



THE
RIVER
ACADEMY

Educating Christian Leaders

Parent-Student Handbook

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Section I: History, Mission, and Values

The History of The River Academy

The River Academy opened its doors in the fall of 1998 with a handful of families and eleven students in grades three through six. The founding School Board members and families envisioned a school, which honors God in all that it does, and encourages its students to grow up into the fullness of Christ as his disciples. The Lord led this fledgling group to consider and adopt the classical and Christian model of education promoted by the Association of Classical and Christian Schools.

Our gracious Lord has been pleased to bless this endeavor from its inception. He has graciously and miraculously provided exactly what the school has needed, every step of the way, in a manner that has clearly left imprints from His sovereign hand. These blessings have come in the form of faculty, staff, families, church support, hard work and sacrifice from them all. Consequently, the school has grown into a Kinder-Prep through 12th grade program.

The Board of Directors of The River Academy continues to plan and pray for future growth. We hope more families will become convinced of the necessity of a Christ-centered education and the advantages of the Classical approach.

Mission Statement

The River Academy exists to partner with parents in educating their children to become the next generation of Christian leaders, equipped to shape culture through faithful, wise and joyful Christian living.

Core Values

We provide a thoroughly CHRISTIAN, whole-person education, creatively combining CLASSICAL and innovative methods, JOYFULLY taught in a RELATIONAL context.

Portrait of our Graduates¹

Our vision is to graduate students who love the Lord their God with all their hearts, souls, minds, and strength.

Graduates will be academically equipped life-long learners who love God the Father, Jesus His Son, and the Holy Spirit, viewing every area of life in light of the Gospel.

They will lead sacrificially to transform culture by displaying the truth, goodness, and beauty of Jesus and His Gospel as they lovingly, joyfully, and faithfully navigate all aspects of community.

Accordingly:

1. Graduates will know, love and embrace the Gospel of Jesus Christ, and be well equipped to live out that Gospel by faithfully using the gifts they have been given to serve and minister to the world.
2. Graduates will possess a love for God's Word as well as a thorough understanding of His Word so they are equipped to view every area of life and learning in light of the Scriptures.
3. Graduates will possess solid Christian character learned in a community context where character formation is part of daily life and students learn to lovingly navigate communal life together in a Christ-like fashion.
4. Graduates will be well equipped academically, enabling them to pursue future endeavors with proficiency and confidence.
5. Graduates will love learning and will be inspired to a life-long pursuit of learning.
6. Graduates will be equipped to lead sacrificially not because they are all naturally gifted, but because they are image bearers of the most High God and thus will be influencers in whatever arena God chooses to place them.
7. Graduates will transform our culture by making art, stories, homes, churches, organizations, businesses, and communities that embody the true, the beautiful, and the good.

What we mean by Christian and Classical

We are Christian

Everything we do at The River Academy flows from our commitment to the Glorious Gospel of Jesus Christ. This means every subject taught comes from a distinctly Christian worldview. It also means all our relationships and interactions are informed by our Christian faith. By necessity, all of our faculty and staff share in this love for God and His Word. As you would expect, the Bible is

¹ Board Policy Manual 1.1

taught as its own subject, but a biblical worldview weaves its way into every subject we teach because the Good News informs all things. In other words, Christianity is not an isolated topic. Rather, it is at the center of everything we do at The River Academy.

We are Classical²

Classical education aims to equip students with tools for life-long learning by providing a liberal arts education. This method seeks to give students a well-rounded knowledge base by focusing on the Seven Liberal Arts of Grammar, Logic, Rhetoric, Arithmetic (all mathematics through Calculus), Geometry, Astronomy (all the sciences up through Physics) and Music (including arts and athletics). We do this by immersing the students in the history, language and art of Western culture in a manner that enables them to understand our present age and equips them to wisely build the future.

Statement of Faith

The statement of faith adopted by The River Academy is limited to primary Christian doctrine, which is considered to be central to historic, orthodox Christianity, and which sets Christianity apart from other faiths. The following statement of faith is taken directly from The River Academy by-laws.

