



Riverbend Academy

Ormond Beach, Florida

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I. General Philosophy and Purpose

1.1 Mission Statement

“Our mission is to glorify the Lord by assisting parents in their God-given responsibility of educating their children through godly teachers, with God’s Word as the basis and center of all academic and theological learning, teaching students the tools for life-long learning and for truly thinking and living their lives from a biblical world view.”

1.2 Purpose

Riverbend Academy seeks to instill in each child a life-long love of learning and the skills to pursue that learning. A distinctive school to this area, education at Riverbend Academy is Christian and Classical in our philosophy, both in what we teach and in how we teach. Children will be taught the fundamentals of each subject (grammar), how to think through each subject (logic or dialectic) and how to express their thinking on each subject (rhetoric). Riverbend Academy is committed to teaching the absolute truth of the Bible (God’s Word) and to integrating all areas of study under the authority of God’s Word.

1.3 Vision for Our Ideal Graduate:

Our prayer is that the graduate of Riverbend Academy will contend earnestly for the faith revealed in God’s Word, the Bible (Jude 3). He or she will do so with great integrity of heart and with great skillfulness in thinking and communicating in whatever vocational pursuit and sphere of life the providence of God places him or her. He or she will have a Christ-centered biblical worldview, genuinely thinking and living biblically.

1.4 ACCS

Riverbend Academy has received accreditation from the Association of Classical and Christian Schools.

Association of Classical Christian Schools (ACCS)

Mission Statement:

“The primary mission of this association is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures. The mission of the association is both to promote the classical approach, and provide accountability for member schools to ensure that our cultural heritage is not lost again. This mission will be accomplished through the work of the Association of Classical and Christian Schools. Through these various means, ACCS seeks to set an educational standard for a unified and directed approach to classical and Christian learning. Our mission is also to equip schools in teaching such subjects through the methodology known as the Trivium (grammar, logic, and rhetoric), the educational foundation of our Western culture. We believe that God will bless this approach as He has in the past, as long as it follows the principles set forth in his Word.

“We recognize that Christ was born in the reign of Caesar Augustus, and that Christianity took root and grew to maturity in the West. For this reason, we believe that we must teach certain subjects so that they are understood and appreciated. This includes ancient history, languages, and culture, studied in the light of biblical Christianity and its impact on western culture. We recognize our cultural heritage as a gift from God, but in seeking to restore that heritage we by no means are intending to idolize it. Therefore, we ground all that we seek to do upon the revelation of God, both in creation and in Scripture, with the former being interpreted by the latter. The Triune God of Scripture has created an ordered universe, which can only be fully known through an orderly submission to His revelation of Himself in Scripture. As Christian schools, we are seeking to equip member schools to integrate all their teaching around the revealed Word of God.” (accsedu.org)

1.5 What is Classical Christian Education?

“The classical and Christian approach to education is about equipping children for the future with what has been successful in the past.” Gregg Strawbridge, [Classical and Christian Education](#)

Historical researchers have found that classical education can be traced to the ancient Greek civilization, just before Christ. However, it is the Protestant Reformers of the 1500's who continued this high view of education and centered it in Scripture. Succeeding generations of Reformers perpetuated these tools of learning and subjects as central to education in Colonial America. Classical education continued well into the 1800's but was then increasingly lost, only to be replaced with the "New Age" thinking and methodology of current day instruction.

In 1947, Dorothy Sayers, a writer from Oxford, wrote an article entitled, "The Lost Tools of Learning." In this article, she advocated a return to the classical ways of educating children that would equip students with the tools of learning so that they could effectively learn and think well on their own. Dorothy Sayers wrote about the first three of seven liberal arts of education from the past. These three are called the Trivium. They are grammar, logic (or dialectic) and rhetoric. Sayers compared these with three distinct stages of learning that children go through and called these phases "poll-parrot" with grammar, "pert" with logic or dialectic, and "poetic" with rhetoric.

Lost Tools Chart (chart copied from Logos Administrative Material)

Beg. Grammar (Pre-Polly)	Grammar (Poll-Parrot)	Logic (Pert)	Rhetoric (Poetic)
Grades K-3; ages 4-8	Grades 3-6; ages 9-11	Grades 7-9; ages 12-14	Grades 10-12; ages 15-18
<i>Student Characteristics</i>	<i>Student Characteristics</i>	<i>Student Characteristics</i>	<i>Student Characteristics</i>
<ol style="list-style-type: none"> 1. Obviously excited about learning. 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, or organizing items 4. Likes changes, clever repetitious word sounds (e.g. Dr. Suess) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know " behind the scenes" facts 6. Curious about <i>Why?</i> for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
<i>Teaching Methods</i>	<i>Teaching Methods</i>	<i>Teaching Methods</i>	<i>Teaching Methods</i>
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, field trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussions/ written papers

1.6 Philosophy of Education

The Supremacy and Sufficiency of the Word of God (2 Tim 3:16-17)

God's inerrant Word, the Bible, comprises the foundation upon which all areas of true knowledge and study rest. Riverbend Academy seeks to permeate all disciplines with God's Word and study all disciplines under the authority of God's Word (2 Tim 3:16-17; Col 1:15-20; Matt. 7: 7-12; Rom. 1:20).

God states in His Word that He reveals Himself in creation. Thus, all genuine truth in creation is truth that God has revealed and is available to all mankind at all times. This means that truth in mathematics, science, language, history, etc, is established by God and should be studied as such. This truth from creation, however, will never contradict God's special revelation in His Word; thus, God's Word must guide us in our understanding of what is true and what is false in all fields of study.

Parental Responsibility (Deut 6; Eph. 6:4)

God has granted to parents the responsibility and authority for raising their children, including the responsibility of educating them. The heart of this education is the teaching of God's Word, with all areas of knowledge included. Riverbend Academy seeks to assist parents in this God-given responsibility. In addition, God has ordained fathers to be the heads of their homes. We desire that in each home, whenever possible, the father will exercise leadership in educating the children (Eph. 5:22-6:4).

Biblical Worldview (II Cor. 10:5)

All areas of knowledge and life should be viewed according to the perspective of the absolute truth of God's Word. Riverbend Academy teaches this worldview and seeks to model it through the godly lifestyles of its teachers, staff and volunteers. As a key part of teaching this worldview, Riverbend Academy seeks to encourage students, by God's grace, to repent of their sins and to believe in the Lord Jesus Christ alone for salvation. We also strive to provide an environment in which students can develop Christian character and leadership skills (II Cor. 10:5, Matt. 28:18-20, 19:13-15; Proverbs 22:6, 4:20-27, II Cor. 5:20).

Academic Excellence (Col. 3:23)

Riverbend Academy believes in doing all it does with excellence as unto the Lord. Riverbend Academy teachers provide a high level of teaching to provide for an expected high level of learning from the students. Though Riverbend Academy's purpose and vision are much broader, they include being an academically challenging school that will prepare students well for college, vocation and life.

Athletic and Extracurricular Excellence (1 Tim. 4:8)

Riverbend Academy is dedicated to excellence in the development of the whole person. This also applies when it comes to the realm of athletics and extracurricular activities. In our practice and play, we strive to encourage spiritual, mental and physical maturity, strength and discipline. Our athletic and extracurricular programs bolster and support our academic and Christ-centered focus and teach important lessons the students can use for the rest of their lives.

Performing Arts, Music, and Aesthetic Excellence (Acts 17: 22 – 31)

Riverbend Academy remains true to and consistent with its belief that a classical formatted education presents the best opportunity to mold a child's love of learning and helps each student become pursuers of goodness, truth and beauty throughout their life time. Toward that end, the fine arts encompassing vocal and instrumental music, studio and historical art and drama permeates each class level throughout the trivium.

Classical Trivium (Luke 10:27)

Riverbend Academy teaches with the time-proven classical approach of the Trivium. The Trivium consists of three categories: grammar, dialectic (or logic) and rhetoric. These three categories are emphasized successively in three stages of the student's educational development.

The grammar stage focuses on mastery of knowledge, specifically the fundamental and foundational knowledge that will provide them with a framework on which to build all future learning. Grammar refers not just to the fundamentals

of English but also theology, history, mathematics and other disciplines. The grammar stage seeks to address the questions “Who, what, where, and when?”

The dialectic (or logic) stage focuses on thinking properly and well. The students will learn how to order, relate, and think through knowledge they are gaining. This stage seeks to equip students with sound thinking skills that will enable them to recognize when an idea or argument is sound, when one is not and how to correct it. The logic stage seeks to address the questions “Why and how?”

The rhetoric stage focuses on training the students to use written and spoken language to communicate their thinking clearly and persuasively. This is the stage of application and expression. The rhetoric stage seeks to address the question, “In light of this, so what?”

The Trivium seeks to instill in students a love for learning and give them the tools of learning so that they can both think and communicate clearly, fully and biblically.

Biblical Discipline

Our Academy staff will encourage and bless students for obedience and bring consequences to students for disobedience (Proverbs 22:6). We believe maintaining sound discipline is essential to quality education, and we are committed to work with parents to solve any student’s persistent misbehavior so as to not frustrate the education of that student or other students. We are committed to the patient love of all the students in providing discipleship in training their hearts and minds towards Gospel opportunity. In line with parents having the God-ordained responsibility for their children, we will involve the parents early in any disciplinary issues with their child (Eph. 6:1-4; Heb. 12: 6-7; Heb. 13:17). In all of this, we seek to cultivate the student’s heart toward Christ and His grace and encourage forgiveness and reconciliation in relationships.

Preparation for God’s Purpose (Jeremiah 29:11-13)

Riverbend Academy seeks to be an effective part of preparing its students for God’s plan for them to God’s glory and their good. We believe each student reflects the image of God with a unique vocational calling upon their lives. We seek to provide ample opportunity to discover a range of subject matters and develop a strong knowledge base. Further, through pointing students towards the Gospel, with the prayer they will come to saving grace, they will therefore, pursue their God-given purpose in ministry wherever God may call them.

1.7 Statement of Faith

Section 1. The Word of God

We believe and teach that the sole and final authority for the church is the Bible, which includes all sixty-six books of the Old and New Testaments (Romans 15:4; Hebrews 1:1-2; 2 Peter 3:15-16).

We believe and teach that every word of the original autographs is God-breathed. Therefore the Scriptures are verbally inspired, inerrant, infallible, and totally sufficient and trustworthy for doctrine and instruction (Isaiah 1:10; 34:15-16; 40:6-8; 55:10-11; 2 Timothy 3:16; 2 Peter 1:20-21).

We believe and teach that Scriptures are sufficient, and, with the guiding efforts of the Holy Spirit, are entirely adequate for every spiritual or emotional need, and are infinitely superior to all human understanding and wisdom (Psalm 19:7-11; Psalm 119:11,105; Isaiah 55:8-9; Matthew 4:4; John 17:17; 1 Corinthians 2:6-13; 2 Timothy 3:15-17; 2 Peter 1:3-4).

We believe and teach the clarity of Scripture, and its relevance to the world today. It is consistent within itself and is properly interpreted in the literal-grammatical historical sense. Scripture is the completed revelation of God, and nothing shall be added to it or taken from it (Deuteronomy 4:2; Isaiah 30:8; Jeremiah 23:28-29; John 10:35; Ephesians 3:4-5; Jude 3; Revelation 22:18-19).

Section 2. The Triune God of the Word

We believe and teach that there is one God, infinite and self-existent, who exists eternally as three distinct, yet inseparable persons known as the Father, Son and Holy Spirit. These three are one in their unchangeable nature, essence and attributes (Deuteronomy 6:4; Exodus 3:14; Isaiah 45:4-7; Matthew 28:19; Mark 12:29; John 1:1; John 4:24; John 10:30; John 14:9; 1 Corinthians 8:4-6; Hebrews 1:3-4, 8-10).

We believe and teach that each of the members of the Godhead has a distinct function in the eternal purpose of the Godhead while at the same time possessing full deity. Each is equally worthy of worship and obedience, and each is glorified by the work of redemption (Isaiah 48:16; John 17:1-5; Ephesians 1:3-14; 2 Corinthians 13:14; Hebrews 1:6).

Section 3. God the Father

We believe and teach that God the Father is the first person in the Trinity. He is infinite, self-existent spirit, perfect in holiness, wisdom, power and love. He is creator of all things, and the only absolute, omnipotent ruler in the universe. He is sovereign in creation, providence and redemption (Genesis 1:1-31; Psalm 103:19; 145:8-9; Romans 11:36; 1 Corinthians 8:6; Ephesians 3:9).

We believe and teach that God's fatherhood involves both a designation within the Trinity and His relationship with mankind. As Creator he is Father to all men, but He is the spiritual Father only to those who believe in His Son Jesus Christ. He has graciously chosen from eternity past those whom He would have as His own. He saves from sin all who come to Him through Christ alone, securing their adoption as His sons and making them fellow heirs with Christ (John 1:12; 6:37, 44, 65; Acts 13:48; Romans 8:15-17; Galatians 4:5-6; Ephesians 1:3-6; 2 Thessalonians 2:13; Hebrews 12:5-9; 1 Peter 1:3).

