



Welcome to Royal Live Oaks Academy Middle School!



Together, We Are...
Responsible
Leaders Who
Own Our Actions,
Achieve Great Things, and Exemplify
Community
Service



Think About This: "Middle school was probably my hardest time. I was trying to fit in for so long, until about junior year of high school when I realized that *trying to fit into... one image of perfection was never going to make me happy.*"

-Maiara Walsh, American Actress

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Approved by:
RLOA Board

The RLOA Middle Handbook

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What It Means to Be a Royal Knight Administrator, Teacher or Student

Merriam Webster Dictionary defines “kighthood” in a number of ways. There are specific parts of those definitions that provide us with a good picture of what RLOA Knighthood should look like.

- **Honored by a Sovereign for Merit:** Whenever we make choices about what to say, what to listen to, what to do or where to go, we must consider whether or not that choice will bring us honor (respect) from those who are in authority over us. What does that mean?
 - Our **Executive Director** makes decisions that will earn the respect of those who work on our school board and in our authorizing district.
 - Our **administrators** make decisions that will earn the respect of our Executive Director and all of the people who look to our administrators and Executive Director for appropriate behavior.
 - Our **teachers** make decisions that will earn the respect of our administrators, our Executive Director, and all of the people who look to our Executive Director, our administrators and our teachers for appropriate behavior.
 - Our **students** make decisions that will earn the respect of our teachers, our administrators, our Executive Director and all of the people who look to our students and school administrators for appropriate behavior.



Think About This: In life, we are surrounded by groups of people who depend on us to be their role models and their inspiration. As a middle school student, you may be young, but you are someone’s inspiration. Be sure to inspire greatness in others.

- **Devoted to Honorable Service:** A large part of what we do here at RLOA is use our skills, abilities and intellect to serve our communities. There are a number of communities that we should aim to serve well:
 - **Home Community:** Our families need us to be our best selves so that our mothers, fathers, brothers, sisters, grandparents, aunts, uncles and others feel loved and appreciated. We show **honor** (good character or reputation) when we help with chores, make our home space beautiful, add to the peace of our homes or add positive things to the culture of our homes.



- **School Community:** Our administrators, teachers and fellow knight students need us to be our best selves so that the school community is safe and encouraging for all who spend time on our campus. We show **honor** when we support the value and worth of individuals, respect others' space and belongings, encourage perseverance during tough times and offer friendship and commitment during group activities.
- **Local Community:** People who live in our neighborhoods and run our local businesses need us to be our best selves so that our community can grow and provide great opportunities for us, our future families and those who will come after us. We show **honor** when we respect and care for shared spaces like parks and stores, invest our energies in serving the needy and the elderly and invest funds (from fundraising or donations) for the improvement of community events or programs.
- **Global Community:** The world needs us to be our best selves so that the needs of the globe can be met. There are still illnesses that need cures, communities that need transportation, children and adults that need education and problems that need solutions. By getting a good education, you are giving the world a better opportunity for growth and improvement.



**Think
About
This:**

Regular people like us created the World Wide Web, the desktop computer, the cellular phone, the game console, duct tape, super glue, the plastic bottle, the telephone and the car. Your mind is a powerful instrument for creation. At school, we teach you how to think critically and flexibly to meet needs and create solutions.

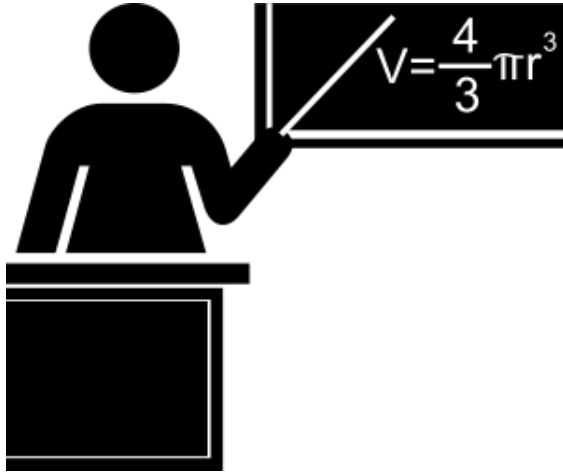
What It Means to Be a Middle Schooler

The middle school years are filled with excitement and challenges. Some difficult experiences are common to **all people** who are entering or experiencing ages 11-14. In middle school, it is totally normal if you:

- Need time to think before responding to challenging questions
- Struggle to understand complex math problems or measurement
- Feel on top of the world some days and like hiding away on others
- Compare yourself to others and how they think, look or act to find commonality
- Want to build lasting, enjoyable friendships during the day
- Are strongly affected by little changes at home or at school
- Think you look awkward or very different in the mirror
- Find yourself being more argumentative than normal
- Spend a lot of time thinking about yourself, your experiences and your feelings
- Cannot always see how others are affected by your actions
- Sometimes miscalculate the realistic consequences of your choice
- Feel tempted to do things just to fit into a crowd
- Have to “fight with yourself” or willfully convince yourself to do what is right

You are literally “in the middle” of great changes in your mind and body, and you will have to be patient with yourself. Your teachers and support staff will allow you opportunities to think deeply about choices and consequences, and we will work hard to help you successfully navigate changes and challenges as they show themselves. We have all been middle schoolers before.

