal relationship with Jesus Christ. Students know, understand, and apply God's Word in daily life. Students are empowered by the Holy Spirit and pursue a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love. Students treat their bodies as the temple of the Holy Spirit. Students are actively involved in a church community, serving God and others. Students respect and relate appropriately with integrity the people they work, play, and live with.

Worldview Orientation

Impact Statement: Christian schools have the opportunity to intentionally assist students in developing a coherent and consistent worldview. RMCA seeks to assist students in framing their view of God, molding their understanding of what it is to be human, grounding them in their faith, and shaping their values of a person's place in society, community, family, and church.

Rationale: Students apply the unifying principle of God as the Creator and Savior in their thinking as it relates to all content disciplines, have a working knowledge of biblical theism and other worldviews, demonstrate an understanding of the inherent tension to bring life, beliefs, and behavior into conformity with the teachings of Christ.

Mission Objectives: Students have a critical appreciation of languages and cultures of other peoples, dispelling prejudice, promoting interethnic harmony, and encouraging biblical hospitality for the "alien" or "stranger." Students are committed to lifelong learning. Students understand the worth of every human being as created in the image of God. Students can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews. Students possess apologetic skills to defend their faith. Students embrace and practice justice, mercy, and peacemaking in family and society. Students understand that work has dignity as an expression of the nature of God.

Academic Thinking

Impact Statement: As an academic institution, it is our responsibility to well-educate our students. Students need to engage in ideas, principles, and knowledge of content in a thorough and comprehensive way. Learning should engage a general acquaintance with many things and a thorough examination and mastery of many others. Students should be able to reason, be reasonable, be articulate, and demonstrate graciousness.

Rationale: Students evidence learning across disciplines, demonstrate a proficiency in transferring learning from one subject to another, utilize higher order thinking skills, demonstrate an ability to think logically, support inferences, and justify conclusions,

evaluate a variety of problems, and utilize multiple and creative strategies in solving or posing possible solutions to them.

Mission Objectives: Students are well prepared in all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking. Students are proficient in mathematics and science. Students have a knowledge and understanding of people, events, and movements in history (including church history) and the cultures of other peoples and places. Students appreciate literature and the arts and understand how they express and shape their beliefs and values. Students value intellectual inquiry and are engaged in the marketplace of ideas (open honest exchange of ideas). Students have an appreciation for the natural environment and practice responsible stewardship of God's creation.

Skills Development

Impact Statement: Students must develop a strong knowledge base, but the academic institution has an obligation to teach the skilled use of that information. Students need to be able to read, speak, and write, make application of logic, utilize tools of research, frame their questions, compute the resources and facts, investigate their findings, and be confident in their conclusions.

Rationale: Students utilize a variety of resources including technology to develop and evaluate information, demonstrate an ability to develop thoughtful questions in problem solving, engage their community responsibly both politically and socially, evidence an attitude of responsible stewardship of Creation, life, time, finances, and material goods, and articulate the biblical respect for all vocational callings as a gift from God.

Mission Objectives: Students know how to utilize resources including technology to find, analyze, and evaluate information. Students have the skills to question, solve problems, and make wise decisions. Students understand, value, and engage in appropriate social (community) and civic (political) activities. Students are prepared to practice the principles of healthy, moral family living. Students are good stewards of their finances, time (including discretionary time) and all other resources.

2.9 School Verse, Mascot and Colors

2.10.1 The school verse for Reynolds Mountain Christian Academy is:

"You shall love the Lord your God with all your heart and with all your soul and with all your might." Deuteronomy 6:5

2.10.2 School Mascot is the Eagle

2:10.3 School Colors are Navy, Gray, and Lime Green

ADMISSIONS POLICIES AND PROCEDURES

Policy 3.0 Admissions Policy and Procedures

RMCA is committed to excellence in every aspect of Christian Education. We believe that Christian Education should not be a luxury, but a valid educational opportunity for every student. Student selection is based on a personal interview with parents/guardians and the student, individual educational needs and the availability of classroom openings. RMCA does reserve the right to deny admission based on the inability to meet student needs.

3.1 Non-Discriminatory Policy as to Students

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

3.2 Admissions Procedures

Parents who would like to enroll their children in RMCA for the first time should contact the school office and schedule a family visit. After the visit, parents will be given all application materials. Acceptance at RMCA is based upon the availability of student space, the ability to meet the student's needs, and the family visit with the parents and students.

Students in grades 7-12 must attend the family visit and meet with the Head of School or designee. These upper school students must complete the Upper School Application, sign a Code of Conduct, and provide personal references.

Students and their parents must be in agreement with and supportive of the policies of the school and must sign the Statement of Cooperation and the Tuition Agreement. A non-refundable deposit is also required to ensure the student's enrollment.

Once a student has enrolled at RMCA, except for the early education classes, he/she is considered enrolled year after year until graduating as a senior. If parents chose to not have students enrolled for the upcoming school year, they must officially withdraw the student through the office (please see withdrawal procedures.) Each March, students will be charged with registration fees for the upcoming year ensuring their place on the school's roster.

3.3 Transfer Students and Transfer Credit Policy

RMCA welcomes transferring students into our academic program. All transferring students must provide complete information on the reasons for leaving the previous school, as well as references from that school. Parents must agree for RMCA to request all records from the transferring school.

Students in elementary school must provide a copy of the last report card issued from the previous school. If the transferring school recommends retention, RMCA will follow that recommendation. Students with learning or behavior needs must also supply all test information and documentation from the previous school. If appropriate, a copy of the current IEP is required. Students in grades 7th and 8th grade will provide a report card as well as a transcript if possible.

All students entering grades 9-12 will meet with the Dean of Students prior to finalizing admission to review credits needed for graduation. Students will be required to also undergo admission testing to ensure proper grade placement. RMCA may require an end of course proficiency test to determine placement as well.

Parents should bring the most recent school transcript issued. It is the Dean of Students's and administrators' discretion as to how transfer credits will be applied. RMCA reserves the right to scrutinize the course content and competencies to discern the awarding of credit. Courses transferred to RMCA will be listed on the transcript but will not be used for the computation of the student's GPA at RMCA. Only the final grades in courses taken from the time the student is enrolled at RMCA and that carry high school credit will be used to compute a student's internal GPA. Students must be enrolled at RMCA for a minimum of two years on the high school level to be eligible for valedictorian or salutatorian. All honors, including valedictorian, salutatorian, junior marshals and/or graduation honors, are based on the GPA earned while a student at RMCA.

Please see the list of graduation requirements for required classes. RMCA will not admit transferring students in grades 9-12 after the beginning of the third quarter.

Current RMCA Students: RMCA will accept dual enrollment credits from regionally accredited institutions such as Montreat or AB Tech, local high schools or regionally accredited online high schools. The credit awarded will be determined by the administration and guidance office. All courses for each individual student must be approved in advance through the Upper School Guidance Office.

3.4 Withdrawal Procedures

If during the school year it becomes necessary to withdraw your child, the following procedures must be followed to complete the withdrawal process:

- Contact the school office and schedule a student withdrawal interview.
- Complete a withdrawal form including statement of reasons for withdrawal.
- Return all textbooks, library books, and academic materials.
- Return all athletic uniforms and/or equipment.
- Collect all personal belongings from desks, lockers, etc.
- Settle any outstanding balances with the business manager. **Please note that families withdrawing from RMCA are responsible for the entire year's tuition and associated fees.** Tuition and fees are not refundable.
- Provide RMCA with transfer information for new school.

Students withdrawing from RMCA will not be eligible to participate in any school events including extracurricular activities and athletics from the date of withdrawal. Families that voluntarily withdraw from RMCA during the school year are obligated to the remainder of the school year's tuition. **Please note that student records will not be transferred to a new school if the family owes a balance to RMCA.**

Families that desire to re-enroll at RMCA must go through the original application process including all application fees.

3.5 Parent Concerns/Conferences

A chain of command exists for the orderly administration of the school. It may be used to expedite attention to areas of concern. When there is a situation or suggestion relating to the school, the most effective channel to take is in this order: 1) Teacher, 2) Principal 3) Head of School, 4) RMCA School Board for any policy concerns. There is a proper procedure to be followed to resolve any problem a parent may have related to the school. It is based on the Biblical principle in Matthew 18:15-17.

- First Step: The parent makes an appointment with the teacher and attempts to resolve the problem at the classroom level. In most cases, this is successful. (The principal does not normally sit in on parent-teacher conferences.)
- Second Step: If the issue remains unresolved, the parent makes an appointment with the principal. The teacher will attend this conference.
- Third Step: If the Principal cannot resolve the issue, then and ONLY then is it appropriate to request a meeting with the Head of School. The Head of School and the Principal will meet with the parent.
- Final Step: If the Principal and the Head of School cannot resolve the issue, they will take the issue to the Board of Directors for counsel and direction.

Please do not contact any of the affiliate churches for school concerns or problems.

Parents who display anger or lack of self-control toward any of the school staff are asked to remove their child from the school. The same is true for parents who gossip or attempt to engender a spirit of strife in the school.

BUSINESS PROCEDURES

Policy 4.0 Tuition Agreement/FACTS Management

RMCA offers all students a yearly tuition rate. All families will be asked to sign a tuition agreement each school year. As a convenience to families twelve-month, bi-annual, and single payment plans are available. Families opting for the twelve-month plan begin payment in August of each year. RMCA uses FACTS for all tuition billing and payment information. Please refer to your current tuition contract for school id information and log-on information for your personal tuition account.

4.1 Financial Guidelines for Tuition Payments

We Plan for Families to be With Reynolds Mountain Christian Academy for the Entire School Year:

Due to the nature of education, much of the planning required to run an effective school must be done on an annual basis. Significant financial commitments are made annually: teachers are hired, capital assets are purchased, programs are developed, and a host of other plans are created to function for the entire year. As such, by enrolling your child at RMCA you are committing to partner with the school for the entire year. Families entering the school mid-year are committing to partner with RMCA for the remainder of the school year.

Key Financial Guidelines:

New Student Applicants: A non-refundable registration deposit of \$200 is due upon receipt of a new student application. Applications received without the deposit will not be considered until the deposit is received.

Enrolled Students are considered automatically re-enrolled for the upcoming school year as of March 1st. Your registration deposit of \$200 per student will be billed through FACTS with your March tuition payment. The balance of your registration fee will be billed with your August tuition payment. If you are not planning to return for the upcoming school year, you must notify the school by March 1st.