We believe and teach that God has decreed for His own glory all things that come to pass, knowing infinitely all things, from beginning to end. He continually upholds, directs, and governs all creatures and events. In His sovereignty He is neither the author nor approver of sin, but perfectly judges each man according to his own work, thus making man responsible for his own sin (1 Chronicles 29:11; Habakkuk 1:13; John 8:38-47; Acts 2:23; Romans 9:19-21; Ephesians 1:11; Colossians 1:17; James 1:13; 1 Peter 1:17).

Section 4. God the Son

We believe and teach that Jesus Christ is the second Person of the Godhead, fully God, eternally of the same essence of Being as the Father, sharing the same attributes, and equal in divine nature (John 1:1; 10:30; 14:9; Hebrews 1:3-4).

We believe and teach that Jesus Christ voluntarily left His place in heaven to be born of a virgin, through the miracle of divine conception by the Holy Spirit. He emptied Himself, not of His Divine essence, nor by the surrender of His full deity, but rather veiling His glory while at the same time taking on a human nature and becoming fully man. As the unique God-man, he is the perfect Revealer of God, the Savior of mankind, Mediator between God and man, and Judge of all men (John 1:14, 18; 5:27; Philippians 2:5-8; Hebrews 2:9-18; 10:5-10; 1 Timothy 2:5; Titus 2:13).

We believe and teach that Jesus Christ led a sinless life, tempted in all ways as we are tempted, but died a propitiatory and substitutionary death, bearing the full penalty of God's wrath and furnishing the grounds for forgiveness of believing sinners. His death is both sufficient for all, yet efficient only for the elect (John 10:15; Romans 3:25; 2 Corinthians 5:21; Ephesians 5:25-27; Hebrews 2:17; 7:26; 4:15; 1 Peter 3:18; Revelation 5:9).

We believe and teach that Jesus Christ rose from the dead on the third day and is now seated in glory at the right hand of the Father, holding the position of Prophet, Priest and King. He is the head of the Church, the great Shepherd. Today He is building His church, the bride of Christ, and continually ministering to her as the heavenly Advocate and interceding for the saints (John 10:27-28; Acts 10:40; 1 Corinthians 15:3-4; Ephesians 1:20-23; 4:15-16; Colossians 1:18; Hebrews 8:1; 13:20; 1 Peter 1:21; 2:2; 1 John 2:1).

We believe and teach that Jesus Christ will one day visibly and physically return for His bride in power and authority. He will judge all men in righteousness, bringing both retribution to unrepentant sinners and reward to those who

follow Him (Matthew 24:30; John 5:27; Acts 17:30-31; 2 Corinthians 5:10; 1 Thessalonians 4:13-18; 2 Thessalonians 1:6-10; Revelation 2:27; 20:11-15).

Section 5. God the Holy Spirit

We believe and teach that the Holy Spirit is the third Person of the Godhead, co-equal and co-substantial with the Father and the Son, possessing all the same attributes of personality and deity, including intellect, emotion, will, eternity, omnipresence, omnipotence, omniscience, and truthfulness (Psalm 139:7-10; Isaiah 40:13-14; Jeremiah 31:31-34; Matthew 28:19; John 16:13; Acts 5:3-4; 28:25-26; Romans 15:13; 1 Corinthians 2:10-13; 12:4-6, 11; 2 Corinthians 13:14; Ephesians 4:30; Hebrews 9:14; 10:15-17).

We believe and teach that that it is the work of the Holy Spirit to execute the Divine will in relationship to all mankind. We recognize His sovereign activity in creation, the incarnation, the written revelation and the work of salvation. In the Old Testament He did not permanently indwell people, but came upon certain saints for unique times and purposes. He became resident in the world on the day of Pentecost, having been sent by the Father and the Son to initiate and complete the building of the body of Christ, which is Christ's church. He convicts the world of sin, of righteousness and judgment, glorifies the Lord Jesus Christ, and transforms believers into the image of Christ (Genesis 1:2; Matthew 1:18; John 3:5-8; 14:16-17; 15:26; 16:7-9; Acts 1:5; 2:4; Romans 8:29; 1 Corinthians 12:13; 2 Corinthians 3:18; Ephesians 1:13; 2:20; 2 Peter 1:20-21).

We believe and teach that the Holy Spirit is the Divine Teacher who moved the apostles and prophets into all truth as they committed to writing God's revelation, the Bible. The Holy Spirit empowers the preaching and the understanding of the Word of God (John 16:13-15; 2 Corinthians 2; 2 Peter 1:19-21).

We believe and teach that the Holy Spirit is the supernatural and sovereign agent in regeneration, enabling believers to exercise the gift of saving faith and to receive Jesus as both Savior and Lord, baptizing all believers into the body of Christ. He gives spiritual gifts to Christians as He wills, indwells believers at the moment of salvation, and seals them until the day of redemption, while leading, sanctifying, instructing, comforting and empowering them for service (Romans 6:3-4; 8:9; 1 Corinthians 12:13; 2 Corinthians 3:6; Ephesians 1:13; Titus 3:5-6).

We believe and teach that all believers are commanded to be filled (controlled) by the Holy Spirit, and that all believers are gifted by the Spirit for the intense purpose of glorifying Jesus Christ. Tongues, signs and prophecies were given only at the beginning of the church to authenticate the apostles as the revealers of Divine truth and ceased upon the completion of the Scriptures (1 Corinthians 12:4-11; 13:8-10; 2 Corinthians 12:12; Ephesians 4:7-12; 5:18; 2 Timothy 3:16-17; Hebrews 2:1-4; 1 John 2:20-27).

Section 6. Creation and the Sovereignty of God

We believe and teach that out of nothing God spoke into creation the physical universe and all that it contains, including angelic beings, in six literal days. He is before all things and sustains for His own purposes all things, upholding them by the word of His power. God's creation was very good and is a reflection of His glory and reveals His truth (Genesis 1; Exodus 20:11; Psalm 19:1-6; 103:19; Romans 1:18-20; 11:36; Ephesians 3:9; Colossians 1:16-17; Hebrews 1:3; 11:3).

We believe and teach the sovereignty of God and His absolute providence over the affairs of men and creation before time and throughout history. God ordains all life and numbers its days. He determines the time and manner of death, the salvation of sinners, and all world events, from the least to the greatest. God directs both the helpful and harmful acts of men. Nonetheless, man as a created, moral being remains responsible for his own thoughts and actions (Genesis 45:4-8; 50:20; Job 14:5; Psalm 103:19; 135:6; 139:16; Proverbs 16:33; Isaiah 14:26-27; 45:6-7; Daniel 2:20-21; 4:34-35; Matthew 10:29-30; John 21:18-19; Acts 2:22-23; 4:10, 27-28; Romans 8:28; Ephesians 1:4, 11; 2 Thessalonians 2:13-14; James 4:13-15; Revelation 13:8).

Section 7. Angels

We believe and teach that angels are spirit beings created to serve and worship God and therefore are not to be worshipped. Angels were the first of God's creation, witnesses to the creation of the earth and mankind. Although angels currently are more powerful than men, someday redeemed people will judge them (Genesis 1:1; Exodus 20:11; Nehemiah 9:6; Job 38:6-7; Psalm 103:20-21; Matthew 4:10; 28:2; 1 Corinthians 6:3; Colossians 1:16; 1 Timothy 5:21; Hebrews 1:5-7, 14; 2:6-7; Revelation 19:10; 22:9).

We believe and teach that Satan is a created angel and the author of sin. He incurred the judgment of God by rebelling against his Creator, by taking a third of the angels with him in his fall, and by introducing sin into the human race by his temptation of Eve (Genesis 3:1-15; Isaiah 14:12-17; Ezekiel 28:11-19; 1 Timothy 2:14; Revelation 12:4).

We believe and teach that Satan is the open and declared enemy of God and man, that he is the prince of this world, roaming the earth and seeking those whom he would devour. As believers in Christ, we are protected by God and instructed not to engage or charge after Satan, but rather to resist him through the provisions supplied by God (Job 1:6-10; 12; 2 Corinthians 2:11; Ephesians 2:2; 6:10-18; James 4:7; 1 Peter 5:8-9; Revelation 12:10).

Satan has been defeated through the death, burial, and resurrection of Jesus Christ, and his ultimate end is guaranteed by Christ's finished work. Satan, along with all who rebel against God and reject His plan of salvation, shall be eternally punished in the lake of fire (Matthew 25:41; Romans 16:20; Colossians 2:13-15; Hebrews 2:14; Revelation 12:11; 20:10).

Section 8. Man and Sin

We believe and teach that God created man (Adam) in His image and likeness, apart from any evolutionary process. Man is a product of God's handiwork, uniquely resembling God in certain characteristics and capacities necessary for relationships and in exercising dominion over God's creation. As such God values all human life, starting from conception (Genesis 1:26-27; 2:7; 9:6; Job 31:15; Psalm 139:13-17).

We believe and teach that God created man free of sin, with a rational nature, intelligence, volition, self-determination, and moral responsibility to God. God's intention in creating man was that man should glorify Him and enjoy His fellowship, live his life in the will of God, and by this accomplish God's purpose for man in the world (Genesis 2; Isaiah 43:7; Romans 5:13; 8:29; Colossians 1:16; James 3:9; Revelation 4:11).

We believe and teach that God created both male and female, equally bearing the image of God yet different in functional distinctions and subordinations, each bringing Him glory through their unique roles. God outlines these differences in the Bible; they are not based on cultural bias or man-made philosophy (Genesis 1:27; 2:18-24; 1 Corinthians 11:1-16; Ephesians 5: 22-33; Titus 2:3-5; 1 Peter 3: 1-7).

We believe and teach that Adam was a real man and historical figure, whose one act of disobedience to the revealed Word of God resulted in the imputation of sin to the entire human race. Through Adam, the forebear and representative of all mankind, man lost his innocence; incurred the penalty of spiritual and physical death; became subject to the wrath of God; and became inherently corrupt and utterly incapable of choosing or doing that which is acceptable to God apart from divine grace. Man's depravity is total, extending even to his will as a free moral agent, leaving him in bondage to sin and causing him to always choose darkness and resulting in his inability to choose Christ. With no recuperative powers to enable him to recover himself, man is hopelessly lost (Genesis 3; 6:5; 1 Kings 8:46; Psalms 14:1-3; 51:5; 58:3; Ecclesiastes 9:3; 7:29; Isaiah 1:2-6; 6:5; 64:5-7; Jeremiah 13:23; 17:9; Mark 7:14-23; John 3:19-20, 36; 5:40; 6:44, 65; 8:44; Romans 1:18-3:20; 12:19; 8:6-8; 1 Corinthians 2:14; Ephesians 2:1-3; 4:17-19; Colossians 1:21-22; 1 Timothy 2:13-14; 1 John 1:8).

We believe and teach that because in Adam all men of all ages possess a sin nature (Jesus Christ being the only exception), man's salvation is thereby wholly of God's grace through the redemptive work of our Lord Jesus Christ (John 15:5, 16; Romans 3:24-26; 5:6-8; Ephesians 2:8-9; 2 Timothy 1:8-9; Titus 3:4-7; Hebrews 2:9).

Section 9. Salvation

We believe and teach that all men are sinners by nature and by choice, and are therefore under condemnation. The good news is that there is a Savior! Thus, we teach that salvation is by the grace of God, which is neither merited nor secured, in part or in whole, by any virtue or work of man. The sole ground of salvation is the person and work of our Lord Jesus Christ. This great truth, however, never nullifies or diminishes the sinner's accountability, nor does it relieve believers from communicating the gospel as commanded by Christ (Matthew 28:19-20; Acts 4:12; Romans 3:10-18, 23; 10:8-15; Ephesians 2:8-9).

We believe and teach that God's sovereign plan of salvation was divinely drafted in eternity past, and was fulfilled through the finished work of Christ alone and applied by the Holy Spirit. By God's design, grace always has, and always will, stand behind all stages of salvation. Thus, our salvation is entirely accomplished by the almighty power of the sovereign and gracious triune God (Romans 3:24-25; 11:6; Ephesians 1:3-14; 2:8-9; Titus 3:3-7; Hebrews 9:26; 10:10-14; Revelation 13:8). Vital components of God's salvation include:

Election

We believe and teach that election is the gracious act of God conceived before the foundation of the world. In love, He chose in Christ those whom he graciously calls, regenerates, justifies, sanctifies, and glorifies (Romans 8:28-30; Ephesians 1:3-11; 2 Thessalonians 2:13; 2 Timothy 2:10; 1 Peter 1:2-3).

We believe and teach that God's sovereign election does not contradict, nor negate, the responsibility of man to repent and trust Christ as Savior and Lord. All whom the Father calls to Himself will come in faith, and all who come in faith the Father will receive (Ezekiel 18:23, 32; 33:11; John 3:18-19, 36; 5:40; 6:37-40, 44; Acts 13:48; Romans 9:22-23; 2 Thessalonians 2:10-12; James 4:8; Revelation 22:17).

We believe and teach that the unmerited favor that God grants to totally depraved sinners is unconditional and not related to any initiative of their own part, nor to God's anticipation of what they might do by their own will. Rather, God's favor is solely because of His love, His sovereign grace, and His mercy (John 1:12-13; Romans 9:14-16; Ephesians 1:4-7; Titus 3:4-7; 1 Peter 1:2).