What You Can Expect from Your Teachers



Teachers (and adults in general) are not excused from meeting expectations. Just like you, teachers sometimes struggle with the many things that they must do each day in order to bring honor to themselves and those in authority over them.

Teachers--and administrators--also uphold and are held accountable for upholding the guiding principles in our discipline code, so the responsibilities you see below are in addition to (not instead of) the responsibilities that we all have as Royal Knights.

RLOA Teachers...

- Come to school prepared to teach (with appropriate resources, lesson plans and smiles)
- Dress for success and demonstrate a professional but relational attitude
- Take time to greet students at the door at beginning of class
- Have a practice task ready as soon as you walk into class
- Expect Royal Knight behavior at all times
- Include reading, writing and speaking in all classes
- Read, grade and return student work in a timely fashion
- Specify what good academic practice and behavior look like
- Give pop quizzes and assessments often (Oh My!)
- Call parents to give academic and behavior updates (...For Good Reasons Too!)
- Study student data to provide each child with personalized help
- Care about what you care about (hobbies, careers, family, interests)

What You Can Expect from Your Administrators and Support Staff

Administrators and support staff (other teachers, trainers, interventionists, tutors and community volunteers) will come in and out of your classrooms fairly often. Like you, teachers and administrators need people they can trust to provide honest feedback as they grow professionally. You should know, however, that students are always at the center of our work.

Administrators and support staff will ask themselves:

- Are the students learning?
- Are the students engaged in the work?

- Are students making connections to the real world in their learning?
- Are students helping each other to focus and achieve excellence?
- Are students showing respect to each other and the teacher?
- Are students able to explain what they know as a result of instruction?
- Are students able to express what they need to learn or do not understand?

Also, administrators and support staff want to help you to set and realize goals for your personal life. Feel free to talk to us about:

- Career options
- Internship interests
- School-wide or community project ideas
- Community service ideas



Think About This: You are the reason that we all come to school. Without students, there can not be a successful school. Students are our customers. We, the teachers, administrators and support staff, are working to provide you with a quality product: a good education.

What We Must All Expect from Ourselves (Even You)

Every member of our learning community must give 100% of his or her effort to excellence in school. According to Merriam Webster, to be excellent means to be “very good” or “extremely good” at something. We must all be very good at becoming educated and providing education if we can ever hope to achieve our life goals outside of school.

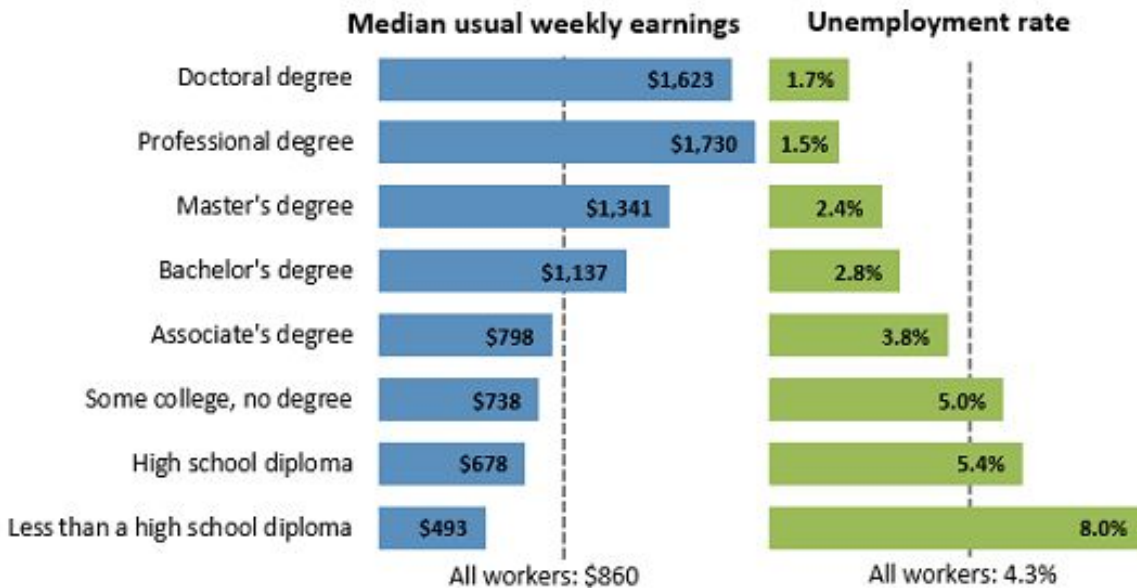
In our efforts to be excellent, there are three learning priorities.