Students will not be enrolled until all financial obligations from the previous year are met. Families with an outstanding balance as of August 1st will cause their students' names to be removed from the class lists for the upcoming school year.

Families who enroll their student with Reynolds Mountain Christian Academy are obligated to pay the entire school year's tuition and fees unless officially withdrawn prior to August 1st. Families who enroll after August 1st and voluntarily withdraw during the school year are obligated to the remainder of the school year's tuition.

All tuition payments will be made through FACTS our online tuition processing service. ***There is a yearly per family enrollment fee of \$50 for 12 month tuition plans and a \$20 fee for bi-annual and single payment tuition plans.*** If you are not currently enrolled, upon receipt of your application, an account will be created for your family which you will need to activate and verify/provide billing information and payment option. **Enrollment in FACTS is mandatory.**

If an account becomes 30 days past due, the student will not be allowed to return to school until the account has been made current or arrangements have been made/approved through the school administration.

Consistent failure to meet the financial obligations of the chosen payment plan may result in dismissal of the student.

If a student is suspended, expelled, or asked to withdraw for disciplinary reasons, tuition for the balance of

the year remains due to the school. Student records will not be forwarded to the new school until all balances are resolved.

Inability to comply with ANY of the above Financial Guidelines must be communicated to the school Business Manager immediately.

SCHOOL DISCIPLESHIP, SPIRITUAL FORMATION AND DISCIPLINE POLICIES

Policy 5.0 Spiritual Growth and the Study of Scripture

Spiritual growth is fostered in students by exposing them to the Word of God, and by involving them in the study of it. For spiritual growth to be fostered, spiritual regeneration must first take place. It is understood that the gospel is the power of God unto salvation. By exposing the students to the Word of God, it is His Word that convicts, changes, conforms, and challenges the students. The teacher is responsible for guiding the students through their study of the Bible by answering questions and being an example of spiritual growth that could and should be imitated. An emphasis is placed on Christian service and conformity to His image. One way teachers determine if students show fruit is by observing peer interaction. Through an emphasis on Servanthood, the students' level of spiritual growth is assessed by their willingness to help others.

5.1 Chapel Services

A vital aspect of Kingdom Education is the opportunity we have to worship together. Each Wednesday morning our elementary and upper school students come together to celebrate praise and worship and to hear instruction from God's Word. Guest speakers from our local church community are invited to speak each week as well as our own teaching faculty. Early education students and elementary students meet at 9:30am and upper school students meet at 10:30am each week. Several special chapels are planned each year as well. Parents and grandparents are always welcome to join us for our chapel services.

5.2 Spiritual Emphasis Week

At the beginning of each school year, the faculty of RMCA sets aside the majority of academic instruction for one week of intense spiritual emphasis. Guest speakers will join our faculty in guiding students to a place of worship, instruction and self-reflection. Activities vary year to year across grade levels but are always hands-on, engaging and will challenge each student to evaluate their own personal walk with the Lord.

5.3 Missions Opportunities

At Reynolds Mountain Christian Academy, students are taught to live out the word of God by participating in missions and community service. This is accomplished at all grade levels through classroom teaching and opportunities to serve. All grade levels participate in at least one off-campus mission opportunity each school year. Our youngest students enjoy walks to Emerald Ridge Nursing Facility to sing and share the love of Christ with the residents. Upper school students will spend a week each spring in our community serving and sharing the Gospel. Over the summer each year, many RMCA students travel overseas to serve. RMCA also serves as a relay center for Operation Christmas Child, collecting hundreds of shoeboxes each year. In the spring, we welcome missionaries from all over the world to share with our students their calling to go and spread the Gospel message. Our year is filled with opportunities for our students to learn to serve.

5.4 Discipleship Groups

Understanding that building discipleship relationships is vital to spiritual growth and that as Christians, we are called to be ambassadors of the gospel message, (2 Corinthians 5: 17-20). We have made it a priority to pour our lives into our students. Each week, upper school students gather in Discipleship Groups, to study God's Word and His Truth, building relationships that will last throughout their school years and beyond. Faculty, parents, and ministry leaders serve as our discipleship group leaders.

5.5 Building Disciples Philosophy

RMCA is committed to understanding that God uses His Word to bring about obedience expressed in biblical conversion and ongoing sanctification. It is our deep desire to effectively teach God's Word to our students in context, with both clear interpretation and practical application, therefore developing a biblical worldview. We know that people cannot rightly respond until they properly understand God's

Word. Our desire is that students would clearly understand the high cost of aligning themselves with Jesus Christ (in both conversion and sanctification) and that they would gladly submit to the call of Jesus to be a disciple and make disciples of the nations.

Vital to our discipleship strategy is the partnership with the home in order to have the most substantial impact on the lives of our students. We believe that discipline and discipleship are both ultimately the parent's responsibility. In order for these efforts to be maximized, God has graciously called RMCA to assist our families in raising godly children who have hearts that beat for the things of God. Parents may not agree always with every disciplinary decision or policy. However, we seek the prayers, cooperation, and loyalty of each family in upholding the specific standards contained within this handbook. May the Lord lead each of us to reflect in words, actions, and motives the mind of Christ. (I Corinthians 2:16)

Believing that discipline is a process by which students are guided to develop Christ-like characteristics, each student is encouraged and guided to become internally governed through example and precept. Biblically modeled goals of discipline for discipleship help our students understand how the impact of their actions has negative and positive consequences upon others and themselves. Outward actions and hidden motives behind choices and decisions are carefully examined in light of scripture. We discuss with students how to strengthen our walk with Christ by steps of confession, repentance, forgiveness and restoration. Discipleship means choosing to do the right thing because it brings honor to the Lord.

We make stringent efforts to provide clear expectations for every facet of our student body. We understand that students will make wrong choices and our goal is to help them recognize their sinful actions and avoid this action in the future. Students must conference with teachers, administrators, discipleship group leaders, our pastors and or with parents to discuss repentance, reconciliation with God and others, and consequences for repeated wrong choices.

5.6 Early Education Discipleship and Discipline Policy

Believing that discipline is a process by which students are guided to develop Christ-like characteristics, each child is encouraged and guided to become internally governed through example and precept. Children by nature need to be guided in how they act and relate to others. Vital to the discipline process is the relationship that teachers will have with the home. Parents will play a key role in teaching their child to practice self-control and to respect others. Together the teacher and parent will focus on the communication of expected behavior, consistency in expectations and consequences and follow-through with consequences.

In the Early Education classroom, very clear boundaries will be established early in the school year. Children will sense security and care with clear limits set for them. Teachers will communicate expectations of classroom behavior by establishing classroom rules and reinforce those daily. Classroom management systems in early education classes will include "Choices Charts" with tokens given for positive choices, or sticker charts with stickers given for positive choices. Complete charts will result in trips to the "prize box" or special activities for rewards.

Most of the daily classroom behavior will be managed easily with positive reinforcement redirection or short time-outs. Occasionally children become harmful to themselves or others. Children will always be removed from the situation or classroom when behavior escalates to this point. A plan to handle harmful behavior will be determined by the parent, teacher and administrator. Children that consistently harm others in the classroom will be asked to withdraw from RMCA until the behavior is resolved.

Above all, our young students will know that they are loved and accepted for the child that God created them to be. Early educators at RMCA will convey their love of each student and celebrate with them as they grow not only academically and physically, but as they grow in the knowledge of Jesus Christ.

5.7 Discipleship Goals for RMCA Students

1. Students will have a heart of submission and respect to the authority of God in their lives as well as the authority of parents and teachers.
Ephesians 6:1, Proverbs 19:20, Colossians 3:20
2. Students will have a heart of self-control with their words and actions.
Titus 2:12, Ephesians 4:29, 1Thessalonians 5:8
3. Students will have a heart to prefer others.
Romans 12:10
4. Students will have a heart to listen and accept instruction.
Proverbs 19:20
5. Students will have a heart of stewardship and generosity with all that God has entrusted to them.
Matthew 25:29

5.8 Disciplinary Policies

The administration, faculty, and staff strongly desire to work in partnership with families and students to make each person feel welcome and safe at RMCA. Because we serve many students, there are necessary standards, values, and rules that must be upheld.

The teacher is the first line of discipline in any classroom setting. Teachers and administrators will use a variety of discipline intervention methods to maintain a positive, safe school environment. A teacher may need to refer a student to an administrator for cases of unsafe, disruptive, or habitually negative behaviors. Decisions regarding follow up consequences for discipline infractions will point the students to scripture as a part of the process.

If a student is responsible for a disciplinary infraction, he/she will be expected to cooperate with the school to arrive at a solution. The student will also be expected to be accountable for the consequences of his/her actions. A student who is unable to meet these expectations may be asked to withdraw from the school.

5.9 Behavior Violations and Consequences

Group 1 Violations (includes minor behavior problems)

1. Running, shoving, or boisterous activity in the hall or classroom
2. Shouting, excessive talking or noise in the hall or classroom
3. Eating or drinking in class
4. Cutting or pushing in line
5. Not wearing uniform properly- see specific consequences
6. Disruption of class or teacher's instruction
7. Public Display of Affection, includes hugging, holding hands

Consequences may include any of the following (or additional) as deemed appropriate by the administration:

1. Verbal Warning
2. Teacher Conference
3. Parent Notification
4. Parent/Teacher/Administrative Conference
5. Mandatory Time spent with Discipleship Group Leader
6. Afterschool Detention

Group 2 Violations (includes attitude and behavior problems)

1. Repeated group 1 violations, including repeated uniform violations
2. Skipping class

3. Profanity or obscenities
4. Disruptive or inappropriate behavior
5. Behavior that threatens the safety of others
6. Fighting or mock fighting
7. Cheating or plagiarism
8. Leaving school or class without permission
9. Malicious damage to school or private property of others
10. Disrespect to teachers or staff
11. Insubordination
12. Inappropriate displays of affection
13. Use or possession of tobacco on campus
14. Stealing
15. Bullying or any violation of the RMCA Bullying Policy

Consequences may include any of the following (or additional) as deemed appropriate by the administration:

First Offense -Verbal warning

Second Offense – Parent Notification

Third Offense – Office Referral

Fourth Offense – Parent Conference with Administration and Faculty

Other consequences may include:

After-school detention

Failing grade on test or assignment (skipping, cheating, plagiarism)

Mandatory time spent with Discipleship Group Leader

School community service project

Suspension

Removal from school

Group 3 Violations are serious infractions including but not limited to possession and/or use of alcohol, firearms, illegal or non-prescribed drugs. Behavior of an unethical or immoral nature, whether on or off campus, also falls under this category; included are sexual immorality, homosexual behavior, pornography and illicit use of internet communications. Violations will result in suspension or expulsion from school.