God's Word

We believe the Bible to be the only inerrant Word of God. It is our only ultimate and infallible authority for faith and practice.

God's Nature

We believe God is a Spirit, infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth; we believe there is but one true and living God; that there are three persons in the Godhead: the Father, the Son, and the Holy Ghost; and that these three are one God, the same in substance, equal in power and glory; we believe God has foreordained whatsoever comes to pass; that God made all things of nothing, by the word of His power, in the space of six days, and all very good; and that God preserves and governs all His creatures and all their actions.

Man's Creation

We believe God created mankind, male and female, to bear his image and to properly display His Glory. Men and Women were created with specific glories and duties unique to their gender to be used in service to God and in service to mankind. For the well-being of mankind, God, from creation, has ordained and established the institution of marriage; the joining together of one man

² The River Academy is a member of the Association of Classical Christian Schools (ACCS)

and one woman in a unique relationship characterized by mutually exclusive affection and the public exchange of covenant vows.

Man's Fall Into Sin

We believe our first parents, though created in knowledge, righteousness, and holiness, sinned against God, by eating the forbidden fruit; and that their fall brought mankind into an estate of sin and misery.

Christ The Savior

We believe God determined, out of His mere good pleasure, to deliver His elect out of the estate of sin and misery, and to bring them into an estate of salvation by a Redeemer; we believe the only Redeemer of God's elect is the Lord Jesus Christ, who, being the eternal Son of God, became man, and so was, and continues to be, God and man in two distinct natures, and one person, forever; we believe Christ, as our Redeemer, executes the office of a prophet, of a priest, and of a king. We believe Christ as our Redeemer underwent the miseries of this life, the wrath of God, the cursed death of the cross, and burial; He rose again from the dead on the third day, ascended up into heaven, sits at the right hand of God, the Father, and is coming to judge the world at the last day.

The Work of the Holy Spirit In Salvation

We believe we are made partakers of the redemption purchased by Christ, by the effectual application of it to us by his Holy Spirit; we believe God requires of us faith in Jesus Christ, and repentance unto life to escape the wrath and curse of God due to us for sin; we believe by His free grace we are effectually called, justified, and sanctified, and gathered into the visible church, out of which there is no ordinary possibility of salvation; we believe that we also are given in this life such accompanying benefits as assurance of God's love, peace of conscience, joy in the Holy Ghost, increase of grace, and perseverance therein to the end; that at death, we are made perfect in holiness, and immediately pass into glory; and our bodies, being still united in Christ, rest in their graves, till the resurrection; and at the resurrection, we shall be raised up in glory, we shall openly be acknowledged and acquitted in the day of judgment, and made perfectly blessed in the full enjoying of God to all eternity.

Man's Purpose

We believe man's chief end is to glorify God, and to enjoy him forever.

Secondary Doctrine Policy

Secondary doctrine refers to any doctrinal issues that are not addressed in The River Academy Statement of Faith (see above). Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. When addressing areas of secondary doctrine, teachers must seek to present all sides of an issue and encourage students to follow up with any questions they have with their parents and pastor.

***In Loco Parentis* Policy**

In loco parentis refers to the Latin phrase meaning "in place of the parents." The River Academy exists to partner with parents in the education of their children. As such, we recognize that the parents are the ones who have God-ordained authority and responsibility to raise, train, and educate their children. In light of this, teachers are to remember that they always function under delegated parental authority.

Reverence Policy

In all areas of instruction, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles. Examples of things to avoid include silly or trite references to Jesus Christ, His work on the cross, or the name of God.

Pedagogical Commitments³

Desiring graduates who are well equipped to shape our culture through wise, faithful, and joyful Christian living, we are committed to classical instruction as our foundational approach to accomplish this end. The principles for this method of instruction are outlined in the Bylaws, "The Lost Tools of Learning" (Sayers), *The Seven Lamps of Teaching* (Gregory), *Recovering the Lost Tools of Learning* (Wilson), *The Case for Classical Christian Education* (Wilson), and *Wisdom and Eloquence* (Littlejohn and Evans). When applied well, our desire is for the benefits of this method to be displayed in the faithfulness and fruitfulness of our students.