Justification

We believe and teach that justification is by grace alone, through faith alone, in Christ alone, and for His glory alone. Justification is the judicial act of God, whereby He declares righteous those who, through faith in Christ, repent of their sins and confess Him as sovereign Lord. It is a final act, so that the believer is forever and completely justified from the moment of saving faith. Therefore, the believer awaits no final last day declaration of justification. Justification is not based upon the believer's own righteousness, but on a righteousness alien to him. This righteousness is apart from any virtue or work of man and involves the imputation of our sins on Christ, and the imputation of Christ's righteousness to us. By this means, God shows Himself to be "just, and the justifier of the one who has faith in Jesus" (Isaiah 55:6-7; Luke 13:3; Acts 2:38; 3:19; 11:18; Romans 2:4; 3:20-26; 4:3-6, 9-11; 5:1, 9; 8:33; 10:9-10; 1 Corinthians 1:2, 30; 6:11 12:3; 2 Corinthians 4:5; 5:21; Philippians 2:11; 3:9; Colossians 2:14; 1 Peter 2:24).

Regeneration

We believe and teach that regeneration, which is our new birth in Christ, is a gracious supernatural work of the Holy Spirit by which the divine nature and divine life are given. It is instantaneous and is accomplished solely by the power of the Holy Spirit through the means of the Word of God. This new birth results in the believer's union with Christ in His death, burial, and resurrection. Thus the believer receives the spiritual graces of the New Covenant, which include saving faith, reconciliation and peace with God, a new heart, new affections, and deliverance from the dominating power of sin (Deuteronomy 30:6; Ezekiel 11:19-20; John 3:3-7; 5:24; Romans 2:28-29; 5:1; 6:1-14; 2 Corinthians 2: 4-5; Colossians 2:11-12; Titus 3:5).

Sanctification

We believe and teach that every believer is sanctified—that is, set apart unto God—and declared to be holy, and identified as a saint. Furthermore, sanctification is both initial and progressive in the life of the believer. We believe

that sanctification is universal, mandatory evidence of a justification that is already final and complete, and not in any sense a means of attaining justification (Ephesians 2:10; James 2:14-15).

We believe and teach that initial sanctification is positional, permanent, and instantaneous and should not be confused with progressive sanctification. This sanctification has to do with the believer's standing, not his present walk or experiential condition (Acts 20:32; 1 Corinthians 1:2, 30; 6:11; 2 Thessalonians 2:13; Hebrews 2:11; 3:11; 10:10, 14; 13:12; 1 Peter 1:2).

We believe and teach that progressive sanctification is the work of the Holy Spirit whereby the believer is brought into an ever increasing holiness in the conformity to the will of God, becoming more and more like our Lord Jesus Christ. This sanctification is an effect of the love of God manifested in the soul, whereby through the gracious empowering of the Holy Spirit, the believer is enabled to live a life that is increasingly pleasing to the Lord (John 17:17, 19; Romans 6:1-22; 8:28-29; 2 Corinthians 3:18; Philippians 1:6-11; Colossians 1:5-6, 9-10; 1 Thessalonians 4:3-4, 5:23; 2 Peter 3:18).

We believe and teach that every saved person, although a new creation in Christ and for whom the penalty of sin has been paid in full, is involved in a daily, lifelong conflict against the flesh. While eradication of sin is not possible in this life, the Holy Spirit empowers both for victory over sin and impact and fruitfulness in ministry. Furthermore, progressive sanctification in the individual believer is aided by the local church through preaching, teaching, discipline, fellowship, and accountability to the body of Christ (2 Corinthians 5:17; 12:12, 20-21; Romans 7:15-25; Galatians 5:16-25; Ephesians 3:11-16; 4:22-24; Philippians 3:12; Colossians 3:9-10; 1 Peter 1:14-16; 1 John 3:5-9).

Perseverance

We believe and teach the biblical doctrine of the perseverance, and thus the security, of the saints. It has two parts: 1) No true child of God, born of the Holy Spirit, will ever be lost because he is kept by the power of God; and, 2) It is equally true, however, that no person is saved without persevering to the end. Such perseverance may be marked by periods of discouragement, doubt, and even disobedience, but those genuinely saved will persevere to the end in faith and obedience. The means God uses to bring about our perseverance are His magnificent promises and His terrifying warnings. Those who profess a beginning in the Christian faith, but do not continue, give evidence that they were never granted saving faith (Mark 13:13; John 10:28-30; Romans 8:29-30; 1 Corinthians 6:9-11; Ephesians 5:5-6; Philippians 1:6; Colossians 1:22-23; Hebrews 3:6,14; 10:26-31; 12:14; 1 Peter 1:5; 2 Peter 1:3-4; 1 John 2:19; 3:9-10; Jude 1-25).

Section 10. The Church

We believe and teach that in the current era, commencing at Pentecost, Christ is building His Church. All who confess faith in Jesus Christ alone are immediately placed by the Holy Spirit into this one united spiritual body. The Church, of which Christ is the Head, is variously depicted as His Body, His Bride, a building, spiritual house or sanctuary, the flock of the Shepherd, and the branches of which He is the life source. The Church exists both universally (i.e., the total number of genuine disciples throughout Church history) and locally (i.e., historically in localized assemblies). The primary overarching purpose of the Church, whether viewed from the local perspective or the universal, is to glorify God our Savior (Matthew 16:18; John 10:11; 15:1-8; 1 Corinthians 3:9, 16-17; 6:19; 2 Corinthians 6:16; 11:2; Ephesians 1:22; 2:20-22; 5:22-32; Colossians 1:18; 2:7; 1 Peter 2:5, 25).

We believe and teach that Christ builds His church by calling out His elect from every tribe, nation, people, and tongue. The Holy Spirit forms and constitutes the church by baptizing true believers into one universal, spiritual body, which is manifested in local churches. Although salvation is bestowed and appropriated individually, Scripture focuses on the corporate Body within which the individual is to be a complementary, contributing member. Christ establishes and oversees this unity and diversity in order that the local church might become the main context for worship and service and a springboard for evangelism (Romans 1:5; 12:3-8; 1 Corinthians 12:4-27; Ephesians 1:3-14; 3:21; 4:1-16; 1 Peter 4:11; Revelation 5:9).

The local church has been commissioned to preach the Word faithfully, preserve the unity of the church through discipline, and practice the ordinances of believer's baptism and the Lord's Supper (Matthew 18:15-18; 28:18-19; 1 Corinthians 5:11-15; 11:23-26; 2 Timothy 4:2).

We believe and teach that the Scriptures establish two categories of office within the Church: Elders (also designated overseers or bishops, and pastor/teachers), and Deacons to lead and serve the flock under Christ. Those who serve in these capacities must be qualified biblically. The elders-overseers-pastor/teachers who have been given a divinely delegated authority are especially accountable for the spiritual welfare of their Master's flock. He will judge not only them and their guidance of His sheep but also the flock's expected submission to their spiritual direction (Acts 20:17, 28; Philippians 1:1; 1 Timothy 3:1-13; Titus 1:5-9; Hebrews 13:7, 17; 1 Peter 5:1-5).

We believe and teach that local church is independent or autonomous in status, although there should be occasions of interdependence among local assemblies of the same mindset and loyalty to the Lord and His Word (Acts 15:19-31; Romans 15:26-27).

Section 11. Believer's Baptism and the Lord's Supper

We believe and teach the biblical distinction between the gospel and the ordinances of baptism and the Lord's Supper. These two ordinances are symbols that represent and picture the benefits and blessings of the New Covenant. They are not the gospel, and therefore are not to be given the primacy and centrality the gospel alone is to receive.

We believe and teach that the Lord Jesus Christ committed two ordinances to the local church: baptism and the Lord's Supper. These two ordinances are to be observed and administered until His return (Matthew 28:19-20; 1 Corinthians 11:26). And, while commanded by the Lord, neither imparts salvation, which is based solely on faith in the redeeming work of Jesus Christ (Ephesians 2:8-9).

We believe and teach that Christian baptism is the immersion of a believer in water in the Name of the Father and the Son and the Holy Spirit as a public profession of faith and identification with Christ (Matthew 3:13-17; 28:18-20; Mark 9:11; Luke 4:21-22; Acts 2:41; 8:38-39). Baptism is a visual depiction of the immersion in Christ which took place at the moment of the believer's salvation (Romans 6:3-5; 1 Corinthians 12:13; Galatians 3:27-28; Colossians 2:12).

We believe and teach that the Lord's Supper was instituted by Christ for commemoration of His death (Matthew 26:26-30; Mark 14:22-26; Luke 22:14-20; Acts 2:42; 1 Corinthians 11:23-32). Participation in the Lord's Supper is a Spirit-led memorial that drives us to worship (John 14:26; 15:26-27). As such, believers are exhorted to be reconciled to God and each other so that they do not participate in the Lord's Supper in an unworthy manner (1 Corinthians 11:27-32).

Section 12. Christian Life

We believe and teach that believers are called to a manner of life worthy of the gospel of Christ (Philippians 1:27).

We believe and teach that the conduct of a true believer is marked by righteousness, good works (Ephesians 2:10) and separation unto God from the evil ways of the world (Romans 12:12), manifested by speaking the truth (James 5:12), maintaining the sanctity of the home (Ephesians 5:22-6:4), settling differences between Christians in accordance with the Word of God (1 Corinthians 6:18), not engaging in carnal strife but showing a Christ-like attitude toward all men (Romans 12:17-21), exhibiting the fruit of the Spirit (Galatians 5:22-23), and maintaining a life of prayer (Ephesians 6:18; Philippians 4:6), including the privilege, when sick, of calling for the Elders of the church to pray and to anoint with oil in the name of the Lord (James 5:13-18).

We believe and teach that civil government is ordained of God for the punishment of those who do evil and for the promotion and protection of that which is good. It is therefore the duty of believers to pray for those in authority and to be submissive and obedient to their authority, except in matters directly contrary to the Word of God (Acts 4:18-19; Acts 5:27-29; Romans 13:1-7; 1 Timothy 2:1-4; Titus 3:1-2; 1 Peter 2:13-14).

We believe and teach that though saved, believers still commit sin (1 Kings 8:46; 1 John 1:8). True believers are quick to confess and repent of sin (1 John 1:9). Christians are driven by the Holy Spirit to pursue spiritual growth in the grace and knowledge of Jesus Christ (2 Peter 3:18).

Section 13. Marriage, Gender and Sexuality

We believe and teach that God wonderfully and immutably creates each person as male or female (Genesis 2:18-22). These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.

We believe and teach 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 (Genesis 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 (1 Corinthians 6:18; 7:2-5; Hebrews 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 and teach that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matthew 15:18-20; 1 Corinthians 6:9-10).

We believe and teach that in order to preserve the function and integrity of Riverbend Community Church as a local Body of Christ, and to provide a biblical role model to the members of Riverbend Community Church and the community, it is imperative that all persons employed by Riverbend Community Church in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22).

We believe and teach that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ alone (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11).

We believe and teach that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Riverbend Community Church.

Section 14. Last Things (Eschatology)

We believe and teach that the study of eschatology is primarily about Jesus Christ. It is to have an ethical effect on the people of God (1 John 2:28-3:3; 2 Peter 3:10-14). This effect is manifested in a heart that longs for the appearance of our blessed hope (Titus 2:13), a spirit that seeks to encourage the brethren with these truths (1 Thessalonians 4:16-18), and holy lives that reflect the values of the knowledge that this present world is passing away and will give way to eternity (2 Peter 3:11-14). Although it is difficult to organize and interrelate the biblical references to many eschatological events (i.e., resurrections and the various judgments etc.), there are several overarching facts which are transparently clear and agreed upon by most evangelicals.

We believe and teach that personal conscious being is not interrupted by physical death (Luke 16:19-31). For the believer his soul/spirit is ushered immediately into the presence of Christ at physical death (2 Corinthians 5:1-8). The souls/spirits of the unregenerate at physical death also continue, but in conscious torment until the Day of Judgment (Revelation 20:13-15). All men will experience a bodily resurrection, the saved to eternal life and overwhelming joy, and the unsaved to eternal separation and everlasting punishment (Daniel 12:2-3; Matthew 25:31-46; John 5:19-29; 2 Thessalonians 1:6-11).

We believe and teach that the Lord Jesus Christ will return in glory as King of Kings and Lord of Lords (Acts 1:11). His second coming is presented in the New Testament as being near or imminent, although its timing is unknown to men (Mark 13:33-37; 1 Thessalonians 5:1-11). The two elements of His final coming, often described using the terms "Rapture" and Revelation," are most often mentioned side-by-side without clear distinctions in New Testament contexts (1 Thessalonians 2:19; 2 Thessalonians 2:1,8; 2 Timothy 4:1; Titus 2:13). Furthermore, as clear as the fact of the Rapture is, its timing in relationship to the tribulation remains open to at least four theological interpretations (i.e., pre-, mid-, pre-wrath, and post-tribulation), each exhibiting some strengths and some weaknesses.