See Detention Policy 8.4 For Uniform Detention Information

5.10 Policy on Bullying

RMCA is committed to a Christ-honoring educational environment for all students, employees, and volunteers that is governed by Ephesians 4:31 and 32: “Let all bitterness and wrath and anger and clamor and slander be put away from you, along with all malice. Be kind to one another...” (ESV). Thus, bullying behaviors, including harassment and intimidation, are prohibited. This policy defines prohibited behaviors, describes expected conduct, and enumerates procedures for reporting and investigating alleged incidents of bullying or harassment.

Definition

Bullying is “unwanted, aggressive behavior...that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time” (U.S. Department of Health & Human Services, 2017). Bullying may take many forms, including but not limited to: making threats (including threatening gestures), spreading rumors, attacking someone physically or verbally, deliberately damaging private property, and intentionally excluding someone from a group. According to North Carolina state law, “Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics” (§ 115C-407.15). Bullying may also involve the use of electronic technology, i.e., cyberbullying. Cyberbullying employs devices

such as cellphones, computers, and tablets to disseminate unkind or denigrating messages, rumors, threats, embarrassing images, or fake profiles via platforms such as text, email, chat, or social networking sites. Whether bullying is committed verbally, physically, or electronically, such intentional behaviors result in some or all the following:

- Physical harm of a person or their property
- Emotional harm
- A threatening or intimidating environment
- Interference with the educational process
- Disruption of the orderly operation of the school

This policy applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, on a school bus, or, in the case of cyberbullying, are committed by an RMCA student.

Expected Behavior

RMCA students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities, with a Christ-like regard for the welfare of other students, school staff, and volunteers.

Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future. The staff should encourage students not to be part of the problem; not to pass on a rumor or derogatory message; to walk away from acts of bullying, harassment, or intimidation when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target.

Consequences and Appropriate Remedial Action

Consequences and appropriate remedial actions for a student who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, in keeping with guidelines specified in the student handbook. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. They may include corrective instruction, counseling, restitution and restoration, rebuilding a positive climate, and support for victims and others impacted by the violation.

Procedure

All school employees are required to report alleged violations of this policy to the principal or head of school. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to any staff member. Reports may be made anonymously, but formal disciplinary action *may not* be based solely based on an anonymous report. The principal or head of school shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within five school days after a report or complaint is made. Unless the complaint was made anonymously, the parents of the students involved shall receive written notice from the school on the outcome of the investigation, stating:

- Corrective action to be taken; or
- That the investigation is incomplete and will continue; or
- There is not adequate evidence to support the claim.

If the reporting party does not accept the decision, an appeal may be submitted in writing to the RMCA Board of Directors. RMCA prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

RMCA also prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, and their rights and responsibilities under this and other school policies. Parents shall be provided with copies of this policy and procedure, and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying.

5.11 Off-Campus Behavior

Students enrolled at Reynolds Mountain Christian Academy are expected to portray their Christian witness both on and off campus. Actions and attitudes that may be detrimental to the nature of a Christian school often occur off campus. While it is not the role of the school to intervene in all incidences of behavior infractions after school hours, the administration does reserve the right to hold students accountable for those actions as they relate to the promotion of illegal and/or immoral activity. This includes communication posted on social networking sites, within text messages, and within other forms of written or recorded communication.

5.12 Social Media

All students will be held accountable for what is posted on blogs and social-networking websites such as Facebook, Snapchat or TikTok. Student sites will not be regularly monitored, but the administration will investigate all concerns brought by students, parents, or community members. Any evidence of "illegal or inappropriate" behavior posted on the Internet will be grounds for appropriate disciplinary action.

5.13 Drug and Alcohol Policy

Use or Possession of Drugs or Alcohol

The RMCA Board of Directors strongly believes that drug and alcohol abuse is detrimental to the body, which is God's temple. First Corinthians 6:19 says, "Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own;"

The purpose of RMCA Board Policy is to help students, not to be punitive in nature. Possession and/or use of alcohol, illegal or non-prescribed drugs is prohibited. The following policy addresses steps that administration may make to protect the school regarding alcohol and illegal or non-prescribed drugs.

1. POLICY

a. Narcotics, Alcoholic Beverages and Stimulant Drugs

- i.** No student shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, or any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor shall a student possess, use, or transmit drug paraphernalia or counterfeit drugs. No student shall use any chemicals or products with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior.
- ii.** Use of a drug authorized by valid medical prescription from a registered physician shall not be considered a violation of this code when the drug is taken by the person for whom the drug was prescribed.
- iii.** Any student using any drugs prescribed by a physician or over-the-counter medication, including aspirin and cold medicines is required to leave the medication with school office personnel or other designated personnel and to come to the office or other designated area at the required time(s) to take the required dosage. A note from the parent (guardian) and/or physician must be sent with the medication to authorize its use.
- iv.** Any of the substances which may lawfully be possessed by students may be brought to school with the prior permission of school personnel and used for an approved school project under supervision of school personnel.

b. Search and Seizure

- i. RMCA reserves the right to search the locker, automobile, and/or person of any student, provided that reasonable suspicion exists. Any illegal materials or materials not permitted according to RMCA regulations or board policy will be seized and disciplinary action taken when appropriate. Proper authorities will be notified.
- ii. Random searches of lockers and automobiles may be conducted when deemed appropriate by the Head of School or his/her designee.

5.14 Student Relationships

Students at RMCA are encouraged to not engage in dating relationships at any grade level. We encourage students to have friendships and to focus on their relationship with Christ and His purpose. Our goal is to come alongside parents to disciple and guide students. We will consistently present to them appropriate lifestyle choices and model these choices.

5.15 Plagiarism

According to Miriam Webster online dictionary, to “plagiarize” means: to steal or pass of another’s ideas or words as one’s own, to use another’s production without giving credit, to commit literary theft, to present as new an original idea or product derived from existing source. Miriam Webster states that in other words, plagiarism is an act of fraud.

At RMCA will take plagiarism very seriously. Students that plagiarize papers, projects and presentations will receive a 0 for the specific assignment. The teacher will meet with student and parent/guardian to explain the plagiarism. Students who continue to plagiarize will receive additional consequences. All students in grade 5 – 12 will receive instruction during the first few weeks of school on how to avoid plagiarism.

POLICY TYPE: ACADEMIC AND INSTRUCTIONAL PROGRAM

Policy 6.0 Academic Program

Each year the faculty and staff of RMCA strive to provide a challenging, rigorous academic program that continues to equip students for the plan that God has called them to. Textbooks are researched and prayed over before becoming part of the academic program. Curriculum goals are not textbook driven, however are focused on appropriate student progress. The Standard Course of Study from the State of North Carolina is reviewed and integrated into the scope and sequence of the RMCA curriculum. All textbooks are reviewed on a five-year cycle by a textbook review team within the faculty.

6.1 Academic Structure of RMCA

While the entire student population resides on one campus, the school is divided into three distinct units. Each unit is considered a “team” and led by faculty that are team leaders. The head of school and school administrator work closely with each team leader and the faculty within that team, assuring excellence within those grade levels.

Early Education:	Three Year Preschool (K3) Four Year Preschool (K4)
Elementary School:	Kindergarten Grades First Through Sixth
Upper School:	Middle School- Grades Seven and Eight High School – Grades Nine-Twelve

6.2 Early Education Program

RMCA serves children three and four years of age with highly trained, dedicated teachers in a happy, positive, and structured atmosphere. Consequently, students enjoy learning and growing. The curriculum is designed to promote social growth, to properly develop gross motor skills and fine motor skills. A readiness program for phonics, reading and mathematics is an important part of the curriculum. Classes are very theme oriented allowing students to have the opportunity to explore and understand God’s creation.

Our preschool and pre-kindergarten classes meet for three and half hours each day. While this allows us to be exempt from North Carolina state daycare licensing regulations, it is vital to us to remain in compliance with those regulations. We carefully monitor all health and safety standards as well as suggested appropriate teaching practices. Our early education faculty attends both ACSI conferences and county child care professional development seminars.

All students in the preschool program must be three years of age on or before August 1st. Students in the pre-kindergarten program must be four years of age on or before August 1st.

6.3 Early Education Academic Overview Three-Year-Old Preschool

Math

- Recognition of numbers 1-10
- Counting 1-10
- Matching objects with correct numerals
- Recognition of shapes: circle, triangle, square, star, rectangle, heart, oval, and diamond

Basic Readiness Skills

- Recognition of colors: red, green, orange, brown, blue, purple, pink, yellow, black and white
- Recognition of letters
- Begin to match letters with corresponding sound

Physical Development

- Small Motor Skills
- Holding a crayon properly
- Cutting with scissors
- Holding a large paint brush
- Manipulating a computer mouse

Large Motor Skills

- Climbing
- Running
- Hopping (both feet and on one foot)
- Skipping

Social Development

- Getting along with others
- Sharing
- Manners
- Following directions
- Awareness of others' feelings
- Problem solving

Christian Values

- Character development
- Attitudes
- Bible stories

Thematic Unit Approach to Learning

- Theme Examples Include:
- Four Seasons
- Weather
- Stranger and Street Safety
- Making Friends
- Animals

Four-Year-Old Program

Basic Readiness Skills

- Shapes
- Colors/Color Words
- Numeral recognition 1-20
- Number writing 1-12
- Letter recognition (upper and lower case)
- Letter writing
- Beginning letter sounds
- Rhyming
- Nursery Rhymes
- Opposites
- Right/Left hand
- Age appropriate monthly units of study

Physical Development

- Large and small motor skills
- Coordination
- Personal Development
- Emotional and social development
- Working with others
- Problem solving
- Decision-making
- Responsibility

- Independence
- Social Development
 - Work and play habits
 - Following directions
 - Completion of work
 - Participation
 - Awareness of Others' Feelings
 - Treating Others with Respect
 - Sharing
- Christian Values
 - Character development
 - Attitudes
 - Bible Stories and Truths

6.4 Kindergarten Overview (Must be five years of age on or before August 1st)

Teachers and educational assistants guide learning through a curriculum that includes language arts, math, science, and social studies. Each day, these subjects are taught along with a Bible lesson. A combination of structured teaching time, hands-on activities, and freedom of movement and choice is offered. Some of the skills learned are as follows:

Reading and Phonics

- Word Recognition Skills
- Over 50 sight words
- Phonograms and Digraphs
- Age appropriate literature and poetry
- Recognition and use of alphabet
- Blending of short vowel sounds
- Reading short sentences and simple books
- Recall details from a story

Language and Writing

- Writing first and last name
- Letters
- Daily journaling
- Creative writing
- Simple bookmaking
- Expressing ideas clearly
- Building vocabulary
- Forming all upper and lowercase letters
- Three sentence stories
- Dictate sentences
- Create 3 and 4 letter words

Mathematics

- Counting from 1 – 100
- Recognizing ordinal numbers 1 – 30
- Beginning addition
- Beginning subtraction
- Introduce money and value
- Classification
- Sorting
- Measurement
- Time

Christian Values

Character traits	Abraham	Joseph	Noah
Creation and fall	Moses	Joshua	Elijah
Jesus' life death and resurrection		Ruth	David

Science is integrated through reading, read alouds, and interactive exploratory labs and thematic studies.