Learning Priority One: Understand Yourself

School is not about subjects, textbooks, tests or projects. School is about identifying your personal strengths, weaknesses and interests and using that information to prepare yourself for college and/or careers in the future. All students are required to take core courses--English, Math, Science and Social Studies--because those subjects are at the **core** (the very center) of every career in the world. Related Arts courses (or electives) provide students with opportunities to sample other topics as they complete core studies in hopes that one of those samples will spark deep, lasting interest in a career cluster. School is not a place where you are forced to go for others benefit. School was designed to help you understand your options so you can choose the career pathway that will lead to your maximum lifetime benefit.

---TAKE A LOOK AT THE EARNINGS AND UNEMPLOYMENT DIFFERENCES FOR PERSONS WITH MORE EDUCATION---

Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: U.S. Bureau of Labor Statistics, Current Population Survey

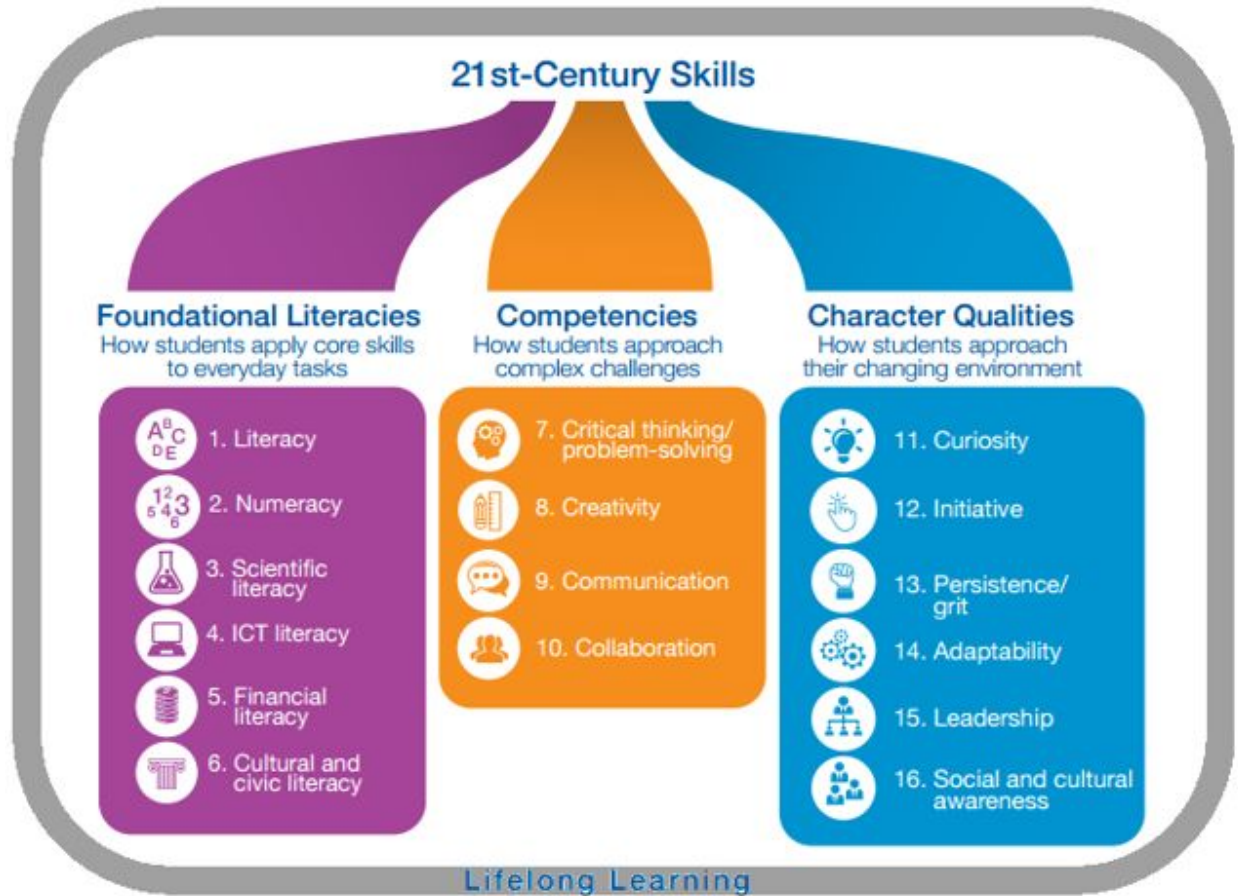
The data table above shows us that the more education you have, the greater your chances are of making more money weekly. Also, the more education you have, the lesser your chances are of becoming unemployed in your adult life. It is so very important that your education have a place of high priority in your life now so that you can better enjoy your life later.

If you understand the quality of life you would like to live, and you understand what you would love to do, you can make wiser choices between now and your future that can lead to maximum benefit and overall enjoyment as an adult. As your school, our greatest service is to help you develop the best combination of skills for your personality type and personal goals. We want to help you get to know you.