³ Board Policy 1.2

The Classical Structure Applied at TRA (based on the Trivium and Quadrivium)

<i>Beginning Grammar (Pre-Polly)</i>	<i>GRAMMAR (Poll-Parrot)</i>	<i>LOGIC (Dialectic)</i>	<i>RHETORIC (Poetic)</i>
Grades K-3	Grades 3-6	Grades 7-9	Grades 10-12
<i>Approx. ages 4-8</i>	<i>Approx. ages 9-11</i>	<i>Approx. ages 12-14</i>	<i>Approx. ages 15-18</i>
<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 the topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes information 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 Why? 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 one's 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 9. In-depth field trips, even overnight (6th grade) 10. Short essay writing 	<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, trips 9. In-depth field trips, even overnight 10. Worldview discussion/written papers 	<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. Worldview discussion/written papers
<i>Classes & Extra-Curriculars</i>	<i>Classes & Extra-Curriculars</i>	<i>Classes & Extra-Curriculars</i>	<i>Classes & Extra-Curriculars</i>
<p>Music</p> <p>Art</p> <p>Speech Meet</p> <p>Physical Education</p> <p>Chess</p>	<p>Latin (5th-6th grade)</p> <p>Music</p> <p>Art</p> <p>Speech Meet</p> <p>Physical Education</p> <p>Robotics</p> <p>Volleyball (Girls)</p> <p>Basketball (Boys)</p>	<p>Humane Letters</p> <ul style="list-style-type: none"> ● HL 1 - Ancient (7th) ● HL 2 - Medieval (8th) ● HL 3 - Modern (9th) <p>Latin (7th-8th grade)</p> <p>Logic (8th grade)</p>	<p>Humane Letters</p> <ul style="list-style-type: none"> ● HL 4 - Ancient (10th) ● HL 5 - Medieval (11th) ● HL 6 - Modern (12th) <p>Rhetoric I (11th)</p> <p>Rhetoric II (12th)</p>

		<p>General Science (7th)</p> <p>Physical Science (9th)</p> <p>Pre-Algebra (7th)</p> <p>Algebra (8th)</p> <p>Geometry (9th)</p> <p>Mock Trial (9th)</p> <p>Art</p> <p>Physical Education</p> <p>Volleyball (Girls)</p> <p>Basketball (Boys)</p>	<p>Doctrine (11th)</p> <p>Apologetics (12th)</p> <p>Algebra II (10th)</p> <p>Pre-Calculus (11th)</p> <p>AP Calculus (12th)</p> <p>AP Statistics (12th)</p> <p>Biology (10th)</p> <p>Chemistry (11th)</p> <p>Physics (12th)</p> <p>Art</p> <p>Physical Education</p> <p>Mock Trial (9th-12th)</p> <p>Ultimate Frisbee (9th-12th)</p>
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Parental Involvement In The River Academy

The River Academy exists to partner with parents in educating their children to become the next generation of Christian leaders. This parent/school partnership takes on many forms. Below are a few ways parents can expect to invest/partner with The River Academy in their child's education.

Parents are encouraged to:

1. Visit the school at any time or your child's class with prior arrangements. Please call ahead out of courtesy to the teacher to assure they are able to accommodate a guest.
2. Assist in the classroom, regularly or infrequently or as a possible substitute. Again, arrangements should be made with the teacher concerned and a volunteer form will need to be filled out and turned in to the office.
3. Act as a chaperone on field trips and library visits.
4. Serve as a story-reader, reading group leader (in K-3), recess monitor, or help teachers with grading.
5. Offer to share your experiences, expertise, vocation, trips, or vacations as they relate to an area of study in a class.
6. Volunteer your help in preparation for the *many* tasks related to our in running the school: the Gala, service days, Reformation Day, class projects, Clean-Up Day. You can always contact the front office for more information.
7. Help host class parties or get-togethers.
8. Attend all Parent-Teacher conferences, parent night, and the State of the School Board/Parent Meeting.
9. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!