Heritage Studies is integrated through geography, community helpers, children and customs around the world, introduction to the U.S. monuments, introduction to U.S. presidents.

6.5 Elementary Academic Overview

First Grade

First grade is a very special time for children. At the beginning of the year, the children are young and dependent. They still need nurturing. However, by the end of the year, there is an amazing amount of growth which takes place. They become independent students who are excited about their accomplishments. Children at this age are eager to learn and willing to embrace new challenges. First grade is a pivotal year. They start with basic phonics and math and must build a good foundation for the years to come. Some of the skills learned are as follows:

Reading and Phonics

Read Sentences
Recall Facts and Details

Sequence Sentences in Story Order
Use of Adjectives and Vivid Verbs
Identify Rhyming Words
Summarize a Story
Classify Words
Identify Prefixes and Suffixes
Word Families
Letter sounds, phonograms, digraphs
Identify details
Identify types of sentences

Language and Writing

Punctuation
Capitalization
Sentence structure and letter formation
Paragraph formatting
Research Project

Transitional Words
Weekly spelling tests
Book reports
Book publishing

Mathematics

Customary and metric measurement
Time and calendar
Money
Fractions

One and two-digit addition facts
Subtraction facts
Multiplication and Division Readiness

Science

Animals and Insects
Movement and Machines
Bones, Muscles, Teeth
Respiratory System
Seasons and Space

Heritage Studies

Maps, Routes, Trading and Transportation
Christopher Columbus
Native Americans
Colonial Times and Settlers
Wants and Needs
Natural Resources

Bible

Character Traits	Issac	Joshua
Creation	Jacob	
Noah	Joseph	
Abraham	Ten Commandments	

Second Grade

Second grade is a year characterized by confidence. Second graders really enjoy what they are doing because they believe they can do it. They become more secure in their education. The concepts they learn in second grade may not all be new, but what they do with these concept changes.

Reading

- Read pages and correct errors
- Decode new words
- Read chapters and answer comprehension questions
- Match letter sounds to words
- Sequence story events
- Separate fact and opinion
- Recall Main Idea, Facts and Details
- Build Vocabulary
- Complete short novel studies with competency
- Reading comprehension strategies and making predictions

Oral Language and Composition

Punctuation	Letter Writing
Antonyms and Synonyms	Book Reports
Creative Writing	Book Publishing
Weekly Spelling tests	Research Project
Cursive and Manuscript handwriting	Begin Cursive Writing

Mathematics

Classifying, Graphing, and Patterns	Regrouping
Place Value	Fractions and Estimation
Addition and Subtraction	Multiplication and Division
Geometry	Time and Money
Problem Solving	Measurement

Science

Vertebrates and Invertebrates	Motion
Habitats	Natural Resources
Matter	Human Body
Energy, Light, and Heat	

Heritage Studies

- Communities and Farming
- People From All Over
- Colonies and Shopkeeping
- Kings and Queens
- War and Freedom
- Countries

Bible

Character Traits	Spiritual Gifts
Egyptian Captivity	Samson
Moses and the Exodus	Judges

Wilderness Wondering

Joshua

Third Grade

Third grade is a challenging year which demands that children begin to assume some responsibility for their education. Third graders become more independent. The children are using cursive handwriting and multiplication tables. Homework levels increase, and organizational skills must be developed. Concepts are presented in the classroom and require extra practice at home to master the skills.

Language Arts

Demonstrate Skill development in Reading

Identify and illustrate character traits

Use graphic organizers as writing tools

Continue to build vocabulary and spelling skills

Make oral and written presentations

Write creatively to include letter writing

Identify parts of speech

Compose complete sentences, paragraphs, and stories with correct punctuation, capitalization, beginning, middle, and end

Write a short report

Read fiction, nonfiction, fantasy, folk tales, mysteries, poetry, and plays

Compare elements of stories

Multimedia presentations

Book reports and book publishing

Cursive Writing

Mathematics

Addition and subtraction regrouping

Multiplication and division facts

Fractions

Long Division

Measurement

Time and Money

Place Value

Geometry

Science

Ecosystems

Life of Plants and Plant Variety

Rocks and Soil

The Earth's Surface

Solar System, Stars, and Constellations

Musculoskeletal and Nervous Systems

Heritage Studies

Our Constitution

The Civil War

Overview of US Geography

The Western Frontier

Railroads

Bible

Character Traits

I and II Samuel

I and II Kings

Samuel

King Saul, King David and King Solomon

Fourth Grade

Fourth graders see themselves as the “Big Kids,” and yet, they are still eager to please their teachers. They enjoy school and their friends. Academically, it’s a year of polishing and strengthening skills in both reading and mathematics. Some of the skills learned are as follows:

Language Arts

Recognize cause-effect relationships
 Recognize an author's point of view
 Identify the following genres; i.e., mystery, fiction, nonfiction, and biography
 Write and orally present a non-fiction book report
 Correct use of reference resources
 Read and create poetry in various forms
 Analyze character actions to determine character traits and motivation
 Write and present a researched report
 Write creatively in various formats
 Spell with accuracy and consistency
 Recognize and accurately use parts of speech
 Letter writing
 Book Publishing
 Master Cursive Writing

Mathematics

Place Value	Equivalent Fractions
Multiplication one and two-digit multipliers	Statistics and Graphing
Long Division	Geometry
Common Fractions	Probability
Addition and Subtraction of Fractions	

Science

Stability and Order of Life
 Life Systems
 Balance the Lithosphere
 Universe
 Force and Motion
 Matter and Its Uses
 Body Systems

Heritage Studies

North Carolina – Then and Now
 Cherokee and Native Americans
 Geography and Regions
 Civil War Period
 North Carolina’s Future

Bible

Character Traits
 Major and Minor
 Prophets to Northern and Southern Kingdoms

Elijah
Elisha
Isaiah
Jeremiah

Fifth Grade

Fifth graders are learning to become responsible, independent students. They are delving deeper into organized sports and enjoying more independence with their assignments and homework. Some of the skills learned are as follows:

Language Arts

Recognize an author's point of view
Infer outcomes based on story events
Use graphic organizers to organize thoughts and analyses
Compare and contrast items
Determine the main ideas of a paragraph
Identify and write in complete sentences
Demonstrate correct usage of punctuation and capitalization
Demonstrate correct sentence structure
Write creatively; including the writing of poetry and plays, research papers
Use print and digital resources when writing
Write and present book and other reports
Identify and locate all parts of speech
Focuses writing across the curriculum
Use readable cursive for assignments

Mathematics

Problem Solving, Numbers & Algebra
Multiplying & Dividing Decimals
Using Number Patterns, Fractions, & Ratios
Multiplying and Dividing Fractions
Exploring Ratio, Proportion, & Percent
Geometry: Understanding Area & Volume
Algebra: Investigating Integers and Equations

Science

Natural Cycles	Earth's Processes
Life Cycles	Resources
Cells	Circulatory System
Ecological Succession	Electricity and Magnetism

Heritage Studies

The War to End all Wars
Cultures of the World
States
Roaring Twenties
Economics
World War II

Bible

Character Traits
Gospels: Matthew, Mark, Luke and John
Jesus' early life and ministry
Jesus call disciples
Jesus' teaching

Jesus' death and resurrection

Sixth Grade

At RMCA, Sixth Grade is the culminating year of elementary school. These young men and women lead our elementary students in many ways throughout the school year. They are quickly changing in these preteen years and we treasure this last year with them in the elementary school. Their minds are sharp and eager to learn, yet they are truly ready to move on the independence of Middle School. Concepts covered in Sixth grade include:

Language Arts

- Draw conclusions and generalize from written material
- Follow steps of the writing process
- Make inferences
- Explain ways in which a character demonstrates positive spiritual qualities
- Read dialogue aloud with expression and clarity
- Demonstrate writing friendly letters, thank you letters, and business letters
- Demonstrate the correct format to write a bibliography for a research paper
- Identify and write in complete sentences
- Demonstrate correct usage of punctuation and capitalization
- Demonstrate correct sentence structure
- Write creatively including book reports
- Focuses writing across the curriculum
- Identify and locate all parts of speech
- Use narrative techniques
- Use print and digital resources
- Create readable documents in cursive

Mathematics

- Problem Solving, Algebra, and Geometry
- Applying Decimals
- Algebra: Exploring Equations and Functions
- Applying Fractions
- Using Proportional Reasoning
- Geometry: Investigating Patterns and Exploring Area and Volume
- Geometry: Finding Volume and Surface Area
- Exploring Discrete Math and Probability

Science

Periodic Table	Oceans and Rocks
States of Matter	Astronomy
Fluids and Movement	Interaction of Systems

Heritage Studies

Mesopotamia	Greece and Rome
Egypt, Israel, and India	Middle Ages
Ancient China	Byzantine Empire

Bible

- What is Worldview
- True view of God and the world (Biblical Christianity)
- World of Worldviews (Unbiblical Views)

6.6 Curriculum Summary

Curriculum at RMCA is not defined as a collection of textbooks or resources, but rather as a plan to meet specific learning goals and objectives. Teachers are expected to follow prescribed curriculum guidelines. RMCA uses a variety of publishers and resources to build our curriculum. Each teacher will have in his/her classroom a completed curriculum guide for the appropriate subject area. Guides will include scope and, course descriptions including instructional objectives and curriculum maps. Teachers should follow the guides closely. Each teacher should also have a copy of the North Carolina Standard Course of Study in your classroom. While this is not required of Christian Schools to meet, RMCA will always refer to this document for guidance.