Learning Priority Two: Understand the World Around You

Just as we at school have rules and expectations, the world around you has rules and expectations. It is important that you understand how those rules affect you, your family and your competitors. Who are your competitors, you might ask? There are other children in your age group--all over the world--who will be looking for work at the same time as you when you all become adults. Competition is a natural part of being human, and you can expect that other middle schoolers are being trained to be the best at many things so that they too can achieve their idea of happily ever after. They too are looking for maximum benefits and enjoyment in their adult lives. They are your peers, and you will interview for jobs with them not many years from now. As a result, you need to know how the world around you functions.

Every hiring manager in the world is looking for a specific set of skills:



Notice how these skills are not specific to a particular subject or age. These skills can be found in every subject, core or elective. Employers are saying that they cannot use people who do not display these basic understandings (literacies), abilities (competencies) and qualities. The picture above is the world's set of expectations for success in adults.

As your school, we are working hard to expose you to as many of these as we can in your middle school years to prepare you for further development as a high schooler. Middle school needs to be a time of progress, growth and development if you can ever hope to find success in our swiftly changing world. The 21st Century Skills is a basic set of expectations that that the world demands of every working person. It is a bit more lengthy than our guiding principles, isn't it?

Learning Priority Three: Understand and Operate Within Real-World Systems

In the real-world, there are systems in place that affect every person. Even now, as a middle schooler, you are already affected by four categories of systems:



When you are younger, it is easier to ignore these systems and focus on yourself and your friends because adults complete a lot of your systems transactions for you. In other words, adults are responsible for helping you to gain access to these parts of the global marketplace, and adults are responsible for helping you communicate your needs and get those needs met.

When you become an adult, you will have to navigate (travel through) these real-world systems on your own. You will need an understanding of **politics** to live life freely, an understanding of **culture** to work with others, an understanding of **economy** to manage your personal finances and an understanding of **geography** to establish your chosen quality of life. Notice that education is listed as an economic factor. The more education you have, the better your life will be financially. As your school, we want to begin preparing you to navigate world systems now.

The RLOA Middle Discipline Code (A Real-World System)

The **purpose** of the Royal Knights' Discipline Code is to help students understand how their actions and choices affect others within the school system. School is an environment where all **stakeholders** (students, parents, teachers, staff, paraprofessionals, interventionists and administrators) must work together to meet individual and group goals. We agree to a code of behavior so that no single person's actions prevent other persons from achieving their personal bests from day to day.

There are some **group goals** that apply to Royal Knights at all levels. These are called our **Guiding Principles**:

- (1) Every person deserves respect.
- (2) Every person deserves access to a safe learning environment.
- (3) Every person deserves the opportunity to grow academically, behaviorally and socially in the learning environment.
- (4) Every person can learn and grow when appropriately challenged with academic and behavioral expectations.
- (5) Every person can learn and succeed at self-discipline, good citizenship and appropriate social relationships.

The **Guiding Principles** tell us that every stakeholder should enjoy a respectful and safe learning environment where personal growth can occur and success can be achieved. However, we cannot enjoy the fruits of the guiding principles for the group without requiring certain general behavioral expectations from all group members. These are the general **School Expectations** for each individual:

- (1) Directions given for the betterment of all will be followed the first time they are given.
- (2) Personal space and belongings will be respected; hands, feet and other objects should be kept to one's self.
- (3) Individuals must strive to encourage and uplift each other, not put each other down.
- (4) Each person must be in the proper places at the proper times throughout the day.
- (5) Persons will move from one place to another at safe, appropriate speeds.
- (6) Material and equipment must be used and maintained properly.

When the **Guiding Principles** or **School Expectations** are not followed, there must be consequences for the safety and betterment of the group. That is why a number of frequent misbehaviors are recorded in the code with their consequences.

Note: Not every misbehavior will be addressed in the Discipline Code. School administrators will determine appropriate consequences based on:

- (1) ...the definitions for each level of offense; and,
- (2) ...the number of classroom interventions that have already been provided to promote change in student behavior.

If an unusual offense is committed, meaning there is no prior incident similar to the definitions provided for levels of offense, school administrators (including the Executive Director) will work together to determine the appropriate final decision.

LEVELS OF OFFENSE AND THEIR DESCRIPTIONS

Level One: Disorderly Conduct

When a person behaves in a disorderly fashion, he or she is doing something that ***prevents orderly classroom procedures or activities for himself or herself only***. In other words, though the behavior disrupts the “order” of the classroom, it does not disrupt learning for others. Some examples of disorderly conduct include: tardies, cheating, failure to complete assignments, use of forged notes or excuses, bus/field trip violations, cutting class and truancy.

Level Two: Disruptive Conduct

When a person behaves in a disruptive fashion, he or she is doing something that ***prevents orderly classroom procedures or activities for others***. This is a more serious offense since the improvement and success of a whole group can be affected by these behaviors. Some examples of disruptive conduct include: fighting or instigating fights, minor destruction of school property, threatening others, illegally occupying or blocking school passageways, inappropriate verbal or physical interactions with others, use of laser pointers or other items that would disrupt instruction, harassment or bullying. **Note:** Continued administrative management of Level One offenses becomes a Level Two offense.