Within the broader spectrum of orthodox teaching on last things, we believe and teach that although significant spiritual dimensions of the Kingdom have been inaugurated in conjunction with the first coming of Christ (Colossians 1:13), the King will return again to fulfill God's many promises regarding the nation of Israel. Christ will come to earth to occupy the throne of David (Matthew 25:31; Luke 1:31-33; Acts 1:10-11; 2:29-30) and establish His Messianic kingdom for a thousand years on the earth (Revelation 20:1-7). The kingdom itself will be the fulfillment of God's promise to Israel (Isaiah 65:17-25; Ezekiel 37:21-28; Zechariah 8:1-17).

After the closing of the millennium, (Revelation 20:7-15), the saved will enter the eternal state of glory with God, after which the elements of this earth are to be dissolved (2 Peter 3:10) and replaced with a new earth wherein only righteousness dwells (Ephesians 5:5; Revelation 20:15; Revelation 21, 22). Following this, the saints will enjoy forever fellowship with God and one another (John 17:3; Revelation 21, 22).

Our Lord Jesus Christ, having fulfilled His redemptive mission, will then deliver up the kingdom to God the Father (1 Corinthians 15:24-28) that in all spheres the triune God may reign forever and ever (1 Corinthians 15:28).

1.8 Statement on Parental Assent

By enrolling your child(ren) in Riverbend Academy, parents and/or legal guardians fully assent to Riverbend Academy teaching and acting according to its Philosophy of Education, Affirmation of Faith, and Statement on the Family.

II. Organizational Structure

2.1 Affiliation with Riverbend Community Church

Riverbend Academy is a ministry of Riverbend Community Church, a Reformed Southern Baptist Church.

2.2 Governance

Riverbend Academy is a private, non-profit (501[c][3]) organization. The school is governed by a Board of Governing Officers, which consists of three pastors of Riverbend Community Church and three members of Riverbend Community Church. The senior pastor and Headmaster also serve as non-voting ex-officio members. The overall responsibility of the Board of Governing Officers of Riverbend Academy is to operate the school according to biblical guidelines and under the full spiritual and legal authority of Riverbend Community Church and its by-laws.

III. School Operations

3.1 School Hours

Riverbend Academy's school hours are 8:00 a.m. until 3:00 p.m. Before and After Care are available as needed (see section 3.6). During the school year, the school administration will generally maintain office hours from 7:45 a.m. until 5:00 p.m. Monday through Friday.

3.2 Admissions

Admission Procedure:

1. An application must be completed and returned to the school office with a non-refundable Application Fee of \$25.00.
2. An academic assessment will usually be given (other than for kindergarten) to determine proper grade placement. A \$20.00 Assessment Fee is due at that time.
3. A parent interview is scheduled with the Headmaster and other available administrators (with both parents whenever possible).

4. After the interview, and after reviewing all other required materials, the Headmaster will make the decision whether to admit the student(s).
5. The administration will notify the parents regarding acceptance by letter. All required forms, fees, and health records must be turned in to the school office to complete enrollment.

Riverbend Academy admits students of any race, color and national origin. Riverbend Academy does not discriminate on the basis of race, color or national origin in the administration of its educational policies, admission policies, scholarships, athletic programs or other school sponsored events.

Admission Requirements for Students:

1. A child must have reached the age of five years by September 1 of the fall in which he/she would be entering kindergarten. Any exceptions to this policy will require specific permission by the Headmaster.
2. If a student has successfully completed the previous school year and his work and behavior compare favorably to the comparable grade at Riverbend Academy, the student will be placed in the grade for which he/she is applying. However, if through the administration of an academic assessment or other evidence, it is determined that the student may not be adequately prepared for the next sequential grade level, it may be necessary that he/she repeat the previous grade.
3. A student should be a good fit to benefit from and be a benefit to the Christ-centered biblical culture and academics of Riverbend Academy.

Admission Requirements for Parents:

1. The parents/guardians must have read the Philosophy of Education, Statement of Faith (available in the Parent/Student Handbook) and signed the release form acknowledging that they do not object to their child being taught accordingly (*Parent Cooperation Agreement*). Unless one parent has sole custody of a student, Riverbend Academy requires that both parents sign the agreement.
2. A parent interview with the Headmaster and other available administrators must be completed (with both parents whenever possible).
3. The parents/guardians must willingly cooperate with all the policies of Riverbend Academy.

Student-Faculty Ratio:

Riverbend Academy has established a class size limit of 21 students per grade for kindergarten through fifth grade, 23 for sixth grade and 25 students for seventh through twelfth grades. (The grammar school classes also have full or part-time aides.) Any exception to the class size limit requires the approval of the Board of Governing Officers.

3.3 Re-Enrollment/Admission of Returning Students

Re-enrollment for current Riverbend Academy students typically begins every year in early February, and continues for a designated period prior to processing any new student applications. Details pertaining to re-enrollment, such as dates, tuition rates and fees, etc., are provided in a re-enrollment packet for the parents.

Although Riverbend Academy desires to maintain its current student base, the school reserves the right to withdraw the re-enrollment of a student for the upcoming academic year. The decision to withdraw a student's privilege of re-enrolling in Riverbend Academy is not taken lightly. This type of decision may be the result of offenses like a student's or parent's unwillingness to cooperate with school policy or procedure, academic needs beyond the Academy's scope or consistent and deliberate disruptive behavior. Such a decision will only be rendered when attempts to resolve matters have been exhausted. Any student whose privilege to re-enroll in Riverbend Academy has been withdrawn will have any previously paid fees for the upcoming year refunded.

3.4 Health Records/Required Forms

To ensure that Riverbend Academy is in compliance with all necessary state regulations and licensing procedures we must have the following information on file:

- completed Admissions Application and Parent Cooperation Agreement
- current HRS form 3040 (physical examination form)
- current HRS form 680 (Immunization Record)
- Financial Commitment Form
- Previous academic records
- Medical Release Form
- birth certificate (copy)

A student's enrollment is not complete until all records and forms have been received.

3.5 Morning Drop-Off and Afternoon Dismissal Procedures

The safe arrival and departure of our students is of upmost importance. Therefore, parents are required to adhere to the following procedures:

Morning Drop-Off (7:45-8:00 am)

- Follow the established drop-off route for the school. Please drive slowly and cautiously and follow any directions given by school staff. For the safety of all children, please stay in your lane and avoid passing other vehicles. Cell phone usage in line should be kept to a minimum.
- Unless otherwise instructed, drop-off should be in the west school parking lot (by the covered drive), avoiding use of the east parking lot and entrance.
- Grammar school students (K-6th) should not arrive before the scheduled drop-off time unless they are going into Before Care.
- Grammar school students should only be dropped off when a designated staff member is present in the drop-off area.
- Any student walking in from the parking lot must follow the designated walking route. Walking grammar school students (grades K-6) must be accompanied by an adult or upper school student (grades 7-12).
- Once a student has been dropped off, they will gather in designated areas. Students are not permitted to go into the classrooms until 8:00. (Exceptions may be made for dropping off a project, food, etc. or if prior arrangements have been made with the teacher.)
- Students in grade 6-12 are permitted to go to the Youth Center between 7:45-8:00 am. If a Logic/Rhetoric student (7th-12th) needs to be dropped off before 7:45 am, please understand that direct supervision is not provided for these students prior to 7:45 am.
- If a student arrives after staff members have re-entered the building, the parent should park and walk the student into the school to receive a tardy slip.

Afternoon Dismissal (3:00-3:15 pm)

- Follow the established pick up route for the school. For the safety of all students, please drive slowly and cautiously and follow any directions given by school staff. Cell phone usage in line should be kept to a minimum. Please, do not pass other vehicles once you've picked up your child.
- Unless otherwise instructed, pick-up should be in the west school parking lot (by the covered drive), avoiding use of the east parking lot and entrance.
- Notify the stationed staff member on duty who you are there to pick up. Students will not be released to anyone who is not on the authorized pick-up list. You must notify the school office if someone not on the authorized list will be picking up your student. A photo I.D. may be required.
- Students in grades 6-12 are picked up at on the front sidewalk (weather permitting). Students in grades 4-5 will be loaded adjacent to the gazebo. Students in grades K-3 are picked up under the overhang. In the event of inclement weather, all students will be picked up via the overhang.

- Any students or adults walking from or to the parking lot must follow the designated walking route. Only 6th-12th grade students may walk to the parking lot without being accompanied by an adult or upper school student.
- Any student in grades K-8 not picked up by 3:15 will be placed in the After Care program and the appropriate fees will be charged.
- With parental permission, Rhetoric (grades 9-12) students may remain on campus after 3:15 PM. No formal supervision will be provided, but the students will be expected to behave appropriately and will remain accountable to staff members on campus.
- Logic and Rhetoric students (grades 7-12) may escort younger siblings along the designated walking route if they are on the approved pick-up list in the office. These students must follow staff directions and proceed directly to their vehicles.
- For the safety of all students, they may not hang out in the parking lot waiting for their ride.

Parents walking up to the building to pick-up their students should form a line, and when asked, notify a staff member at the door. It is important that parents wait on the east side of the overhang for their student(s), so that dismissal can continue quietly and efficiently.

3.6 Before and After Care

- Before Care is available for grammar (grades K-6) students from 7:00-7:45 am. No students may be dropped off prior to 7:00 am.
- After Care is available for grammar and logic students (grades K-8) from 3:15- 6:00 pm.
- All grammar (grades K-6) students dropped off before 7:45 a.m. will be placed in Before Care and the parent's account will be charged accordingly.
- All grammar and logic students (grades K-8) not picked up by 3:15 p.m. will be assigned to After Care, and the parent's account will be charged accordingly. Please note that this policy applies to Wednesdays as well, even if your child is staying for church activities.
- Rates for 2017-2018 will remain \$10.00/day (morning and/or afternoon), with a maximum of \$40.00/week per student.
- Any student not picked up by 6:00 pm, will be charged \$1.00 per minute late to the parent's account.
- Students in grades 6-8 may be released from After Care for Wednesday night Fellowship Dinner at 4:30 pm with written permission from a parent. Forms can be obtained in the school office or from the After Care director.
- If your child has a music lesson with the Conservatory, the music teacher is responsible to pick up and return the child to After Care.

3.7 Attendance

A. Philosophy and Intent

1. Riverbend Academy supports the philosophy that the effectiveness of our instructional program and a student's academic success within this program depends on their consistent attendance.
2. Students are required to maintain a level of attendance which enables them to meet their academic responsibilities, and the teacher to maintain an excellent learning atmosphere for the entire class.
3. Students, and ultimately their parents/guardians, hold the main responsibility for school attendance and complying with the school's standards in this area.

B. Absences

Riverbend Academy recognizes that the parent has the authority to determine if and when their student will be kept out of school. At the same time, in order to maintain the effectiveness of our instructional program, Riverbend Academy places guidelines on absences and will maintain records of attendance for all students. Student absences, whether excused, planned, or unexcused, will be recorded on their report cards and in their permanent student files.

Definitions of the Types of Absences:

Excused Absences – An excused absence is an unplanned absence in which the student was absent with the parent’s permission and knowledge and the parent notified school administration. An absence will be excused for the following types of reasons: personal illness, serious illness in the family, some medical appointments, funerals or an unavoidable crisis.

Planned Absences – Riverbend Academy encourages families to try to schedule vacations, trips and family activities around the school calendar, but realize that may not always be possible. A planned absence is one in which the student is absent for a planned trip or occasion. Families are asked to notify school administration of planned absences as soon as possible.

Unexcused Absences – An unexcused absence is one in which school administration has not excused the absence due to a student having an excessive number of absences (see below) or an absence without the parent’s permission and proper notification.

Half-Day Absence – A half-day absence will be recorded for any grammar school student (grades K-6) who comes to school later than or leaves before 11:30 am, and for any upper school student (grades 7-12) present for only four (4) class periods. Any student at school for less than 2 hours will be charged with a full-day absence.

Make-Up Work

Excused Absences – Students will have as many days to complete missed work, quizzes, and tests as the number of days absent, for absences up to five (5) days. For longer absences, teachers will work out a schedule with students and parents for make-up work. Full credit will be given for any make-up work completed within the allotted time frame. Students will not be given any additional time to complete any assignments, quizzes, or tests that occur after their return, as long as they were on the schedule prior to the absence (*unless the teacher determines more time is necessary for successful completion*).

Planned Absences – In the case of family vacations, no work assignments will be gathered or sent with the student. Upon return from a planned absence, students will have as many days to complete missed work, quizzes, and tests as the days absent, up to a maximum of five (5) days.

Unexcused Absences – All assignments, quizzes, or tests will be due when the student returns. School administration will determine what credit will be given for the missed work.

Notification of Absences:

If a child is absent, arriving late or leaving early, parents are asked to call the school office by 9:00 a.m. or send a note to the office via a sibling on the day of the absence. Failure to properly notify the school office may result in an unexcused absence.

When calling to report the absence, parents may also request homework for grammar school students (K-6) to be left in the office or sent home with a sibling or friend. Work may be picked up in the school office after 1:00 pm, unless other arrangements have been made. Logic/Rhetoric students can check their assignments/homework on RenWeb.