6.7 Upper School Scope and Sequence

	Bible	English	Mathematics	Science	History
7th	Life of Christ Study of the Early Church	Grammar and Literature Composition 1	Integrated Math Standard and Honors	Life Science	World Studies And Geography
8th	Old Testament Survey New Testament Survey	Grammar and Literature Composition 2	Pre-Algebra Standard and Honors	Earth and Space Science	American Republic
9th	Timeless Truth and Mastering Bible Study Skills	World Literature and Grammar	Algebra 1 Standard and Honors	Physical Science	Cultural Geography
10th	Understanding the Faith	World Literary Classics and Composition	Geometry Standard and Honors	Biology	World History
11th	Understanding the Times	American Literature and Composition	Algebra 2 Standard and Honors	Chemistry	United States History
12th	Countering Culture Study and Travel to the Holy Land of Israel Biblical Integration Defense	British Literature and Composition	Calculus Standard and Honors	No Science Requirement	American Government And Economics

6.8 Elective Choices for Middle School

- **Study Skills** – This course helps students develop study habits and academic survival skills such as organization, note-taking, essay writing, test taking skills and time management. This class is required for all first-time middle school students. *PLEASE NOTE: This course must be taken 1st Semester of 7th Grade.*
- **Life Management Skills** – This course helps students learn skills with the biblical view of health and everyday living, including personal development, foods and nutrition, safety and first aid making the Christian a fit servant.
- **Physical Education** – This course is an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, fitness, cardiovascular training and resistance training. *PLEASE NOTE: This course may be taken twice during Middle School*
- **Choir Ensemble**- This course is designed to teach the fundamentals of singing and music theory. Students

will perfect good vocal techniques and are required to perform during special school events and programs.

- **Computer Application Skills** – This course is designed to help students learn how computers work and develop keyboarding and word-processing skills. Emphasis may include graphics, databases spreadsheets and telecommunications. *PLEASE NOTE: This is a yearlong course.*
- **Introduction to Art** – This course will explore a variety of art media including drawing, painting and one point perspective in crayon techniques.

It is the policy of RMCA that each Middle School student will be required to take at least one Semester of each elective course during the Middle School Academic Years.

6.9 Elective Choices for High School

WORLD LANGUAGES

Spanish I

Course length is 1 year

Spanish I will provide students with a general introduction to the Spanish language and vocabulary related to everyday life, cultural information and basic grammar. Students will be able to have simple conversations as well as read and write simple sentences.

Spanish I Honors

Course length is 1 year

Spanish I will provide students with a general introduction to the Spanish language and vocabulary related to everyday life, cultural information and basic grammar. Students will be able to have simple conversations as well as read and write simple sentences. Students in honors will be required to learn additional vocabulary and complete additional projects.

Spanish II

Course length is 1 year

Prerequisite: Successful completion of Spanish I

Spanish II builds upon the knowledge of

Spanish I with a deeper emphasis on listening, speaking, reading and writing. Students will expand their Spanish vocabulary as well as learn past and future tenses of verbs.

Spanish II Honors

Course length is 1 year

Prerequisite: Successful completion of Spanish I

Spanish II builds upon the knowledge of

Spanish I with a deeper emphasis on listening, speaking, reading and writing. Students will expand their Spanish vocabulary as well as learn past and future tenses of verbs. Students in honors will be required to learn additional vocabulary and complete additional projects.

FINE ARTS

Art I

Art I is an entry level elective art class for students who want to explore the visual arts. This class will combine art history with studio art time. Students will engage in drawing, painting, mixed media, sculpting, and more. Students will gain an appreciation for the arts and a deeper understanding of God's truth and beauty in our world.

Art I Honors

Art I is an entry level elective art class for students who want to explore the visual arts. This class will combine art history with studio art time. Students will engage in drawing, painting, mixed media, sculpting, and more. Students will gain an appreciation for the arts and a deeper understanding of God's truth and beauty in our world. Students in the Art I Honors class will be required to participate in at least one regional art competition. This may require additional art work to be completed.

Art II

Prerequisite: Successful completion of Art I

Art II builds upon the skills learned in Art I. Students will continue to learn about art history and the Elements and Principles of design. Students will also be exposed to contemporary art. Projects will be using the same techniques as Art I but the assignments will be different.

Art II Honors

Prerequisite: Successful completion of Art I

Art II builds upon the skills learned in Art I. Students will continue to learn about art history and the Elements and Principles of design. Students will also be exposed to contemporary art. Projects will be using the same techniques as Art I but the assignments will be different.

Students in the Art II Honors class will be required to participate in at least one regional art competition. This may require additional art work to be completed.

Yearbook and Visual Media

Yearbook is a class to expose students to journalism, graphic arts, editing and digital media. Students in this class will produce the school's annual yearbook. Students will be exposed to desktop publishing, graphic arts and various digital media. Students in yearbook will take pictures for the yearbook, design yearbook pages, and sell yearbook ads. Students in this class are exposed to real life working situations and must learn to work as a team to meet deadlines.

This course may be taken more than one year.

Worship Team

This course is designed for students that would like to participate in weekly chapel services. Students will learn the process for worship song selection. Students will experience the joy of leading worship for the student body and others. Students may be required to attend extra practices outside of school hours.

Performing Arts I

Students enrolled in this course will begin enjoyment of the performing arts. This course will help the beginning actor create believable characters using improvisation, imagination, and observation in non-scripted scenes. Play participation and attendance are required.

Performing Arts I

Prerequisite: Performing Arts I

Students will continue to develop the skills learned in Performing Arts I. Students will add to their skills by working on duet scenes. Development of monologues is introduced to students in this class. Play participation and attendance are required.

Performing Arts III and IV

Prerequisite: Performing Arts I and II (III)

Performing Arts III and IV are advanced performing arts courses. These courses are designed for students with a passion for performing and a love of the theatre. Topics in this course include improvisation, audition processes, monologues, duets, group scenes, voice and diction, playwriting, and theatre history. Play participation and attendance are required.

MS 101 Introduction to Music DE

This is a Dual Enrollment course allowing students to earn college credit.

6.10 Dual Enrollment with Southern Wesleyan University. RMCA is blessed to enjoy a strong academic relationship with Southern Wesleyan University, located in Central, SC. Each year, Southern Wesleyan partners with our faculty to offer junior and senior students the opportunity to participate in college level classes under the instruction of a college professor. The professors are all pre-approved through both Southern Wesleyan and RMCA administration. Students have the opportunity to take two college level classes their junior year and four classes during their senior year. Classes are all under the heading of general education allowing them to be transferable to the college of the student's choice. Each class is a semester long class earning the student three college credits per class. Most RMCA graduates will leave us with eighteen hours of college credit completed. The classes are all taught online and taken during the regular school day during the third period elective. Students must maintain a cumulative High School GPA of 2.75 to be eligible for dual enrollment classes. The cost of the

dual enrollment classes is included in our high school tuition; however, students must separately purchase their required textbooks for these classes. **Students that fail a college level course must reimburse the school for the tuition. Students that receive a D or F as a Junior will not be permitted to take courses as a Senior unless paid for by the student's family.**

6.11 RMCA Graduation Requirements

Minimum High School Requirements for Graduation

Bible	4 Units
English	4 Units
Mathematics	4 Units
Science	3 Units
Social Studies	4 Units
Foreign Language	2 Units (Must be in same language)
Health & Physical Education	1 Unit
Fine Arts	.5 Unit
Introduction to Public Speaking	.5 Units
College & Career Development	.5 Unit
Computer Technology	.5 Unit
Electives	3 Units
<hr/>	
Total Graduation Requirements	27 Units

*These requirements are based upon recommendations from the Association of Christian School International and the North Carolina Board of Education.

6.12 Grading Scale

Grading Scale for K5, 1st and 2nd Grades

E+	98-100	S+	78-79
E	93-97	S	73-77
E-	90-92	S-	70-72
G+	88-89	N+	68-69
G	83-87	N	63-67
G-	80-82	N-	60-62

Grading Scale for 3rd-12th Grades

A+	98-100	C+	78-79
A	93-97	C	73-77

A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62

Grading Scale for all Non-Academic Classes K5-6th

E+	98-100	S+	78-79
E	93-97	S	73-77
E-	90-92	S-	70-72
G+	88-89	N+	68-69
G	83-87	N	63-67
G-	80-82	N-	60-62

6.13 Periodic Assessment of Students:

Each quarter families receive feedback on assessment of their students through midterm progress reports and end of quarter report cards. Both the midterm report and the quarter report card will be posted to FACTS only. Printed copies of reports are only issued at the end of the school year unless requested. Parents may view student grades at any time through your student's gradebook on FACTS.

Midterm Progress Reports

- a. Are issued through FACTS midway through the quarter to give feedback to parents on academic or behavior weaknesses or growth in areas previously noted as needing improvement

Report Cards

- a. Are issued through FACTS at the end of each quarter

6.14 Semester and Final Exams

* End of Semester exams will be administered to students in grades 7-12 in December and May of each year.

* Exams will be cumulative over the semester's instruction. A schedule for exams will be distributed at the beginning of each year.

* Senior Exam Policy: Seniors may be exempt from spring exams if they have an 80 or above average in a class at the fourth quarter midterm. This should be a cumulative average from 1st, 2nd, and 3rd quarters and the first half of 4th quarter. Students may choose to take the exam to improve their final grade, but it is not required.

6.15 Schedule Changes

Students needing or wishing to make changes in their schedule should contact Mrs. Messer or Mrs. Bolick in Upper School Guidance. Changes will not be made after the first week of classes except for extenuating circumstances.

6.16 Parent Teacher Conferences

We encourage effective communication between parents and teachers. It is important to us to discuss your child's progress with you and to answer any questions that you may have. However, appointments should be made so that the conferences will not conflict with teachers' regularly scheduled duties. Conferences should be scheduled with teachers directly on the elementary level. Conferences for students in grades 7th-12th should be scheduled directly with Mrs. Messer. All upper school conferences are done in a team approach.

6.17 Standardized Testing

The Terra Nova3 or Iowa Skills test is administered to all students grades K-11 in the spring, giving an objective assessment of student performance in relation to other students in the same grades throughout the United States. Results of the test are supplied to parents and placed in cumulative files. The test is usually administered in the month of April.