Level Three: Criminal Conduct

When a person behaves in a way that breaks a local, state, national or international law, he or she is engaging in criminal conduct. Laws protect us from violence against ourselves and our property. If any of those laws are broken, the action then becomes a ***crime***. Some examples of criminal conduct include: blackmail, stalking/trolling on social networks, terrorist threats, possession (or use or transfer) of weapons, sexual activities on school grounds, major destruction of school property or learning spaces, possession (or use or transfer) of illegal substances, assault, battery, gang activity, extortion or the theft (or use or distribution) of stolen property. **Note:** Continued disruption of school is a crime under South Carolina law SECTION 12. Section 16-17-420.

THE CONSEQUENCE MATRIX

The consequence matrix on the next page shows the progression of consequences for each level of behavior. In the event that a **Level One** or **Level Two** behavior “levels up” or becomes a continual problem, more serious consequences can be assigned at a school administrator’s discretion.

--- SEE NEXT PAGE ---

RLOA Middle Level Discipline Matrix for Behavior Intervention	Class-Level Consequences					Administrative Consequences				
	Level One	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Level Two		1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Level Three*					1st		2nd	3rd	4th	5th

***Note:** Depending upon the seriousness of the Level Three offense, the student may have to be removed from school immediately and authorities contacted. **Guidance Referrals** include additional intervention steps that will be carried out at the guidance counselor's discretion.

What You Can Expect in Class Work

Royal Live Oaks Academy Middle believes in the importance of student engagement in the classroom. That engagement (or participation) must include high progress literacy and project-based learning. Everyday in class, you can expect:

- To be read to, to read with someone and to read alone
- To be spoken to, to speak with someone and speak up about a topic individually
- To read your teacher's writing, to write with someone and to write alone
- To work on some aspect of a unit-related project with a group, a partner or alone

This kind of engagement will require you to move around quite a bit. You can expect time in your desk, but you can expect to change your seat, to change classroom arrangements or to work collaboratively with a teacher or other student most of the time. Independent work (work by yourself) is a necessary part of growth, so please remember to be cooperative and open to your personal growth during that time.



What You Can Expect in Home Practice Opportunities

Home practice, also known as “Enrichment” or “Acceleration” activities, will be offered according to the “10-Minute Rule,” which is supported by educational research. Students will not be expected to do more than their grade level times ten minutes each night. A sixth grader should never have more than 60 minutes of home practice (including all of the day's courses) each night, Monday through Friday. A seventh grader should never have more than 70 minutes of home practice each night, Monday through Friday. An eighth grader should never have more than 80 minutes of home practice each night, Monday through Friday. Even with project management, students should be able to complete their weekly home practice tasks inside of that time limit: **a maximum of between 300 and 400 minutes each week**. No home practice activities will be assigned on weekends, but students will be strongly advised to review their notes in preparation for the following week's classes or assessments.



Think About This:

“When I was growing up, my parents told me, ‘Finish your dinner. People in China and India are starving.’ I tell my daughters, ‘Finish your homework. People in India and China are starving for your job.’”

-Thomas Friedman, Pulitzer Prize Winning American Journalist

What You Can Expect in Testing/Assessment



Think About This: “Once the races begin it’s more difficult and there is never that much time for testing.”

-Valentino Rossi, Italian Professional MotoGP World champion

Many people have testing anxiety. That is just a fancy way of saying that they have all kinds of negative reactions--like sweating, shaking or sudden forgetfulness (because of fear)-- when it is time to take a test. This may be because some people do not understand the reason for testing. Merriam Webster defines a “testing ground” as a place where things are tested to see if they are “working correctly” or “a place or situation in which new ideas, methods can be tried.” As your school, we must provide you with many opportunities to “test” your understanding of new concepts because we want to know:

- That you have learned new information
- That you understand how new information works in the real world
- That you are mastering the information that will support social success
- That you are mastering the information that will lead to personal growth
- That you are learning information related to your interests
- That you are learning information related to your career choices
- That you are learning information that will prepare you for training after high school

The only way that we can truly know what you have personally learned is to ask you to show us what you understand in your mind. Would you want a doctor to operate on your body if he did not prove that he understood concepts in surgery, biology and medicine and infection? No; you would want that doctor to be tested and proven before he worked on you. Employers in every field require the same “testing” and “proving” of all of their workers.

As your school, we are committed to checking things out before you get old enough to apply for work. We want to know that when you go in to compete for the job you want, you will have better chances because we have already helped you to understand what you really know, what you need to study, and what you might be able to do with your talents, skills, abilities and understandings.