Excessive Absences

Students are permitted no more than ten (10) total daily absences per semester (18-wk period) or twenty (20) in one school year. Upper school students are allowed no more than ten (10) total absences per semester or twenty (20) in one school year in any specific one credit class. These limits will be five (5) or ten (10) for a half credit course. Absences exceeding ten (10) per semester may automatically be considered unexcused and could result in disciplinary action, grade reduction, or lost credit. Parents will be asked to meet with the school administration to discuss the absences. Any exception to this rule would require the approval of the Board of Governing Officers.

C. Tardy

The mornings are very important times at Riverbend Academy. A late student will be at a disadvantage by arriving tardy and will disrupt the learning environment for all the students. Tardiness may result in a student missing instruction or work given out. Excessive tardiness may also affect student grades. Because of this, we encourage parents to be committed to bringing their student to school on time. Riverbend Academy will maintain records of tardies for each student. Tardy is the status of any student who arrives to school after 8:00 am (except for medical appointments.) Students who earn five unexcused tardies within one quarter, will receive an office visit. For every five additional unexcused tardies in one quarter, students will receive an office visit.

D. Late Arrival/Early Departure

Any student arriving late must come to the school office. A Late Arrival Form will be given to any student who is late to school because of a medical appointment (*with a note from the doctor.*) Any parent needing to pick up their student before the scheduled dismissal time should come to the school office to check their student out.

E. Class Change

Logic and Rhetoric School students typically have 5 minutes to change classes. Students are expected to conduct themselves in an orderly manner in the halls and keep the noise level at a minimum. If a student arrives late to any class, they are tardy (*see discipline policy*).

3.8 Grievance Policy

These guidelines should be followed whenever a dispute or grievance concerning any aspect of the Academy's operation arises between or among parties connected in a direct way to the Academy; this includes students, parents, volunteers, staff, administration and governing officers.

Definitions:

Dispute: any disagreement that results in broken fellowship or trust between or among parties, or that disrupts the lines of authority in the Academy or that (in the judgment of either disputant) threatens the successful implementation of the Academy's objectives and goals.

Grievance: a concern about any decision made by one in authority, where the concern is substantial enough to warrant an appeal of the decision to the next higher authority (teacher → Dean of Academics (for academic matters) or Dean of Students (for behavioral matters) → Headmaster → Board of Governing Officers).

Concern: the substance of a dispute and/or grievance.

In handling any dispute, grievance or concern, each student or parent must refrain from gossip and from negative, slanderous or divisive talk and instead follow the appropriate guidelines below:

Guidelines for students to faculty:

1. Students of all grades may first present their concerns to the appropriate teacher.
2. If there is no resolution, then K-6th students, along with their parents, may bring the concern to the appropriate administrator, conferring in the presence of the teacher. 7-12th grade students may bring the concern to the appropriate administrator, conferring in the presence of the teacher.
3. If there is no resolution, then the parents may appeal to the Board of Governing Officers through the appropriate administrator.

Guidelines for students to administration:

1. K-6 students, along with their parents, should bring their grievances or disputes about the general operation of the Academy to the appropriate administrator. 7-12th grade students may approach the appropriate administrator without a parent.
2. If there is no resolution, then they should contact the administration to request a meeting with the Board of Governing Officers.

Guidelines for parents to faculty:

1. Parents must present their concerns about in-class situations first to the appropriate teacher.
2. If there is no resolution, then parents may bring the concern to the appropriate administrator, conferring in the presence of the teacher.
3. If there is no resolution, then the parents may appeal to the Board of Governing Officers through the appropriate administrator.

Guidelines for parents to administration:

1. Parents should bring their grievances or disputes about the general operation of the Academy to the appropriate administrator.
2. If there is no resolution, then they should contact the administration to request a meeting with the Board of Governing Officers.

Note: Should any dispute arise that this policy does not address, then the administration or Board of Governing Officers will determine a procedure to follow.

3.9 Parental Involvement

Parents are strongly encouraged to be actively involved in their student's pursuits at Riverbend Academy. They are always welcome to participate in any activity of the school. Parents, as well as any other visitor, are asked to check in and register in the school office. Below are a few suggestions of the most common ways parents can do this:

- Be an ambassador for our school; attend and invite others on Academy School Tours
- Visit the school/class (please call ahead as a courtesy to the teacher)
- Help in the classroom or with grading at the request of the teacher; relay willingness to your respective teacher
- Serve as a driver and/or chaperone on field trips (must have a completed necessary paperwork on file with the school office)
- Volunteer in the school library or school office
- Offer to share your vocation or a field trip to your place of business (pre-arrange with teacher)
- Offer to share any special talents or interests you have with a class or the school
- Help host an in-class party
- Attend all school sponsored events such as Family Day, Parent/Teacher conferences, graduation ceremonies, Christmas programs, annual fundraiser, etc.
- Help serve lunch on Fridays as part of Warrior Way Café (6th-12th grades)
- Attend any announced parent meetings
- Most importantly, supervise your child's work by reviewing all school work or materials sent home

3.10 Family Communication**Web-site**

Information about Riverbend Academy can be accessed on the school web-site at www.riverbendacademy.org. The web-site includes the school's philosophy, mission, statement, Handbook, general school calendar, etc.

Newsletters/Flyers

Most communication with parents will be done through e-mail, including regular weekly blasts. In addition, most grammar school teachers send home weekly correspondence which may include assignments, test schedules, study topics, field trip information, etc. The logic and rhetoric school will utilize communication as needed. There will also be a school newsletter published.

Communication with Divorced or Separated Families

- Unless one parent has sole custody of a student, Riverbend Academy asks that both parents sign the *Parent Cooperation Agreement* and *Re-enrollment Form*. The school should be provided with legal documentation

regarding custody. Also, parents need to notify the school and provide documentation for any changes in custody arrangements.

- Riverbend Academy will send any correspondence requiring a response to the parent living at the student's primary residence.
- School-wide mailings will be mailed to both parents if both addresses are provided (most communication is done by email). Report cards will be emailed to both parents.
- Riverbend Academy will assume that teacher newsletters, Friday Folders and flyers sent home will be received by the primary parent. Parents will be responsible for communicating information with each other and assuring that the primary parent receives the Friday Folders and other communication in a timely fashion.

RenWeb

Riverbend Academy uses a web-based school management system called RenWeb. Registered parents are able to access detailed class information, financial balances, upper school assignments, attendance records, grades, report cards, etc. through ParentsWeb. It is important for parents to provide the school office with their current e-mail address and to realize that the majority of the communication from the school administration will occur through e-mail.

3.11 Emergency Procedures

In the event of an emergency, established policies and procedures are followed when necessary.

Fire Drills/Tornado Alert: Fire drills are conducted regularly. Precautions are taken when a tornado warning is issued.

Riverbend Academy will notify parents of any decision to suspend school by one or more of the following methods:

- message on school answering machine
- local radio/media outlet
- text and/or e-mail messages
- notice on www.riverbendacademy.org

3.12 Transportation

At this time, students at Riverbend Academy are transported to and from field trips by personal vehicles driven by adult volunteers. Anyone who volunteers to drive students must have a valid Florida driver's license, proper liability insurance on their vehicle and have completed a Volunteer Driver Registration Form with the school office. No student will be permitted to leave campus for field trips unless a signed Student Medical Release Form is on file in the school office.

3.13 Student Drivers

Students who are the appropriate age and have been issued a valid Florida driver's license are permitted to drive to and from school once they have registered with the school office. Student drivers are not permitted to use a cell phone while driving on school property. Students are not permitted to drive off campus during the school day without administrative permission. Students in grades 10-12 may leave campus for lunch with a signed parental permission slip on file.

3.14 Lost and Found

It is very important that parents mark all of their student's belongings. For those items that are misplaced on campus and are not marked, they are gathered in the school office or in a bin in Room 177 (Youth Center). At the end of each quarter, personal items that have not been claimed will be added to the school's supply of used uniforms, donated to charity or discarded.

3.15 Lost/Damaged School Property

Parents will be asked to replace any piece of school property including but not limited to any text, class or library book, notebook computer or iPad that is lost or damaged by their child during the school year. If the item is lost, the total replacement fee is charged. If the item is damaged, school administration will determine the appropriate charge.

3.16 Electronic Devices

Students are not permitted to use i-Pods, MP-3 players, CD players, portable games systems, PDAs, personal laptops etc. during school hours (7:45 a.m. – 3:15 p.m.). Recording devices are only permitted in class when the teacher has given permission for their use. (See 3.17 for cell phone policies.)

3.17 Cell Phones

Student cell phones are allowed on campus before, during and after school under the following conditions only:

1. Each parent requesting their student to have a cell phone on campus must complete, sign and submit a cell phone permission request form to the school office requesting that their student be allowed to have a cell phone on campus. It is always the desire of Riverbend Academy to work with parents concerning the use of cell phones on campus by students. However, improper use of cell phones by students can cause disruptions in the classroom, can be distracting to the learning experience and is disrespectful to teachers and fellow students alike.
2. Once a student is granted permission, by the administration, to have a cell phone on campus, the following rules will be strictly enforced.
 - The student must read and verbally declare understanding of the contract to their parents before signing the cell phone contract.
 - K – 5: Student cell phones may be used with Academy Staff permission, only. Student cell phones must be turned off and secured in a backpack, out-of-reach and sight during normal school hours and during the Before or After Care Program.
 - 6 – 12: Students may use cell phones before 8:00 AM and after 3:00 PM. Between 8:00 AM and 3:00 PM, cell phones are to remain unused and out of sight, unless special permission is granted by a teacher or administrator. Cell phones are not to be used in the restrooms. For students staying in the Before or After Care Program within this age group, cell phones may be used to call a parent, guardian or responsible adult, by that student only and with permission of a staff member.
 - i. Failure to comply with these rules will result in the confiscation of the cell phone for that day. At day's end, the phone may be retrieved from the school office by the student. The student's parents or guardian will be notified accordingly.
 - ii. Parents desiring to communicate with their students through the school day should contact the Riverbend Academy office at 386-615-0986.
3. Permission for a student to bring a cell phone onto campus is at the discretion of the school administration, in working conjunction with parents and according to the rules cited above. Riverbend Academy will not assume any responsibility for lost, stolen or damaged cell phones.

3.18 School Technology Resources/Computer Lab

Throughout the school year, Riverbend Academy may make available to the students certain technology (i.e. laptops, iPads) that will aid them in their studies. The use of this technology will be monitored by school staff, and the policies and procedures regarding the usage will be outlined at the beginning of the school year. Students are expected to take care of any school technology loaned to them for use. Any misuse or mistreatment by the student that results in damage of school property will result in the parents being asked to replace or repair the school's technology. A Computer and/or iPad Usage contract must be signed by the student and parents before using the school devices. If there is any violation of the contract, a student may lose their privilege to use computers.

3.19 Pets on Campus

Students and parents are not permitted to bring any pet onto the school campus. Exceptions to this rule can only be made by the school administration and when the reason for the visit is to support a classroom's educational experience.

IV. Financial Procedures

4.1 Tuition Payments

Tuition may be paid monthly (10 or 12 month plans), by semester (two equal payments) or in one payment in advance for the upcoming school year. Tuition is due on the first day of each month, payable by the 10th of the month. Checks should be made payable to Riverbend Academy and turned in to the school office or sent from your bank.

A discount of \$150 is available for paying a year in advance prior to the start of school, or paying by semesters if the required due dates are met (see the current Schedule of Rates and Fees or Financial Commitment Form). This discount does not apply with any other discounts.

4.2 Collection Policy

Account statements will be emailed during the first week of the month, although parents can view their account information at any time on ParentsWeb. To ensure that tuition and fees are collected in a timely manner and to institute a policy whereby unpaid fees are collected as quickly as possible, we have established the following procedures:

1. In the event the current month's tuition and/or Before/After Care charges for the previous month are not paid by the 10th of the month, a late fee in the amount of \$15.00/family is assessed to the account.
2. Administration will contact parents, but after 30 days past due, another Late Fee of \$45.00/family will be assessed.
3. If after the efforts noted above have been exercised and a period of 60 days has elapsed from the initial date due, administration may immediately suspend a child's education until the account is brought current. In hardship situations, parents may appeal to the Board of Governing Officers for a pre-approved hardship payment plan.
4. If any outstanding balance remains on the account at the end of any quarter (including Before/After Care charges), report cards and any academic school records will be withheld until the balance has been paid.

4.3 Student Withdrawal

Prior to the start of any school year, Riverbend Academy makes financial commitments (i.e. facilities, supplies, curriculum, faculty, etc.) that normally cannot be terminated in the event a student withdraws from school once the school year begins. For this reason, we have established the following policy:

In the event a student is withdrawn after the beginning of the school year, the parent must complete a Request for Withdrawal form and is obligated to pay a withdrawal fee according to the following schedule:

Withdrawal Fees:

1st 9-weeks	=	\$1200.00
2nd 9-weeks	=	\$900.00
3rd 9-weeks	=	\$600.00
4th 9-weeks	=	\$300.00

The administration will try to schedule an exit interview to help communicate and resolve any issues. No school records or transcripts will be released until all fees have been paid and any school property has been returned (textbooks, athletic uniforms, etc.)