6.18 Transcripts

All ninth-grade students and older will receive transcripts of their high school experience at the end of each school year. Transcripts may be requested at other times during the year for transfer purposes. Graduating students requiring transcripts to be forwarded to colleges or universities

must give 48 hour notice to the guidance office. The guidance office will prepare two transcripts free of charge. Additional official transcripts will be at a cost of \$5.00 per transcript.

6.19 Honors Recognitions:

Each nine weeks teachers of grades 3 – 12 submit a list those students who made the “A” or “A-B” honor roll to administration. Elementary Honor Roll students will be recognized quarterly in a special awards chapel. Upper school honor roll students will be honored each quarter with a special event or privilege.

Junior and Senior Beta Clubs

- Students entering grades 7-12 are eligible
- Must maintain an average of 85 percent in each specific class
- Must be a student in good standing behaviorally

Junior Marshal Requirements

- Maintain a minimum cumulative GPA of 3.5 in grades 9-11
- For marshals for 8th grade graduation- the top 4 GPA's of 7th students will be chosen
- For marshals for 12th grade graduation – all qualifying 11th grade students will be chosen

Honor Graduate Requirements

- Maintain a minimum cumulative GPA of 3.5 in grades 9-12
- Graduating with Honors: GPA 3.5-3.9
- Graduating with High Honors: GPA 4.0-4.2
- Graduating with Highest Honors: GPA 4.3 and above

Salutatorian

- Meet all Honor Graduate requirements
- Hold the 2nd highest GPA in the senior class

Valedictorian:

- Meet all Honor Graduate requirements
- Hold the top GPA in the senior class

Should no students meet honor graduate requirements; the Board of Directors will make the decision for Valedictorian.

6.20 Homework Policy

Homework is always designed to assist the student in reviewing and practicing the material learned in class that day. It is extremely important that our students learn good study habits and the practice of completing homework on time and returning that work to school. Students will be required to complete assignments and return homework as it is assigned. As a rule, we will not assign homework on Wednesday evenings to encourage students to be in Wednesday evening services and youth ministry opportunities.

As teachers, we will always take into consideration extenuating circumstances when a student's family situation affects the student's ability to complete assignments. Please alert your child's teacher when unexpected family situations affect your child's ability to turn assignments in on time. We will make every effort to work with you if we can.

Homework may include the following areas:

1. Nightly Reading – Assignments from textbooks, novels, or grade appropriate reading assignments.
2. Math Practice
3. Unfinished Class work (when appropriate)
4. Review or practice assignments in any content area
5. Preparation for upcoming tests and quizzes
6. Projects and Research

For Upper School Students With Late/Missing Work:

Detention Policy For Late Work: The purpose of this policy is to teach students the importance of turning in assignments on time. The first and second time a student does not turn in an assignment (class, homework or makeup), a notification will be placed in FACTS as a warning and an email sent to the parents. The third time a student has this same warning from the same teacher, the student will be assigned a detention. A detention notification form will be sent home for signature, the detention is documented in FACTS and an email will be sent to parents. On the fourth offense and thereafter, a detention is automatically assigned, documented in FACTS, parents emailed, and detention slip sent home for signature. After 3 detentions for the same offense, the teacher will complete an office referral.

Detentions will be served on Mondays from 3:30 – 4:30 PM. Students are required to bring all work necessary to complete for the teacher assigning the detention. After completing this work, the student may use the remainder of the time to work on any assignments for teachers. It is the student's responsibility to know what assignments are missing prior to the detention time. The student is required to bring all necessary material to the detention location.

In the event that a student has been assigned two detentions for the same day by different teachers, he/she will automatically be assigned a second detention day.

Each quarter the students will start over with a clean slate for late work detentions. So, if your child had received two warnings the first quarter, when quarter two begins he/she has 0 warnings.

If your child has after school activities at school or off campus, it is the expectation that he/she will be late to those activities or miss them depending on the timing. For example, if an athlete receives a detention and is late to practice, he or she will also have the consequence of the team for being late. The detention period may be assigned by an administrator in lieu of other discipline actions.

The first day an assignment is late there is a 10 point penalty to the final grade. There is a 20 point deduction the second day an assignment is late. After the second day, work is graded at 50%.

6.21 Make-up Work due to Sickness, Travel etc.

All students will have to miss school from time to time. Students in any grade level are required to make up any work missed while away from school. It is the student's responsibility to seek out the teacher to determine the missed assignments. Students are given two days for every day missed to complete the missed work. All students, including students of faculty are required to follow this policy.

6.22 Extra Credit

Procedures for extra credit work may be at the discretion of the classroom teacher. Extra credit may not be given to students to make up for work not turned in originally. Extra credit is given for students that have worked hard and are trying to better their grade.

6.23 Incomplete Work

At the end of each grading period, students that are missing significant amounts of work due to extenuating circumstances may be granted an incomplete for the quarter. All incompletes must be approved in advance by the administration. Incompletes may not be given for students that routinely have missing work. A zero must be given for that missing work until the work is turned in.

6.24 Rework Policy

Our desire is for every student to comprehend the material for each class. At the teacher's discretion, daily assignments may be reworkable. All quizzes and tests are reworkable. Students have one opportunity for quizzes and test to be re-quizzed and re-tested. Students then receive an average of the two grades. Students must complete these requirements before the end of each quarter. Scheduling will be at the teachers' convenience. It may require students to stay after school or to arrive early for re-testing.

6.25 Promotion and Retention Policy

Students in grades 1st-6th must pass both reading and mathematics to be considered for promotion to the next grade level. Teachers will make their recommendations for retention based on classroom performance and mastery of skills taught. Parents will be consulted, and a mutual decision will be reached. Students not passing these two subject areas may attend summer school or receive a structured schedule of tutoring to strengthen these skills. Students will be reassessed in August to determine if promotion is warranted.

Students in grades 7 – 12 must pass the core subjects of English and Math to be promoted to the next level. School grades are based upon a 10-point grading system where a 59 and below constitutes a failing grade. High school students must earn their number of required credits that total 27 units to graduate their senior year. In addition, if a student has not scored at or above proficiency levels in any academic course, the school shall provide intervention and assistance for students to be promoted in the form of summer school. Additional information concerning tutoring and summer school opportunities will be provided by staff and administration.

6.26 Academic Probation

Students who are not maintaining an appropriate level of academic performance may be placed on academic probation. The teacher, parent and administration will develop a plan of recovery for the student. At the end of the next grading period, the student's progress will be re-evaluated.

Students placed on academic probation will be given the opportunity to receive after school helps and tutoring. Students will be evaluated regularly to ensure that proper intervention and accommodations are being implemented.

In addition, if students at any grade level have not scored at or above proficiency levels in any academic course or on standardized testing, the school will provide intervention in the form of summer school each June. This intervention will be an additional cost to the parent.

6.27 Strong Tower Learning Center/Special Needs Identification

RMCA has been blessed with very gifted special needs teachers and specialists. These teachers will come alongside the classroom teacher and assist in meeting the needs of any student with learning disabilities, tutoring needs, or accelerated learning. Students will be evaluated, and the amount of intervention will be determined. An additional fee will be added to monthly tuition payments based on the number of times that assistance is scheduled per week.

The following procedure will be used to identify and place students in this program:

1. Teacher identifies student with academic or behavioral needs based on classroom assessments and observations.
2. Teacher will submit student's name to the Student Support Team.
3. Teacher and parent will meet with the Student Support Team to determine interventions to test.
4. Interventions are implemented for a minimum of 6 weeks before meeting again.
5. If interventions are successful, they will continue. If not, permission to screen form is given to parent to sign and return.
6. Screening will be completed by Special Needs Director upon receiving written permission from parent.
7. Recommendations will be given to the teacher and to the parent. The Director or Educational specialist will determine the number of times weekly students will meet with specialists. A copy of the recommendation will be given to the Business Manager for additional tutoring charges. An administrative fee will be charged annually for all students receiving tutoring, classroom accommodations, testing, or any services outside of the normal classroom environment.
8. Classroom/home interventions accommodations/modifications to curriculum and or additional school tutoring may be started. Outside tutoring may be recommended.
9. Further evaluations may also be suggested:
 - Private Evaluations – see director of special needs for options
 - Public school evaluations – will be coordinated by Director
 - Pediatrician or other health care provider
10. If student is identified as special needs, it will be noted on report card and an accommodation page will be attached. Accommodations may include but are not limited to extra time, limited assignments, seating changes, or one-on-one instruction.

6.28 Expulsion from RMCA

Occasionally students do not have a successful experience at RMCA. These students may have behavioral issues or academic concerns. We desire to continue our fellowship with these families and will take very proactive steps in helping these students to be successful in other school settings.

Students that are asked to leave RMCA or are expelled may re-apply for admission after certain criteria are met. Contact the school office for information concerning re-admittance. Admission is completely under the discretion of the administration.

GENERAL OPERATIONAL PROCEDURES

7.0 School Hours

Office Hours:	8:00 am – 4:00 pm
Preschool Hours:	8:25 am – 12:00 pm
Elementary (PK – 6) Hours:	8:25 am – 2:55 pm
Upper School Hours:	8:15 am – 3:15 pm

7.1 Drop-Off and Pick-Up

Students should not arrive at school before 7:45 am. After 7:45 am students should be dropped off at the designated door for his/her grade level. Preschool and grade 3 and 4 students should be dropped off at the sidewalk leading to the portables. Grades K, 1, 2, 5 and 6 should be dropped off at the front doors at the end of the brick building under the carport. All 7-12 grade students should be dropped off at the side entrance to the upper school building. (Please do not use the front doors). Elementary students arriving after 8:20 must be escorted in by a parent. Students in grades 7 – 12 may be signed in at the upper school building after 8:15.

Dismissal for Preschool students will begin at 12:00 from the carport area of the brick building. Dismissal will begin at 2:55 for students K5 – 6 grades. All K5-6 grade students will be picked up at the carport at the end of the brick building. Students in grades 7 – 12 will begin dismissal at 3:15 pm. Students not picked up prior to 3:15 or 3:30 respectively will be escorted to our Afterschool program. A charge of \$10.00 per day is charged for all students attending Afterschool. If a student is to be picked up by someone other than the parent or previously authorized adults, a written note must be given to the teacher. Students will not be allowed to leave with someone other than parent or authorized person without written permission.