Some Ways We Check for Understanding:

The Test	Why?	How Often?	How to Use Results?
MAP (or similar test)	To see how much your understanding of a subject has grown	3 times per year	Find out if you are understanding as much as other children in your grade level. If not, study to grow and make yourself more competitive in the global community.
Pretests	To see how much of a subject you already know	Before each major unit	Use this information to plan for what you are about to learn. These scores will likely not count against you. The questions are designed to give your teacher a preview of what must be taught with more attention.
TE21 or Benchmark	To see how much you understand about the subjects you are learning	3-5 times per year	Find out from your teacher which standards you are not understanding. Make a study plan that will help you achieve growth and better understanding.
Open Note Quizzes	To see how well you are keeping track of new information and how well you can find and use that information	Weekly or Bi-Weekly	Use your quiz scores to guide your studies. If your notebook is missing important information that is on the quiz, you know you need to get and review that information. If you can't find your information, you need to organize your learning.
Closed Note Quizzes	To see how well you are remembering and applying new information	Weekly or Bi-Monthly	Use your quiz scores to guide your studies. If you are not remembering information and how to use it, you may need to study differently using videos, flashcards, games or other methods.
Closed Note Tests	To see how well you would do on major assessments in your subject	Bi-Monthly	If your test scores are failing, you are not remembering new information well enough to use it in real life. You must put in more study time or get more teacher help. Consider Saturday School.
Midterm and Final Exams	To see how well you would do on major assessments in your subject	Twice per year	If you fail a midterm exam, it is important that you find out your weak areas and study those standards. You don't want the same errors on the end of year test.

What You Can Expect in Teacher Reporting



Teachers are masters of data (information). Every lesson your teacher gives, every assignment your teacher gives in class and every test your teacher writes and gives is based on information that he or she has gotten from you in class. Teachers are listening to the questions you ask, looking at the work you turn in and thinking deeply about your grades on tasks to make decisions about what to teach next. The next big step, after gathering all of that data, is to share it with you and your parents.

How will teachers share data with me?

Teachers will talk about data with you in two main ways.

Personal Data: You will get your personal data handed to you. Marked papers are very important and should not be thrown away! They should be kept and examined with a teacher (during class discussion and after) so that you understand what you must do to better yourself. Data is given to you so you can analyze it (break it down) and find out where you are weak. You must then build up those weaknesses to make yourself more competitive in the global marketplace.



Think About This: “Self-improvement is the name of the game, and your primary objective is to strengthen yourself, not to destroy an opponent.”
-Maxwell Maltz, American Cosmetic Surgeon

Class Data: Teachers will also talk about class data or how the whole group of students performed on assignments for a specific unit or learning standard. Class data allows you and your peers to see how much you understand about a whole body of knowledge. Your teacher will then use your class data to decide what must be retaught. You must be very patient with this. If the class does not get the information, it must be taught again and taught differently. You can trust your teacher and your support team to do what is best for you.

Why do teachers call parents?

Teachers are responsible for communicating your data to your parents. Parents trust us with their most prized possession, their children. They expect us to teach you the information you need to have access to lots of different opportunities in adulthood. They also expect us to give you enough information to be an independent, functioning adult when it is time to leave the nest and work for yourself. Parents must be kept as part of the data conversation. They want to know when you are struggling with school so they can help you grow, focus and persevere until you find the career or after high school training option that best works for you. They want to know when you are doing well so they can reward you.

Your Systems of Support: What to Do When You're in Trouble

Some problems will be more complex than others, and you might find yourself in a situation where you need a trusted adult's help. Even adults sometimes have to search out other trusted adults for help when difficult situations arise. It is important to know when you are in trouble and who you can ask for help in those tough times.

--- USE THE CHART BELOW TO HELP YOU THINK ABOUT YOUR OPTIONS IF YOU ARE IN TROUBLE ---

If you are thinking or feeling...	You should...	How to Contact:
I don't understand anything going on in these classes. I can't even understand the activities.	Talk to your teacher first . Your teacher will help you make adjustments in your study practices to see if that helps.	Schedule a private time to discuss your situation with your teacher during lunch time or with a parent after school.
Nothing ever goes right for me. I hate school and I wish I didn't have to do anything ever.	Talk to your parent first . If you still feel unsettled or angry, talk to your guidance counselor.	Schedule an appointment with your guidance counselor and take a notebook with you. You may want to write your thoughts down so you and others can understand them fully.
I don't think anybody likes me. I can't seem to make any friends.	Talk to your parent first . Middle school is an awkward time and everyone is trying to figure himself or herself out. It could be that everyone else feels the same as you.	Just sit down and open the conversation. Your parent cannot wait to hear your honest and mature thoughts.
I wish I could just disappear. If one more person says something about my hair, or my clothes, or my anything, I'll just scream!	Talk to your teacher first . You are being bullied, and bullying is not tolerated at RLOA. After your teacher, talk to your parent.	Schedule a private time to discuss your situation with your teacher during lunch time or with a parent after school.
I can't believe they said that about me online. I can't even erase it. Everyone has seen it, and now they are making fun of me.	Talk to your teacher first . Take a screenshot or cellular picture of the information. This is cyberbullying and it's illegal in all states.	Schedule a private time to discuss your situation with your teacher during lunch time or with a parent after school.
This class is so boring. It's taking twenty minutes to do what I had done fifteen minutes ago. Why is this so slow?	Talk to your guidance counselor first . Your teacher has to teach so the group understands. You may need a faster option.	Schedule an appointment with your guidance counselor and take your subject binder with you to share examples of your work.