4.4 Financial Aid

Riverbend Academy now accepts the Florida Tax Credit Scholarship through Step Up for Students. Application can be made through the stepupforstudents.org website. Riverbend Academy does not accept any other vouchers, grants or scholarships by any agency of the civil government in the United States, whether federal, state or local.

If a Step Up Scholarship is not awarded and scholarship funds are available, funds may also be awarded based on recommendations by FAST. A link to the confidential on-line FAST application is available through the financial aid link on the school's riverbendacademy.org website. Families receiving financial aid are expected to keep their Riverbend Academy account current.

V. Health Policies

5.1 Sickness

1. If a child has a temperature of 100 degrees or higher, a parent will be contacted and expected to make immediate arrangements to pick up their child.
2. If a child has any outward signs of sickness, a parent will be contacted and the child's condition will be discussed. If school administration believes the health and well-being of the child and the other children are in jeopardy, the parents will be expected to make immediate arrangements to pick up their child.
3. Students should not come to school if they have had a fever of 100 degrees or higher or have vomited within 24 hours.
4. In the event a child has contracted a serious illness, a doctor's note clearing the child may be required prior to the child coming back to class. However, the ultimate decision made regarding a child's health and the risk they pose to other children at Riverbend Academy is left to the discretion of school administration. The school administration will make any necessary decisions regarding notification of health issues.

5.2 Medication Policy

Non-prescription medication:

The school staff is not permitted to provide/dispense non-prescription medication without the written and/or oral permission of the parent. Medication forms granting permission are available in the school office. The office usually has generic ibuprofen, acetaminophen and allergy medications available.

Prescription medication:

The school staff is permitted to dispense prescription medication to a student only under the following conditions:

1. Parent(s) must notify the school administration for approval.
2. Parent(s) must sign a medication permission form (available in school office.)
3. All prescription medications must be in the original container and have a pharmacy label which includes the child's full name, doctor's name and telephone number, name of the medication, strength of the medication and specific instructions regarding time and dosage to be given.

5.3 Medical Reports

Medical Event Reports will be completed for any types of illnesses or injuries that occur during the school day and are e-mailed to the parent. We will attempt to contact parents immediately concerning any head or serious injury or illness. Emergency medical services will be sought as needed.

VI. Student Behavior and Appearance

6.1 Student Conduct Expectations

Riverbend Academy students are expected to follow these conduct expectations

1. Obey Right Away – “Obey those who rule over you for they watch out for your souls.” Heb. 13:17
2. Obey Cheerfully – “Do all things without complaining and disputing.” Phil. 2:14
3. Work Hard – “And whatever you do, do it heartily, as to the Lord and not to men.” Col. 3:23
4. Be Kind to One Another – “And be kind to one another, tenderhearted, forgiving one another.” Eph. 4:32
5. Speak True and Encouraging Words – “Let no corrupt word proceed out of your mouth, but what is good for....edification.” Eph. 4:29
6. Exercise Self-Control – “Whoever has no rule over his own spirit is like a city broken down, without walls.” Prov. 25:28
7. Display Order – “Let all things be done decently and in order.” I Cor. 14:40

6.2 Discipline and Discipleship

In everything we do, Riverbend Academy is dedicated to one end goal: to instill in students a love of Christ. We believe that cultivation of honorable and good desires along with Christ-like rebuking of sin will be honored by God to achieve this goal. Our disciplinary model is based on principles from God’s Word of being longsuffering and restoration-focused in our dealing with sins and offenses (see such Bible passages as Romans 12:9-21; 1 Peter 4:8; Ephesians 4:15; Matthew 5:23-24 and Matthew 18:15-17). The word “discipline” comes from the same root as “disciple.” In the interest of disciplining, rather than punishing, we aim to provide consequences for actions, while couching them in a conversation that addresses the heart of the student. We believe that each teacher at our Christian school, per the great commission, has been tasked with making disciples. With this in mind, every discipline situation is an opportunity for instruction and for cultivating the students’ hearts toward Christ.

For the sake of consistent biblical discipline, the following guidelines are to be followed:

1. The teachers and, when necessary, the administration, with love and forbearance, will determine the method and severity of consequences for misbehavior, weighing individual student’s problems and attitudes.
2. Biblical principles regarding love and forbearance, transgressions and consequences must guide all disciplinary actions, which may include private and public apologies, damage-restitution, and restoration of broken fellowship.
3. Repentance, grace, and forgiveness must remain integral to the discipline of students.
4. Teachers deal at the classroom level with the vast majority of disciplinary matters. They seek to do so in a way that follows God’s example of how He deals with His people. He teaches His law clearly. In fact, God’s law is the schoolmaster that the Lord uses to bring a person to Christ in repentance and faith (Gal. 3:24). The Lord also trains His people to obey Him, by doing such things as warning clearly of consequences for disobedience and giving hypothetical situations (e.g. Prov. 1:10). The Lord then blesses obedience and brings consequences for disobedience. Finally the Lord also provides a mediator that makes a way that we can be reconciled to Himself, and as He holds that forgiveness out to his children, we can hold it out to others.

Academy staff will teach the children our expectations, including having them memorize the Student Conduct Expectations and the Bible verses that accompany them. Academy staff will train the children in how to obey through practice, hypothetical examples and clear warnings. Academy staff will bless the children for obedience and bring consequences to the children for disobedience and exercise patience with the students seeking for them to understand why God desires for us all to act a certain way.

There are three levels of instruction that correspond to three levels of development and learning in classical education, called the Trivium. We also employ three levels of discipline.

Grammar students need structure, order, and narrow confines. Young children are most successful and content when they are tightly managed with clear boundaries. Teachers should provide clear and detailed rules and systems around the classroom to create the appropriate structure.

Logic students desire reasons for the rules they follow. Teachers should seek to connect with students on a logical level. Some of the most structured rules from grammar school no longer apply – lining up for lunch, folded hands while listening (occasionally used in grammar school), no talking in the bathrooms, etc. In fact, students must begin to learn to handle more responsibility. Teachers will allow freedom with the realization that logic-phase students are still developing in their responsibility. Most importantly, teachers should mentor the students’ honorable character.

Rhetoric students are within three years of adult freedom. In many cultures, past and present, this age group has already entered adulthood. Rules in this phase should be similar to rules for adults, but slightly more controlled in an academic environment. The rhetoric phase establishes the students’ poise and their outward maturity. Too many grammar-type rules (no talking in the hall, constant supervision) may prevent the student from truly taking on responsibility. Students who have been “over controlled” may be unable or unwilling to make decisions on their own, stand up for their beliefs or respond to challenges with confidence. Teachers should use accountability to maintain discipline. For example, talking in the hall is allowed, but if two students have been loud enough to cause disruption, they should be warned the first time and be disciplined the second. The goal is to teach students how to be responsible with freedom within an ordered environment. Ideally, by the time students are seniors they should demonstrate the maturity to be treated as adults – and teachers should treat them as such.

Disciplinary Actions (K-5)

In order to maintain a constructive learning environment, teachers will discipline according to a consistent classroom procedure. Most disciplinary issues are dealt with in the classroom, and may include the use of immediate consequences such as losing time from recess participation. Public sins require public apologies. Private sins will be dealt with privately, as long as doing so does not disrupt the class. Humiliation will not be used as a form of punishment because it isolates the student and creates disunity. In the case of on-going misbehavior (3 offenses in one day) or when the infraction is of a more serious nature, a Blue Note will be sent home. Parents are encouraged to talk to the teacher and the administration about the Blue Notes that they receive. The Blue Note is a tool used to record and communicate behavioral infractions and concerns. If your child is issued a Blue Note, parents need to sign and return the note back to the student’s teacher the following day.

Office Visits (K-5)

With each Blue note received after the first, the student will have to visit the school office. In addition, there are five basic behaviors that will automatically necessitate discipline from the Dean of Students, Dean of Academics and/or Headmaster (and not from the teacher). These behaviors are the following:

1. **Disrespect** shown to an adult (staff member, parents, etc.)
2. **Dishonesty** in any situation, including lying, cheating and stealing
3. **Rebellion i.e.** outright disobedience in response to instructions
4. **Fighting, i.e.** striking or kicking in anger or with the intention to harm
5. **Obscene, vulgar or profane language, as well as taking the name of the Lord in vain**

The Dean of Students (and/or Dean of Academics and/or Headmaster) will determine the nature of the discipline. The student may be required to provide restitution, parental attendance during the school day or any other measures consistent with biblical guidelines which may be appropriate.

If a student receives multiple Office Visits, the following schedule of consequences and actions will be taken within each semester:

- **1st Office Visit** Student is referred to Dean of Students who meets with child and calls parents
- **2nd Office Visit** Student is referred to Dean of Students who meets with child and calls parents
- **3rd Office Visit** Parents required to meet with Dean of Students and Dean of Academics to develop a Behavior Intervention Plan
- **4th Office Visit** Student will be sent home and the next day will be 1 full day suspension
- **5th Office Visit** Student will be sent home and the next 3 days will be out of school suspension; prior to returning to Riverbend Academy, student and parents required to meet with Headmaster
- **6th Office Visit** Expulsion from Riverbend Academy

If a student commits an act of such seriousness that the administration considers swift, decisive action necessary, the Headmaster may circumvent the Office Visit schedule and either suspend, or with the approval of the Board of Governing Officers, expel the student immediately. Should an expelled student desire to re-enter the school at a later date, the administration and Board of Governing Officers may grant such a request at their discretion.

Disciplinary Actions (Logic/Rhetoric School)

Teachers will have the responsibility for establishing an atmosphere of motivated, disciplined learning in the classrooms. They will expect respect and obedience from students while in the classroom and on campus. As the students are older they will be expected to act responsibly and honor the rules and atmosphere of Riverbend Academy.

Teachers will bear the primary responsibility for disciplining and mentoring the students when they are not obeying the rules that have been established in the classroom, including assigning immediate consequences under the guidance of the administration. Consistent or serious misbehavior may result in a student being sent to the office. For a first offense in each class, the teacher will verbally remind and warn the student. For a second offense in the same class session or a third offense in one week with that teacher, the teacher will contact the parents(s) by email or phone and notify the Dean of Students of an Office Referral in writing.

Office Visits (Logic/Rhetoric School)

With each Office Referral received after the first, the student will have to visit the school office. In addition, there are five basic behaviors that will automatically necessitate discipline from the Dean of Students, Dean of Academics and/or Headmaster (and not from the teacher). These behaviors are the following:

1. **Disrespect** shown to an adult (staff member, parents, etc.)
2. **Dishonesty** in any situation, including lying, cheating and stealing
3. **Rebellion** i.e. outright disobedience in response to instructions
4. **Fighting**, i.e. striking or kicking in anger or with the intention to harm
5. **Obscene, vulgar or profane language, as well as taking the name of the Lord in vain**

The Dean of Students (and/or Dean of Academics and/or Headmaster) will determine the nature of the discipline. The student may be required to provide restitution, parental attendance during the school day or any other measures consistent with biblical guidelines which may be appropriate.

If a student receives multiple Office Visits, the following schedule of consequences and actions will be taken within each semester:

- **1st Office Visit** Dean of Students meets with student and call parents
- **2nd Office Visit** Dean of Students meets with student and call parents

- **3rd Office Visit** Parents required to meet with Dean of Students and Dean of Academics to develop a Behavior Intervention Plan
- **4th Office Visit** Student will be sent home and the next day will be a 1 full day suspension
- **5th Office Visit** Student will be sent home and the next 3 days will be suspension; prior to returning to Riverbend Academy, students and parent(s) required to meet with the Headmaster
- **6th Office Visit** Expulsion from Riverbend Academy

If a student commits an act of such seriousness that the administration considers swift, decisive action necessary, the Headmaster may circumvent the Office Visit schedule and either suspend, or with the approval of the Board of Governing Officers, expel the student immediately. Should an expelled student desire to re-enter the school at a later date, the administration and Board of Governing Officers may grant such a request at their discretion.

In all discipline/discipleship issues, Riverbend Academy faculty is dedicated to focusing on the child's heart, and involving the parents early and often.

6.3 Cheating/Plagiarism

Cheating in any form is considered stealing and displays dishonesty and serious character concerns. If any student is caught cheating or plagiarizing, they will receive swift and strong consequences as dispensed by the Headmaster. Especially for sixth grade and up, students will generally receive a zero for the work in question.

6.4 Dating Policy/Displays of Affection

Riverbend Academy encourages platonic relationships between young men and women that attend our school. We desire that our students demonstrate propriety and morality in their relationships with the opposite sex. Students shall refrain from any and all displays of affection while they are on school property and at any school-sponsored event (which may be off campus).

6.5 Drugs/Alcohol/Tobacco

In accordance with 1 Corinthians 6:19-20, we believe that our bodies are the temple of the Holy Spirit. Therefore, the use of alcohol, drugs, or tobacco on the school grounds is strictly prohibited. Evidence of possession or use will be cause for immediate suspension or expulsion.

6.6 Weapons

The possession of a weapon, including knives of all kinds, on the school grounds is strictly prohibited. Any violation of this policy may result in immediate suspension or expulsion.

6.7 Dress Code

All Riverbend Academy students are required to wear uniforms purchased from the Dugout Sportswear (tops) and Lands' End (bottoms). Both Dugout Sportswear and Lands' End have websites with specific Academy uniform guidelines. Families will also have the opportunity to purchase Warrior gear (hoodies, t-shirts, etc.) for Friday Warrior Spirit Days through both sites. Dugout also has a storefront located in Ormond Beach if you prefer.