7.2 Student Attendance Standards

Good attendance and punctuality are necessary for continuity and the development for all our students. We expect all parents to have their children at school on time and keep absences to a minimum. Students must be present at least half of the school day to be counted as present. Elementary students must arrive prior to 11:40 am and not be dismissed prior to 11:40 am to be counted present for the day. Upper school students must be present for at least half of the class period to be counted present for that class. Upper school student athletes must be attendance for at least 3 periods to participate in sports that day.

Types of Absences

Absences at RMCA are not counted as excused or unexcused, but simply as absences regardless of nature. All absences are counted toward the total amount of absences. Upper school students are allowed 12 total absences per year. Elementary students may have a total of 18 absences per year. Absences due to **extended** illnesses or hospitalization may be waived and not counted toward the total number of days out of school. Absences due to a death in the family will always be waived. Students living in more mountainous counties of Yancey, Madison or in Tennessee may have absences waived due to inclement weather should that county's public schools be closed.

Excessive Absences

Elementary students missing more than 18 days will be considered for retention. All elementary students

missing more than 18 days must attend mandatory summer school in June of each year. The length of summer school will depend on the number of excessive days the student incurred. The cost of summer school is \$125 per week. Those students missing more than 25 days of school will be considered for retention and possibly reported for truancy.

High school students missing more than 6 class periods in a semester will not receive credit for core or elective classes. Students may make-up hour for hour that they have missed for each core or elective class. The cost of each make-up session is \$10.00 per hour.

Middle School students must also make up all class periods missed over 6 per semester during summer school.

Middle and High School students may have the opportunity to do grade recovery for failed classes at a cost of \$125 per week. This usually takes 2-4 weeks to complete depending on the number of classes to be completed. Students with more than 2 failed core course may be retained.

Prearranged Absences

Absences may be scheduled in advance for medical procedures or family travel. Parents should notify the teacher at least a week in advance for student work. Students will be able to take any make-up work with them possible. While these absences will be approved, they continue to count toward the total amount of yearly absences.

7.3 Tardy Policy

Tardies will be issued to students who arrive at school after 8:25 am for elementary students and 8:15 for upper school students. Students should be signed in at the office and given a tardy slip to take to his/her classroom. Five tardies will be considered one absence.

Upper School students reporting to any class period late will receive a tardy for that class. Five tardies to any class will be considered one absence. Any student arriving to class unprepared will be issued a tardy if they must leave the class to retrieve materials from lockers.

7.4 School Closings/Delays/Inclement Weather

School may occasionally be canceled, delayed or dismissed early due to inclement weather. Parents will be notified as soon as possible through our Parent Alert system. Closings and delays will also be announced on WLOS, our website, www.rmccademy.org, and our Facebook page.

School delays will usually be two or three hours. If we are on a delay, our doors will open at 10:00 am or 11:00 and classes will begin at 10:25 am or 11:25 respectively. **Students may not arrive prior to 10:00 am or 11:00 am respectively.**

On days when school is dismissed early due to inclement weather, all afterschool activities including afterschool care will be cancelled.

7.5 Student Health, Illness, Injury or Emergencies

Students should not be in school if they are running a fever, have excessive coughs, infectious runny noses, and diarrhea or vomiting. Students with infections of any kind should be on antibiotics at least twenty-four hours before returning to school. If you have any doubt that your child may be sick, **please keep your student home.**

If a student becomes injured or has a medical emergency while at school or at a school related activity, emergency personnel will be contacted immediately. The parent will then be notified. School personnel will accompany the student to the hospital and wait until a parent arrives or until appropriate to leave. All parents must sign a waiver allowing students to be transported by ambulance and for care to be given.

For non-emergency injuries while at school, (scrapes, bumps, minor cuts,) the school will administer first aid and contact the parent. An incident/injury report will be filed.

For Covid-19 symptoms and guidelines, please refer to the separate COVID-19 Protocol Manual.

7.6 Student Insurance

Each student will automatically be covered by a supplemental accident policy during school hours. It will be the parent's responsibility to file any claims with your primary carrier and then to file with the supplemental carrier. The responsibility for any treatment of a student rests with the parents or insurance company, not with the school. If a supplemental claim needs to be filed through the school's coverage, the school administration will assist the parent in filing these claims through our current insurance carrier.

7.7 Immunization Records

The state of North Carolina requires that students entering kindergarten, first, and seventh grades must have the proper immunizations to attend school. Parents must provide a copy of the student's immunization record to be part of the student's school records. Should a parent decide to not have a student immunized, a statement stating the reason for choosing not to immunize must be in the student record.

7.8 Medication Policy

In order to assist with the health needs of our students, the school will partner with the parent for medicines to be given at school. All prescription drugs and over-the-counter medications must be left in the office. Parents must complete a medication form in the office for the medication to be given. Medications must be in their original containers with labels intact and will only be dispersed based on the label instructions. Students may not keep medicines in book bags, lockers or purses.

7.9 Visitors on Campus

Visitors are asked to go directly to the school office and not to the classroom. All Visitors must sign in and receive a visitor or volunteer badge to wear while they are in the building. Anyone wishing to visit the school will need to make an appointment through the office. This includes prospective students and parents, out-of-town friends and family of current students. Previous students may not visit for lunch or events unless they are alumni or with a parent.

7.10 Virtual/Remote Day Guidelines

Remote Learning Days may be used during severe weather events that can include snowy or icy conditions.

Virtual Learning days may include days due to COVID-19 or other illnesses that require all or some of the students to receive instruction virtually. All virtual instruction will take place through Google Classroom. A separate guide for Virtual/Remote Days is provided at the back of this handbook.

In order for a student to be marked present on Virtual/Remote Days, he/she must be logged in and active in all class activities for the day. Students are required to be sitting at a desk or table during class and not sitting in their bed or under covers. Also, students that are not 100% attentive to the class will be marked absent. (students should not be eating, cooking, doing hair or makeup or driving as examples) All students are required to be in a uniform shirt during class.

Please review the separate Virtual/Remote Learning Guide for instructional times on these days.

Student Life on Campus

8.0 Student Government

Students at RMCA in upper school can lead the student body by serving in student government. Student leaders are elected by their peers each spring for the following year. Student leaders work together with faculty and administration to bring events, activities, and missions' opportunities to the school. Students in leadership are given the opportunity to bring student concerns to the administration and facilitate change. Students must meet specified grade and behavior requirements to remain in leadership. Specific criteria are listed in the Student Government Bylaws.

8.1 Student Cell Phone Use

Only students in grades 7-12 may have cell phones at school. Please do not send cell phones with elementary students. If your elementary aged child needs a cell phone, please contact the school office for arrangements.

Cell phones may be used after 3:30 pm only or with permission by a staff member. Phones and smart watches must be placed in the pocket charts when entering each class. Cell phones/smart watches may not be used during the day for any reason unless the student has approval from a teacher for research or an emergency situation. Cell phones/smart watches used during the day will be collected from students.

1st offense: Cell phone/smart watch is taken and kept in office until the end of the day.

2nd offense: Cell phone/smart watch is taken and kept in office until parent can pick up the phone.

3rd offense: Cell phone/smart watch is taken and kept in the office until a parent conference can be scheduled. The phone/watch may no longer be brought onto campus. If student must bring the phone/watch for extenuating circumstances, the phone/watch must be brought to the office each day at arrival and picked up at dismissal.

Cell Phone/Smart Watch Policies may change at any time during the school year depending on the needs of the school

8.2 Student Drivers

Reynolds Mountain Christian Academy is not responsible for theft of or damage to a vehicle or its contents and assume neither direct nor implied liability as a result of providing the privilege of students driving personal vehicles to or having these vehicles parked on campus. A student who operates and/or parks a vehicle on the campus of Reynolds Mountain Christian Academy must possess a valid driver's license (no driver's permits), vehicle registration and vehicle insurance. Each vehicle on the RMCA campus must have a current RMCA parking permit for the current school year. Permits must be purchased at the Upper School office prior to driving to campus or on the first day a student drives to school. Permits cost \$10 and must be placed properly in car at all times. A lost, damaged or destroyed permit may be replaced for \$5.00. Student parking is restricted to the designated Student Parking Lot located at the gravel parking beside the Upper school building. If a student driver's license is revoked FOR ANY REASON, students must notify the school office immediately. To return to your vehicle or leave the RMCA campus during the school day, students must obtain a pass from an administrator or the secretary in the office.

The following infractions will result in the suspension of a student's driving privilege for the rest of the year.

1. Drug, alcohol, tobacco or weapon use in the parking lot
2. Driving over the posted speed limit or any form of reckless driving
3. Refusing to stop a vehicle at the request of any RMCA staff member or dismissal attendant

Loitering in the parking lot or in parked cars before or after school is not permitted. In the morning, students are to depart immediately from vehicles and leave the parking lot. Do not return to the parking lot until you are ready to leave the RMCA Campus. At the end of the school day, students are to leave the parking lot as promptly as traffic and conditions allow them to do so. Loitering in the parking lot will result in loss of driving privilege and may also constitute a school disciplinary offense. During the time, a student's vehicle and driving privileges are suspended from the RMCA Campus, the student will be prohibited from driving or parking ANY VEHICLE on the campus at any time. A student who fails to maintain adequate academic progress (pass 3 out of 4 classes) or who drops out of school will, by NC state law, have his/her NC driver's license revoked by the state.

8.3 Student Lunches/Snacks

Currently RMCA does not hold the appropriate licensing to prepare food on-site for daily purposes. The school does hold a limited food preparation license which allows us to prepare occasional meals for special events, cooking projects in classrooms and limited lunch preparation. The school is inspected regularly by the Buncombe County Health Department.

Students will be expected to bring their lunch on Mondays and Wednesdays. When packing lunches, please make sure to include everything that your child will need including forks and spoons, napkins and a drink. Please include an ice pack for lunches that should remain cool. Students in grades K5-6 grade may not bring meals to be heated. Upper School students may bring items that can be heated.

We will be serving "Hot Lunch" three days weekly. Hot Lunch choices will be posted on FACTS monthly. To order hot lunch, orders must be placed on FACTS by the deadline. NO orders will be received at school. The cost of each meal is \$6.50. Milk and Tea are available by advanced purchase through FACTS. Hot lunch days will be Tuesday, Thursday and Friday. Drinks and all paper products will be provided on hot lunch days. Parents are invited to join us for lunch anytime. Hot lunch choices may be ordered for parents with advanced notice.