Opportunities for Rewards

A monthly reward structure is in place to reward students who have few to no discipline problems during the school week. Please note that once a student interrupts instruction (for himself, herself or others) until an administrator must be called, he or she will lose access to the monthly middle school reward. Rewards are provided in a number of ways:

- Off-campus Field Trips
- On-campus Field Trips/Assemblies
- Honor Roll Ceremonies
- Student of the Month Rewards
- Digital Assessment Rewards (IXL, USA Test Prep, etc.)
- Ice Cream Socials

A schedule of monthly rewards will be provided to students once each month so you will know what to look forward to enjoying. We are always looking for ways to reward good behavior! Stay tuned.

Federal and School Rules About School-Day Celebrations



Breakfast, lunch and snacks are provided according to the United States Department of Agriculture's standards. Whole wheat items are used with low sugar and salt content. For lunch, students may select food items from the cafeteria or pack meals and bring them from home. However, no fast food items or drinks may be brought on campus. Food and drink violation items must be thrown in the garbage in order for RLOA to keep free breakfast, lunch and snack available for all children. Class parties and

birthday celebrations must be approved by the Executive Director and cannot take place prior to or during lunch.

Opportunities for Extracurricular Activities

There will be a number of extracurricular activities available to students **who uphold the Guiding Principles** of Royal Live Oaks Academy Middle. The athletic department will offer a number of Fall, Winter and Spring sports, and clubs will be available to students after school (in some cases) and on Fridays. The club structure can only work if students abide by the rules of clubs. Each child will be required to register for a club and attend that club for at least a semester before changing clubs. We want you to have fun while in middle school, but we do not want that fun to bring disorder or dishonor to anyone else in the process.

Opportunities for Student Leadership

Students are the largest population of leaders on this campus. For that reason, it is important to us that we develop leadership qualities in each Royal Knight and allow each child to use his or her leadership capacity to help us improve our school. There are a number of ways to serve as a student leader:

- **Middle School SGA:** Be elected to the RLOA Middle School Student Government Association. As a group, these students will be responsible for discussing students' concerns with administration and communicating possible solutions to all administrators, students and teachers. Each grade level will be able to elect:
 - Class President
 - Class Vice President
 - Class Treasurer
 - Class Recording Secretary
 - Class Public Relations Director
 - Class Parliamentarian

SGA members will be expected to identify real issues in the middle school and suggest real, logical solutions that can lead to the betterment of the school community. The eighteen elected officials from grades 6-8 will then select their SGA President. Specifics of this process will be outlined by the SGA Advisory Team before elections.

- **National Junior Beta Club:** The Junior Beta Club is a community service organization that recognizes academic achievement and promotes service and improvement in the local community. This group of students will be responsible for sharing our concern about community needs with stakeholders like local business owners, local nursing homes and the city council.
- **Student Patrol:** The Student Patrol is a group of students that partners with the administration and the school's Student Resource Officer to monitor the security of the school. RLOA has security measures in place to keep intruders out and students safe. These students, however, will make sure that gates are closed (until they lock) in between classes and that broken locks, fixtures, doors or other security hazards are reported to the administration daily. Two students from each grade level homeroom will be selected by teachers to join the student patrol. An application process will be discussed in detail during the Student Patrol drive.
- **State of the School Summit Membership:** The State of the School Summit Members are a group of students who will sit down with an Administrator once every two weeks for a lunch meeting to discuss their feelings about academics and extracurricular activities (including clubs) at school. **Two students will be randomly selected from each grade level every two weeks**, and those six students will sit down for a candid conversation about the "State of Education" for forty-five minutes. Results of those meetings will be reported to the grade level for additional feedback. You could become a part of the State of the School Membership at any time! No student will attend the summit twice. Junior Beta and SGA members are not eligible for these positions.

Specifics About School and Class Attendance

How many days can be missed?

In a **semester class**, you are considered F/A or “failure due to absence” after five absences. If the absences are excused due to family bereavement or medical necessity, it is important to make up any missed work so you don’t fall behind your peers or fail exams.

In a **full-year class** (like English, Math, Science or Social Studies), you are considered F/A or “failure due to absence” after ten absences. The same rules apply with regard to bereavement or medical absences.

Main Idea: If you are ever absent remember to bring in your excuse, and don’t be absent unless you have to be.

What about tardies? I was just late...

It is very important to be on time for class. Teachers often use the beginning of class to find out what you know about a new topic or what you remember from a previous topic. As a result, tardies can leave a big gap where information about your beautiful mind should be. Three tardies equals one absence.