Please Note: Any bottoms purchased through Dugout Sportswear are still allowed. All uniform items from Sunshine are no longer allowed.

Boys (Grades K - 12):

Boys are required to wear the following:

- Short sleeve or long sleeve polos with sword logo – burgundy, white, or gray
 - Black is also available for 9th-12th grades only
- Shorts/Pants – khaki, gray, or black
- Belt with basic belt buckle – brown or black
- Appropriate footwear (non-distracting sneakers, loafers, closed-toe sandals with straps on heel)

Boys may wear any of the following outerwear options:

- RA jacket or cardigan from Dugout (worn only over uniform polo)
- Riverbend Warriors hoodie
- Other RA options offered seasonally by Dugout Sportswear are allowed.

Boy's optional items:

- T-shirt or turtleneck – plain, white, black, or uniform color (worn underneath a polo).
- Socks – non-distracting colors
- Grades 6th-12th will need to purchase PE uniform available through Dugout (shirt) and Land's End (shorts), depending on elective option selected

Girls (Grades K - 12):

Girls are required to wear the following:

- Short sleeve or long sleeve polos with sword logo – burgundy, white, or gray
 - Black is also available for 9th-12th grades only
- Shorts/Pants – khaki, gray, or black
- Skorts/skooters – khaki, gray or burgundy/gray
 - Grades 9th-12th may also order black
- Skirts – khaki, gray or burgundy/gray plaid for 9th-12th grades only
- Jumpers – khaki with a white blouse or polo underneath (jumper should be no shorter than six inches above the knee)
- Belt with basic belt buckle – brown or black
- Appropriate footwear (non-distracting sneakers, loafers, closed-toe sandals with straps on heel)

Girls may wear any of the following outerwear options:

- RA jacket or cardigan from Dugout (worn only over uniform polo)
- Riverbend Warriors hoodie
- Other RA options offered seasonally by Dugout Sportswear are allowed.

Girl's optional items:

- T-shirts or turtleneck – plain, white, black, or uniform color (worn underneath a polo or jumper).
- Socks – non-distracting colors
- Tights – school colors
- Brown or black belt with basic belt buckle (with slacks or shorts)
- Grades 6th-12th will need to purchase PE uniform available through Dugout (shirt) and Land's End (shorts), depending on elective option selected

Warrior Spirit Days: Students are permitted to wear jeans on Fridays. The jeans must not have holes and should fit modestly loose. For those choosing to wear shorts rather than jeans, only Lands' End athletic shorts or uniform shorts may be worn. Girls may wear loose fitting denim capris. Boys may wear khaki non-knit joggers. Black, burgundy, or gray options of any of the above mentioned bottoms are also allowed. Uniform shirts or shirts with the Riverbend Warrior logo purchased from the Dugout's Warrior Warehouse must be worn on Warrior Spirit days. Failure to follow the parameters will result in a parent phone call to bring approved attire or in some cases, the student may be sent home.

General Uniform Guidelines:

- Uniforms should be clean and tidy. No ripped or torn uniforms allowed.
- Shirts shall be tucked in at all times (the exception to this rule is the girls' ¾ length white oxford).
- Boys must wear a belt at all times.
- Caps, hats, visors, bandanas, or other head coverings are not permitted indoors.
- All jackets, sweat shirts, etc. worn inside the building must be from the Warrior Warehouse.

- Students may not change out of their uniforms until 3:15 daily, unless necessary for an Academy afterschool athletic practice or competition.

6.8 Personal Appearance

The appearance of Riverbend students should reflect a responsible image of the school. The students are to maintain a modest, neat and non-distracting appearance. **School administration reserves the right to make changes, add to this policy at any time as deemed necessary, and make the final decisions regarding the appropriateness of a student’s appearance.**

- Boys’ hair must be kept clearly above the eyebrows, shirt collar, earlobes and not in a distracting style. Facial hair is not permitted and sideburns must not be longer than the bottom of the earlobe.
- Boys may not wear earrings, jewelry or excessive and unusual wrist wear. No tattoos shall be observable.
- Girls’ make-up and nail polish should not be distracting.
- Girls’ hair accessories and jewelry should not be distracting.
- Girls’ scooter, skort, short and jumper lengths should display modesty. A good standard is no shorter than six inches above the knee.
- These determinations are at the discretion of the school administration.

6.9 Compliance with Student Appearance Standards

School administration determines whether students are complying with the standards of appearance. In the event a child’s appearance is inconsistent with Riverbend Academy’s uniform standards, teachers and administration will notify the Dean of Students of appearance and/or uniform violations. If a student accumulates multiple violations, the Dean of Students may initiate an office visit to address non-compliance (see 6.2 on office visits).

If a student arrives at school and their appearance does not comply with the uniform standards set forth in the dress code and student appearance policies, the student may be sent home at the discretion of the administration.

VII. Educational Program

7.1 High School Course of Study/Graduation Requirements

Students must meet the minimum requirement of a collective average of 70% to promote from 9th to 10th, 10th to 11th, and 11th to 12th. In order to accommodate qualified transfer students and children of varying aptitudes the Academy has multiple diploma categories: Associate, Standard and Honors. The Associate diploma meets the minimum graduation requirements for a Florida public high school student.

Riverbend Academy Graduation Requirements

		Credits	Associate	Standard	Honor
Bible	New Testament Survey	1	-	-	1
	Apologetics/Bibliology	0.5	-	0.5	0.5
	Systematic Theology 1	0.5	0.5	0.5	0.5
	Systematic Theology 2	0.5	0.5	0.5	0.5
Literature	Modern Literature 1	1	4 credits req. & must include C/M Lit. & Modern Lit. 2	4 credits req. & must include Amer. Lit. & Modern Lit. 2	1
	American Literature	1			1
	Classical/Medieval Literature	1			1
	Modern Literature 2	1			1
Language	Spanish 1	1	2 credits req. in the same world language	2 credits req. in the same world language	1
	Spanish 2	1			1

		Credits	Associate	Standard	Honor
History	Modern History	1	4 credits required & must include Amer. History, Amer. Govt. & Economics	4 credits req. & must include Amer. History, History of Influential Ideas 1 & 2, Amer. Govt. & Economics	1
	American History	1			1
	Western Civilization 1	1			1
	Western Civilization 2	1			1
	American Government - DE	0.5			0.5
	Macro Economics – DE	0.5			0.5
Math	Algebra 1	1	4 credits req. & must include Algebra 1, Algebra 2 & Geometry & Pre-calculus / Trig.	4 credits req. & must include Algebra 1, Algebra 2, Geometry & Pre-calculus / Trig.	1
	Algebra 2	1			1
	Geometry	1			1
	Pre-calculus/Trigonometry	1			1
	College Algebra or Calculus	1			1
Rhetoric	Rhetoric 1	1	-	1	1
	Rhetoric 2	1	1	1	1
	Senior Thesis	0.5	0.5	0.5	0.5
Science	Biology	1	3 credits req. & must include Biology & Chemistry	3 credits req. & must include Biology, Earth/Space & Chem.	1
	Astronomy or Earth/Space Science	1			1
	Chemistry	1			1
	Physics or Anatomy	1			1
Electives	Intro to Wisdom/ College Vocational Prep	0.5	4.5 credits	4.5 credits including Test Prep	0.5
	Student Success	0.5			0.5
	Electives	0.5/each			3.5
Total Credits for Graduation			24	25.5	30
Minimum Cumulative GPA			2.0	2.0	3.5

Electives: For Rhetoric phase students, of the 3.5 credit hours required for graduation, 1.5 credits must be satisfied in the fine arts, which include music, drama and art, and 0.5 credits must be satisfied in physical education (PE). Electives for Logic phase students must total 3.0 credits of which 1.0 credit must be in the fine arts and 0.5 credits in physical education (PE). The fine arts of music and art will permeate each class level throughout the trivium.

IMPORTANT: Any exceptions to these requirements (such as a student transferring to Riverbend Academy later than 9th grade) will have to be determined and approved by the Board of Governing Officers.

7.2 Eighth Grade Graduation Requirement

Students must meet the minimum requirement of a collective average of 70% or better in their core subjects and be in good behavioral standing with the school to promote into the Rhetoric school.

7.3 Latin

Riverbend Academy pursues a distinctive classical and Christian approach to all areas of study, including science, mathematics, reading, and writing. We have decided to train the students in some disciplines that are not commonly taught, but are important for an effective classical Christian education. Latin is one of these disciplines. The fundamentals of this language are introduced to our students in the 5th grade via learning by virtue of chants. During their educational pursuits at Riverbend Academy, students will receive Latin instruction in grades 5-8.

Why Latin?

“Why Latin?-it’s a dead language!”

1. Latin is an inflective language. This means the root of the word stays the same but the endings change as to state who is carrying out the action. The different endings specify the different grammatical uses. Thus, using Latin trains the mind to logically think through and then deduce answers.
2. The alphabet that we learn and teach to our students is the Latin alphabet.
3. Half of our English words are derived from Latin. We choose to teach our Riverbend Academy students Latin because it helps them master the spelling and meaning of most of our English words. In addition, Gregg Strawbridge, Classical and Christian Education, writes, *“...it has been estimated that for every year one studies Latin, 500 to 1000 new English words are gained. And it goes without saying that choice words and colorful speech give students an advantage in the workplace, as well as the classroom.”*
4. It has been proven to increase a student’s standardized testing scores. To quote Strawbridge, *“ ... as a matter of educational statistics, students who have taken Latin score higher than students of other foreign languages on standardized tests. According to Richard A. LaFleur, Franklin Professor and Head of Classics, University of Georgia, “The mean Verbal SAT score for students in 1999 was 505; the mean SAT verbal score for students who took the SAT II Latin test was 662, 157 points higher” (College-Bound Seniors booklet published by the College Board).*
5. The modern romance languages such as French, Italian, Portuguese, Romanian, and Spanish will be much easier to learn because they are directly derived from Latin.
6. Lastly, knowledge of Latin enables students to connect directly to much of the theology, history and literary heritage of our western civilization broadly and of our Christian roots narrowly.

7.4 Logic

Formal Logic training is taught to students in grades 7-8. Logic is taught to train our students in thinking clearly, thoroughly, and properly with a biblical, Christian worldview.

7.5 Rhetoric

Rhetoric training is given to the students in grades 10-11, along with a Senior Thesis project in grade 12. Rhetoric is taught to train our students to communicate clearly, thoroughly, and persuasively in both speech and writing.

7.6 Bible/Theology, History and Literature

In grades 7-12, our students study theology, history, and literature in a coordinated fashion. Along with the Bible, they will be reading many of the great books and primary sources of ancient and western civilization.

1. Theology: Because the chief end of man is to glorify God and enjoy Him forever, it is essential that students study God’s revelation of Himself and the way of salvation in Christ.
2. History: Students will study the record of God’s providential dealings with man by interacting with primary and great historical sources.
3. Literature: Students will read many of the great works of literature throughout history. They will thus interact with the major issues that have arisen through the centuries. They will also benefit from the exposure and opportunity to imitate great writing.

A variety of methods are used to make this study exciting and fruitful, including discussions, debates, lectures, verbal-recitations, Socratic questioning and writing projects. We desire that these courses will also bear fruit in developing a Christian, Biblical worldview as students apply theology to the great issues and ideas throughout history.

7.7 Homework

I. Philosophy and Guidelines:

- A. Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- B. Repeated, short periods of practice or study of new information is often a better way to learn than one long study period.
- C. Since Riverbend Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies.
- D. Homework may also result for students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a corrective, as well as practical purpose.
- E. Normally homework will not be assigned over holidays and vacations, except for literature reading or over the weekend for Grammar students.
- F. Normal homework nights are Monday, Tuesday, Thursday and Friday. On Wednesdays, Grammar students will normally have no homework and Upper School Students will normally have less homework than the other nights.
- G. Homework assignments are due at the beginning of the period.
- H. For each day an assignment is late, the grade is reduced by 10%. Assignments may not be turned in for credit more than two days past the due date unless the student was absent (Secondary).
- I. Should a student be absent on the day an assignment is assigned or due, the teacher may give a reasonable extension for the assignment to be completed. The extension will not exceed the number of school days missed during the absence. It is the student's responsibility to find out what work was assigned. In the case of extended illness, parents should contact the teachers directly.
- J. If a student misses part of a day due to a planned event (away game, dentist appointment, etc.) all homework is due that day and should be turned into his teacher's box before departure.

II. Amount of Homework:

The guide below should be regarded as approximate times, not as required minimum or maximum times. Note also, that general studying and review and completing classwork are not taken into account in the following approximate times.

<u>GRADE</u>	<u>APPROXIMATE HOMEWORK (average per night)</u>
K	10 minutes (infrequently)
1st	15 minutes
2nd	30 minutes
3rd - 5th	45 minutes
6th-8th	1 hour
9th-12th	1 ½ hours—2 hours

Notes:

- Students who are new to the school and/or are “catching up” in their studies may need to invest more time as they transition into the school.
- There is no guarantee that a child will get “A’s” if he studies for the average amount of time. Parents who want to invest Herculean amounts of time in order to achieve high grades can do their child a disservice.