Snacks are served in all grade levels on the preschool and elementary levels. Students are required to bring their own snack each day. Teachers may schedule snack in the morning or afternoon depending on specific classroom needs. Parents are asked to send snacks that are nutritional. Please do not send sugary snacks, candy etc.

8.4 Uniform and Dress Code

All Reynolds Mountain Christian Academy students are required to dress in school uniforms each day. Our belief is that a uniform dress code enhances the educational environment and promotes a unified student body. Conflicts involving inappropriate dress styles, peer pressure and financial status are all removed easily with the uniform requirement.

Uniform Vendors

Online Vendors

1. Lands End

www.landsend.com/school

1-800-469-2222

School Code - #9001-2828-1

2. Global Schoolwear

www.globalschoolwear.com

School Code – REYNO1

Online and Local Store Vendor

1. Reads Uniforms

4 Sweeten Creek Crossing
Asheville, NC 28803
Shop.readsuniform.net
School Code - RMCANC

Students must adhere to the following dress code policies: Please note that all shirts and jackets require an RMCA school logo. Make sure to look at the approved uniform list.

1. Unless otherwise noted students K5-12 are in uniforms daily. Special dress down days will be scheduled throughout the year.
2. All students need at least one navy polo shirt with the RMCA logo for field trips and special events.
3. All polo shirts, fleece, and sweatshirts must have the RMCA logo.
4. On Wednesdays all students will be in chapel dress. **Lower School:** Girls will wear skirts or jumpers with uniform shirts and boys may wear pants or shorts with uniform shirts. **Upper School:** Girls will wear skirts with regular uniform shirts and boys will wear slacks, a solid color button down shirt and a solid color tie. Students may not wear sweatshirts while in chapel services. On occasion, students may be asked to wear "chapel dress" on days other than Wednesdays.
5. Girls' skirts and jumpers need to be at the top of the knee and shorts no shorter than 3 inches above the knee. Girls will lose their privilege to wear skirts if repeatedly asked to wear longer lengths.
6. Shirts for all boys should be tucked in always. Girls' shirts may be left "tucked out".
7. Boys will wear belts everyday- solid brown, black, and tan. Belts should not have any jewels, studs etc.
8. Socks, leggings, tights will be solid colors of white, tan, brown, navy, or black. Socks, leggings, tights may not be striped or patterned.
9. Shoes should be mostly solid colored with no characters, lights etc. Approved colors include navy, white, black, tan and brown. Non approved colors include but are not limited to: red, pink, bright blue, purple and neon colors. Students may wear tennis shoes, sandals, boots, clogs, loafers etc. Students may not wear flip flops.
10. Students may not wear non-uniform sweatshirts, sweaters, coats etc. in the classroom. These garments may be worn to school and placed in lockers prior to 1st period for upper school students and placed in the appropriate classroom area for lower school students.
11. Boys must keep hair cut and off the collar.
12. Boys may not wear earrings. Girls may wear piercings in ears only.
13. Any student not in dress code will receive a verbal warning and a notification in FACTS. If a second violation occurs, parents will be contacted to bring the appropriate uniform item and a warning is placed in FACTS. After the third violation, a parent conference will be required and the student will receive an after school detention. See Detention Policy

14. All students will remain in uniforms afterschool unless they are on athletic teams or with the approval by the administration for specific activities.
15. For evening events that the students return to campus for, students must be in modest dress approved by the administration. Students in inappropriate non-uniform clothing will be asked to leave the event.
16. Any student with a tattoo must always keep that tattoo covered.

Detentions for Uniform Infractions:

Students in grades K-12 may receive detentions for repeated uniform infractions. Students in Kindergarten do not begin infractions counting toward detention unless the infractions are excessive.

Students will serve detentions on Monday afternoons. K-6 students will serve a 30 minute detention from 3:15-3:45 and upper school students serve detentions for a 60 minute detention from 3:30 – 4:30.

1st offense – student receives a warning, the infraction is placed in FACTS and parents are emailed.

2nd offense – student calls home for appropriate uniform item, infraction is placed in FACTS, and parent is emailed.

3rd offense – student receives a detention notification to be signed by parents, detention is placed in FACTS and an email is sent to parents.

4th and continued offenses – automatic detention and notification in FACT and by email. Parent conference is required.

Student uniform infractions start over at the beginning of the each quarter.

8.5 Student Opportunities

Statistics show that overall student success in school is closely related to a student's involvement in school activities. Students throughout the school year will participate in many ACSI Activities. All faculty and staff will be involved in these activities to some degree. Training for specific activities and events will be coordinated as the year progresses. At the beginning of each year each faculty and staff member will be guided into an area of student activities in which they will lead or advise. Activities may include the following:

Service

Junior and Senior Beta Clubs for grades 7-12

Leadership

Student Council – Student Government for students grades 7-12

Principal's Advisory Council- Grades 7- 12

Principal's Elementary Council – Grades K5-6

Student Ambassadors – Grades 7-12

Performing Arts/Music

Elementary Christmas and Spring Musicals

Dinner Theatre

Chapel Specials

Worship Team

Association of Christian Schools Student Activities

Math Olympics

Spelling Bee

Creative Writing

Science Fair

Math League

Clubs

National Junior and Senior Beta Clubs

Jr. Tarheel Historian Club
DIY Club
Explorers Club

8.6 Eagle Athletics

Athletics at Reynolds Mountain Christian Academy is an integral part of the total school program. The athletic program has as its purpose to provide experiences, which will encourage young people to mature mentally, physically, spiritually, and socially. The focus is on discipleship through athletics, in addition to the development of the skills necessary to compete athletically. The development of a true spirit of competition as well as the will to win is of prime importance. This is considered to be biblically, educationally, and psychologically sound because of the training it offers for life in a competitive society. Students are motivated toward the achievement of excellence, while good sportsmanship and the maintenance of a Christ-like attitude are always stressed.

Participation in athletics both as a player and spectator is an integral part of a student's educational experiences. Such participation is a privilege that carries with it responsibilities to God, team, family, our school and student body, community, and the student personally. In play, in attitude, and in conduct, the student is representing all these groups. Such experiences will contribute to the knowledge, skill, and emotional patterns that students will possess for the rest of their lives. It is our intention, as a result of participation in athletics at RMCA, to raise a righteous generation, a generation of spiritual young people who in turn will have a significant impact on the world for Jesus Christ.

RMCA is a member of the Western Piedmont Athletic Conference.

RMCA fields teams in the following sports:

Boys Soccer
Girls Volleyball
Cheerleading
Boys Basketball
Girls Basketball
Girls Soccer

Parent Partner Opportunities

9.0 Philosophy

RMCA' philosophy of Christian education is based on a proper relationship between the family, church, and school. The family is the basic unit of Christian education. Scripture stresses the responsibility of parents to teach and train their children (Proverbs 22:6 and Deuteronomy 6:7). RMCA does not violate this teaching in God's Word by taking that role and responsibility away from the parents. The church and school are an extension of the educational process of the home, providing a support to the family. RMCA expects parental involvement from each enrolled family. Volunteering provides a basis for understanding and interaction between faculty and parents. Volunteers enhance the human resources of RMCA, frees faculty to focus on instruction, and thus improves student achievement and education. In addition, parents are expected to be involved with their child's educational progress by meeting with teachers when requested, assisting their child at home with assignments, attending school meetings, etc.

9.1 Parent Teacher Fellowship

PTF is designed to help parents work with teachers and school faculty in assuring quality Christian education for our students. The role of PTF is one of the most vital roles in the RMCA body. Together parents and teachers partner to meet the ever-increasing needs of a private school. Involvement in PTF by each RMCA parent is necessary and extremely important to the success of our school year. Representatives of PTF will be available early in the school year to help all parents determine an area of service.

PTF has the following responsibilities regarding the volunteer program at RMCA:

- Creates awareness for the need for volunteers
- Promotes the volunteer program to parents and faculty
- Welcomes and trains volunteers
- Provides recognition and appreciation for volunteer services

9.2 Volunteer Screening/Background Checks

Volunteers are screened and receive training in order to provide a safe environment for the students. Background checks must be done for every volunteer that routinely is in the classroom or drives on field trips or athletic events.

9.3 Development and Fundraising/Friends of RMCA

All fundraising efforts at RMCA are coordinated through the administration and the Director of Advancement. Fundraising activities are planned in a manner that supports the mission and vision of the school. Development strategies are moving our school from being a school that "sells" to more transformational gifts and donations. All Board Members, Faculty and parents are encouraged to support school wide fundraising events by personally participating. It is imperative that we as stakeholders participate in the annual effort and campaigns. Schoolwide fundraisers may include an annual campaign, a fall golf tournament and a spring extravaganza. Teachers, advisors, coaches, or parents may not plan fundraisers without the approval of the Director of Advancement.

9.4 Parent Drivers

Most field trips will be taken using the school's activity bus. Occasionally a trip will require one or more parents to accompany the class as chaperones or parent drivers. All parents desiring to drive on field trips must complete an approved driver application as well as provide the school with insurance information and a copy of a driver's license. Parents must also agree and pay for a criminal background check to be completed to drive students other than their own.

9.5 Parent Tutors

Each year RMCA encourages parents to become reading and math tutors. Training is provided by our reading specialists. Parents may tutor as few as two hours a week up to several days a week. Please contact the school office if you are interested in tutoring.

9.6 Eagle Booster Club

Parents of athletes are encouraged to become a member of the Eagle Booster Club. This organization drives all fundraising for our athletes as well as supports our athletic events with working concessions, collecting admission, driving to away games, and bringing Eagle Spirit! Contact school administration for more Eagle Club information on how you can be involved!

Accessing FACTS Parent Portal

10.0 School Management Software gives you, the busy parent, an opportunity to get more involved in your child's academic progress and future success – all via the internet!

FACTS is a private and secure parents' portal that will allow parents to view academic information specific to their children, while protecting their children's information from others. You may view your child's grades, attendance, homework, and school calendars as well as other useful school information. You can also communicate with teachers and other school staff online whenever necessary. All you need is an internet-capable computer.

Here's how to access our easy-to-use FACTS:

- Make sure that the school has your email address in FACTS.
- In Internet Explorer, Firefox, or Safari, go to www.renweb.com and click Login.
- Type the school's District Code: NA-NC
- Click Create New Parent Portal Account
- Type your email address and click Create Account. An email will be sent which includes a link to create your FACTS login. The link will be active for 6 hours.

Once you have created your FACTS Account, you will need to click on the link to set up your FACTS Management account for tuition and billing payments. **This must be completed before school begins.**