Be on time! The tardy count does not start over during the school year. Fifteen tardies equals an F/A in a semester course. Thirty tardies equals an F/A in a year-long course. When you are tardy to class with a teacher excuse, arrive with a pass from your previous location. (We probably are not going to have this problem.)

Remember that when you are tardy to school, your parent or guardian must come into the office and sign you into school. We do this to be sure that your parents know you are tardy. (Let’s hope we don’t have this problem.)

Main Idea: Be on time to school and to class; but if you are not on time, arrive to school with a sign-in or to class with a pass.

What can I do if I am struggling with tardies?

Saturday School is available for students who struggle with getting to school or class on time. This is not a punishment. In the real world, when adults begin work at a later time, they leave at a later time. Or, if an adult does not work on weekends, he or she must work more week days. In the same way, you have to complete a certain number of focused hours in class if you are going to be successful. If you can’t get in those hours during the normal school days during the week, you must make them up on Saturdays.

Main Idea: Saturday School is one way to avoid big penalties for tardies.

What if I’m signed out early?

Students who are signed out prior to 1:00pm M-Th (and 10:45 on F) will be marked absent, but early checkouts can be excused for bereavement or medical reasons. Early checkouts are not permitted after 3:00pm each day M-Th or 10:45 Friday. Early sign-out should be avoided whenever possible. Please remember that 5 early checkouts equal 1 absence. Older siblings will not be allowed to sign students out without a picture I.D. and a signed note from the student’s legal parent or guardian.

Main Idea: Avoid early sign-outs whenever possible.

Specifics About Dress Code

The Basic Uniform

<p>For Boys: Long or short sleeve polo shirts and patch</p> <p>Green or purple polo shirts and patch</p> <p>Black or khaki pants or shorts</p> <p>Black or brown belts</p> <p>Black shoes</p>			
<p>For Girls: Long or short sleeve polo shirts and patch</p> <p>Green or purple polo shirts and patch</p> <p>Black or khaki pants or knee length shorts</p> <p>Black or brown belts</p> <p>Black shoes</p> <p>Black or khaki knee length skirts with black, opaque tights</p> <p>Note: The skirt is not to be worn without the tights.</p>	  <p>Buy your RLOA patches for boys' and girls' shirts from the main office.</p>		

The Enhanced Uniform: A “blazer with crest” option will depend upon the Executive Director’s discretion, community support and community interest.

FAQS (Frequently Asked Questions) About Technology

What am I expected to do when I am given a Chromebook or other technology to use in class?

You are expected to turn on the Chromebook, login as yourself and follow directions for how to complete your assignment. You should not visit any sites that will take your focus off of your work.

Why do people make such a big deal if I download music or watch movies on school technology if I'm done with my work?

Downloads are sometimes carriers for Spyware or viruses. Students are often not aware of the bad things that sometimes come with files downloaded illegally (or legally) from unsafe sites or torrents. We must protect our network so all students can enjoy internet access for school purposes at school.

Why do I have to get special permission or a school technician to add certain programs or applications?

There are some programs and/or applications that are for entertainment or social communication purposes only. We don't want to overwhelm the storage space on school computers by filling it with games and entertainment or social applications that can endanger children and/or interfere with computer use for academics.

Why do we have to login and logout of Chromebooks and other devices? It's a waste of time!

Your login protects your documents from being altered by other students (on purpose or by accident). Also, your login provides tracking information to the technology department. If a student uses a Chromebook for something inappropriate, you will not be blamed for that because your login record will be clean.

Why can't my teacher show more movies as rewards in school?

Schools must pay a subscription fee to movie production companies in order to show movies in school. The school must also own a copy of the movie according to copyright law.

Why do I have to have Chromebook or school device insurance now?

Insurance allows the school to replace Chromebooks or school devices right away when there is accidental damage. In this way, we can make sure that each child has computer access every day.

Can I bring my own laptop, tablet or mobile device to school for classwork?

Students may not bring any electronic devices to school that that send out an audible signal, vibrate, display a message or otherwise summon or deliver communications without express permission from the Executive Director.

What exactly is the cell phone policy?

Cell phones are not to be used in school for any reason other than direct engagement in class work with teacher permission and direction. The **first time a cell phone is taken**, it must be picked up by a parent. The **second time**, it will be locked up in an administrative safe for one week. **The third time**, it will be locked up in an administrative safe for the remainder of the school year.

Why can't I use my cell phone in school?

There are lots of laws about how cell phones can and cannot be used in public settings (like school) that students may not understand. To protect students from prosecution for recording staff or students without permission, recording inappropriate behaviors or sending inappropriate messages on campus, we do not allow private devices.

Why are my teachers monitoring my screen?

Your school is, by law, responsible for keeping you safe at school. We must be able to verify that you are not using school equipment to communicate with dangerous persons or access immoral, unethical materials online.