7.8 Physical Activity Requirement

During the span of one school year each student enrolled in grades 6-12 is responsible for fulfilling their Physical Activity Requirement. This requirement can be satisfied through one of the following methods:

1. The student may enroll in a P.E. elective at school.
2. The student may participate in one season of Riverbend Academy athletics. Approved participation must be recorded on the Physical Activity Record sheet and signed off by the head coach at the end of the athletic season. Turn in the filled out Physical Activity Record Sheet to the school office. The athlete must participate in at least 90% of practices and be present for at least 90% of games (game presence is sufficient). If an athlete is unable to complete the 90% minimum for any reason then the number of hours they have already put in will be credited toward the 72 hour minimum under method 3. The student will then need to make up any remaining hours through the provisions outlined in method 3.
3. The student may log at least 72 hours of physical activity. These hours may come from any number of sources subject to administrative approval, such as: exercise, team sports, horseback riding, etc. Any and all hours must be logged with the Physical Activity Record Sheet and turned into the school office.

7.9 Grading Scales

With the exception of kindergarten and first grade, the following scale is used for student grades in academic classes:

100-97%	A+
96-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
69-67%	D+
66-64%	D
63-60%	D-
59% or below	F

E (Excellent), **S** (Satisfactory), **N** (Needs Improvement) and **U** (Unsatisfactory) will be used for all subjects in kindergarten and first grade, grammar school enrichment classes, penmanship, and grammar school student conduct.

7.10 Academic Probation

Grammar Students:

Riverbend Academy administration will work with the teachers and parents of any Grammar students who are not meeting the education requirements of Riverbend Academy. Students will be assessed on a case by case basis. Collectively, school administration, the teacher and parents will decide what the best course of action is.

Logic/Rhetoric Students:

Any student that has a collective average less than 70%, in their core subjects, will be placed on academic probation. Students on academic probation may not be permitted to participate in any school-sponsored activities.

7.11 Mid-Term Exams/Final Exams

Logic and Rhetoric School students take mid-term and final exams during the course of the school year. These exams are factored into the subject's semester and final grades. Students typically are released early on exam days.

7.12 Progress Reports/Report Cards

Mid-quarter Progress Reports will be emailed and also available to view and print through ParentsWeb as needed for grades K-12 midway through each grading period. These reports are provided to the parent as an indication of the student's progress in a particular subject and at a particular time. For most subjects, current grades for students in grades 2-12 are available to view any time on ParentsWeb.

Report Cards will be produced at the end of each grading period (9 weeks). These report cards will be emailed and also available to view and print through ParentsWeb (hard copies available on request). Report cards and any academic school records will be withheld if a balance remains on the account.

7.13 Student Promotion Policy

A student will be promoted (advanced from one grade to the next) only if the following criteria have been met:

- Students must document that they have successfully completed the previous grade-level with a collective average of no less than 70% in all core subjects.
- If a transferring student does not have such documentation, or at the discretion of the administration, that student must schedule an assessment with the Headmaster and appropriate faculty, who will determine if the student is prepared to promote to the next grade.

If the school administration questions a student's abilities to perform at the next grade level, it may choose to retain the student. However, the Headmaster will consider any petition, based on merits, to diverge from the requirements of this policy and make a determination regarding such an appeal.

7.14 Standardized Testing

Each school year, standardized testing is administered to most Riverbend Academy students. Parents will receive a copy of their child's test results.

7.15 Learning Disabilities

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. *E.g.* Down's syndrome, deaf, blind, *etc.*

Learning Disability: Any condition in a student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. *E.g.* Hyperactivity, Attention Deficit Disorder, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Guidelines:

1. Children with a severe learning disability will not be admitted to Riverbend Academy due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

7.16 Dual Enrollment

Riverbend Academy participates in a dual enrollment partnership with Daytona State College, Palm Beach Atlantic University and the college at Southeastern Baptist Theological Seminary. Dual enrollment can take two forms for an Academy student.

1. Classes taken at Riverbend Academy, under the instruction of its teachers, will yield the credit hours for that class at the Academy and also will be applied toward a Degree with the partnering college or university.
2. Classes taken at the partnering college or university will yield the college level credit hours given by that accrediting body and will also be added to the student's Academy high school transcript at 0.5 credit hours, per successful class completion.

Purpose: To provide Riverbend Academy families and students with the opportunity to enhance their educational program with curriculum and instruction that offers the added benefit of earning college credits.

Requirements:

1. Participating student must be in grades 10-12.
2. Student must be in good academic standing demonstrated by an unweighted GPA greater than or equal to 3.0.
3. Student must reflect maturity and responsibility as noted by school conduct and discipline records.
4. The Headmaster must approve all course selections and actions related to the identified course of study with the key criteria being faithfulness to Riverbend Academy's Christian and classical purposes and distinctives, along with each student's capabilities.
5. Parents/students are responsible for the purchase of all books and/or materials related to the chosen course or course of study (with the exception of any courses taught at Riverbend).
6. Parents/students are responsible for the transfer of academic records from the selected Dual Enrollment institution to Riverbend Academy upon completion of the chosen course or course of study.
7. Parents/students are responsible for all facets of the application, testing and registration requirements of the chosen Dual Enrollment institution.
8. Parents/students are responsible for all issues related to transportation to and from the selected Dual Enrollment institution.

Guidelines:

1. Courses selected should complement the Riverbend Academy program and commitment to its biblical worldview.
2. A selected Dual Enrollment course may not replace a Riverbend Academy course that is designated as a requirement for graduation, unless approved by the Headmaster.
3. Students may not participate in the Early Admission Program of the Dual Enrollment Institution.
4. Students may take a maximum of 6 hours of courses per term.
5. Courses taken at the Dual Enrollment Institution and/or online will be in addition to, not in place of the school hours at Riverbend Academy.

The Board of Governing Officers of Riverbend Academy reserves the right to evaluate and modify the Dual Enrollment Policy at any time.

7.17 Florida Virtual School

Florida Virtual School (FLVS) is an on-line school serving students in grades 6-12 throughout the state of Florida. FLVS provides instruction to students enrolled in public, private or home school environments. Some reasons for considering the use of FLVS are listed below:

- Students transferring into Riverbend Academy that may be required to take certain classes in order to come into synchronization with the Academy's course grade schedule.
- Students needing to improve their understanding of a subject following a marginal or poor performance in a particular class taken at the Academy and before advancing into the next grade level for that subject.
- Using FLVS as an educational option to broaden class selections that may not be offered at the Academy.

The services provided by FLVS do not require any payment of monies by either party to the other.

- In order for a student to take courses by this means, the parent should contact Riverbend Academy for further instructions.
- A credit value of 0.5 is given to the student's transcript for each successful completion of an FLVS class.

VIII. Student Life

8.1 School-sponsored Activities

Off Campus:

Throughout the year, students will attend school-sponsored activities off-campus (e.g. field trips) as a part of their educational program. Parents must sign a Medical Release Form releasing Riverbend Academy from any liability and authorizing the Academy to obtain any necessary treatment in the event of an emergency.

On campus:

Riverbend Academy will hold several school-sponsored events during the year that students and parents can attend (e.g. orientation, graduation ceremonies, holiday celebrations). Parents will be provided with timely information regarding these events.

8.2 Athletics

Riverbend Academy athletes, parents, and coaches sign the following covenant agreement: "Riverbend Academy Athletics exist to help fulfill the school's mission and pursue its vision."

Riverbend Academy Athletics

Fulfilling our school mission and pursuing our vision by teaching and training our athletes to compete in athletics and live life biblically, honoring Christ, we include following our core principles in to all of our athletic programs:

Character

- Submit gladly to authority.
Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. (Romans 13:1)
Do all things without grumbling or questioning. (Philippians 2:14)
- Be humble and coachable.
But he gives more grace. Therefore it says, "God opposes the proud, but gives grace to the humble." (James 4:6)
Know this, my beloved brothers: let every person be quick to hear, slow to speak, slow to anger. (James 1:19)
- Learn from difficulty and grow in perseverance, courage, and strength of character.
More than that, we rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope. (Romans 5:3-4)
Be watchful, stand firm in the faith, act like men, be strong. (I Corinthians 16:13)

Community

- Encourage, support and respect teammates.
Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others. (Philippians 2:3-4)
Iron sharpens iron, and one man sharpens another. (Proverbs 27:17)
- Respect the opposing team and compete with a good attitude.
If possible, so far as it depends on you, live peaceably with all. Beloved, never avenge yourselves, but leave it to the wrath of God, for it is written, "Vengeance is mine, I will repay, says the Lord." (Romans 12:18-19)
Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear. (Ephesians 4:29)
- Win with grace and lose with dignity, trusting God's sovereignty.
When pride comes, then comes disgrace, but with the humble is wisdom. (Proverbs 11:2)

Commitment

- Work hard, always giving your best.
Whatever you do, work heartily, as for the Lord and not for men. (Colossians 3:23)

- Pursue excellence (including playing to win) with passion and integrity.
Do you not know that in a race all the runners run, but only one receives the prize? So run that you may obtain it. Every athlete exercises self-control in all things. They do it to receive a perishable wreath, but we an imperishable. So I do not run aimlessly; I do not box as one beating the air. But I discipline my body and keep it under control, lest after preaching to others I myself should be disqualified. (1 Corinthians 9:24-27)
- Let the bodily training of athletics remind you to pursue even more the eternally significant training for godliness.
For what will it profit a man if he gains the whole world and forfeits his soul? Or what shall a man give in return for his soul? (Matthew 16:26)
Have nothing to do with irreverent, silly myths. Rather train yourself for godliness; for while bodily training is of some value, godliness is of value in every way, as it holds promise for the present life and also for the life to come. The saying is trustworthy and deserving of full acceptance. For to this end we toil and strive, because we have our hope set on the living God, who is the Savior of all people, especially of those who believe. Command and teach these things. Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity. Until I come, devote yourself to the public reading of Scripture, to exhortation, to teaching. (1 Timothy 4:7-13)

Competitive Athletics:

The goal of Riverbend Academy's competitive athletics is to enhance the academic experience by equipping our students with disciplines such as teamwork, sportsmanship, work ethic, proper attitude, mental and physical health, and commitment.

Students on academic probation will not be permitted to participate in these activities.

8.3 House System

Mission: *These houses exist to encourage strong bonds, leadership, school pride, a sense of belonging, service and responsibility for the purpose of cultivating the hearts of our students toward Christ¹ and spurring them on to be citizens with a love for God and neighbor².*

Three Houses made up of enrolled 6th – 12th grade students:

- House Aletheia (Alhqeia) - TRUE
- House Agathos (AgaqoV) - GOOD
- House Kallos (KalloV) - BEAUTIFUL

House leadership will be constituted of one junior and one senior nominated by their house, vetted by the Headmaster, and finally elected by their house constituents.

The houses will offer social unity with opportunities for vertical mentoring through the grades as students eat, serve, encourage, compete, and lead together.

Students on academic probation will not be permitted to participate in these activities.

8.4 School Supplies

Individual classroom supply lists are available from the school office and on the school web-site. These lists are also sent to the Wal-Mart Supercenter (Ormond Beach) prior to the start of every school year. These lists are made available to parents by early July.

8.5 Snacks/Lunch

Students may bring a morning snack and need to bring a lunch to school. Students will eat either within their classroom or on outside picnic tables. Parents are encouraged to pack a healthy snack and lunch for their student(s).

¹ Colossians 2:6-7; Romans 12:1-2

² Deuteronomy 6:5; 1 John 4:19-21; Joshua 23:11; John 15:12

Soda and candy are discouraged. Students will not have access to refrigerator space. Currently, students in grades 7-12 have access to a microwave during lunch. The school provides the option of occasional special lunches. Students in grades 10-12 may leave campus for lunch with a signed parental permission form on file.

8.6 In-Class Parties/Party Invitations

Teachers may initiate and plan in-class parties with parental assistance throughout the year. Parents are asked to bring treats for their child's class only if prior arrangements have been made with the teacher. Also, parents or students are permitted to pass out birthday party invitations at school only if:

- A copy of the invitation is made available to the teacher for review content, and
- The invitations include all the children in the class or all the children of one gender (i.e. an all-boys' party).

8.7 Parent-Teacher Conferences

Parent-Teacher conferences for the Grammar school will be held on the dates indicated on the school calendar. Parents are encouraged to use these conferences to communicate directly with their child's teacher. At any other time throughout the year, parents are welcome to request a conference with their child's teacher. Parents can contact the school office or the teacher directly to schedule a conference.

Logic/Rhetoric teachers do not hold regularly scheduled Parent-Teacher conferences. However, parents can request a conference with the teachers at any time. Parents can contact the school office or the teacher directly to schedule a conference. Roundtables may also be requested which allow students and parents to meet with the school administration and the student's teachers at one time.

8.8 Reverence Policy

To ensure that Riverbend Academy in its entirety honors and respects at all times God's name, character, and truth in all its endeavors, any class song, skits, stories, instruction and discussion that include references to the nature, attributes, and work of the Lord will conform to biblical standards.