Field Trips

Field Trip Standards and Philosophy

Field trips enhance the learning process at The River Academy in a number of ways. Building relationships, having shared experiences, and creating opportunities for the classroom curriculum to become more alive are a few of the benefits of offsite adventures.

Each class (grades KP-12) should aim to have three field trips per year. Generally grades KP-3 should limit the distance traveled offsite to no more than 30 miles one way. Grades 4-12 are encouraged to do one longer distance (30 miles or more one way) field trip per year. Overnight trips are allowed for grades 6 and up.

Teachers may plan their own field trips, but must coordinate dates and locations with the Events coordinator to ensure there is no overlap with other trips, or grade level field trips. Permission forms should be sent to parents no less than two weeks prior to the event. Teachers should also clearly communicate the vision and value of the trip to parents in the event description portion of the field trip form.

Parent Involvement for Field Trips

Parent chaperones for field trips are highly valued at The River Academy because they assist the teachers in supervising students while away from the normal classroom environment. In light of this parents should generally not bring younger or older siblings on a field trip unless absolutely necessary. In this case, the teacher should not consider the parent with other siblings a full chaperone and should make every effort to secure other fully focused adults.

Section II: Admissions

Admission Procedures and Requirements

Admissions Process

1. Tour - Ready for a closer look at our school? [Schedule a tour](#).
2. Application - Submit your student's [application online](#) and pay the new student registration fee upon submission. Please read instructions carefully as you go. If you plan on applying for [financial aid](#), you may do so after you apply.
3. Assessment - The office will call you to set up the assessment for your student and recommend placement. (grades K-12 only).
4. Enrollment meeting- Once we receive your application, we will contact you to schedule a meeting with the head of school. This is a chance for you to ask questions and for us to get to know your family better.
5. Acceptance - If your student is accepted, you will receive your acceptance notification via email, click on the link and complete the online enrollment packet.
6. Financial - Set up "One-time Tuition" payment or make "Monthly Tuition" payment arrangements through [FACTS](#). All financial arrangements must be agreed upon before admission is considered final.
7. Complete - Congratulations! We look forward to partnering with you in the Christian education of your child.

Student Placement:

1. A child generally must have reached the age of four years by September 1 to enroll in **Kinder-prep**.
2. A child generally must have reached the age of five years by September 1 to enroll in **Kindergarten**.
3. For students **transferring** from a different school or home school, there will be an assessment to determine grade placement. Generally, children are placed in the grade for

which they are applying. However, if there is evidence to show that the child may not be adequately prepared for the next sequential grade level, with the parents' compliance, the child may repeat the previous grade.

Admissions requirements for Students

The River Academy does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other directed programs.

All students are expected to cheerfully comply with academic and behavioral standards of The River Academy. This includes regular teaching in our Christian faith and heritage as outlined in our statement of faith, as well as our academic and behavioral policies. (see “School Day and Academics” section of this handbook)

Admission Requirements for the Parents

1. Though not required to be Christians, the parents of students at The River Academy should have a clear understanding of the biblical philosophy and purpose of The River Academy. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the Academy's Statement of Faith in various and frequent ways within the Academy's program.
2. Parents should be willing to cooperate with all the written policies of The River Academy and engage in active communication with the respective teacher(s) and administration.

In His Word, God forbids us to regard anyone with partiality: “If you really fulfill the royal law according to the Scripture, “You shall love your neighbor as yourself,” you do well; but if you show partiality, you commit sin, and are convicted by the law as transgressors” (James 2:8-9). Therefore, in obedience to the royal law of God, The River Academy does not discriminate in any regard, against any student or applicant on the basis of race, color, or national/ethnic origin.

Ongoing Admission Requirements

Students are required to be compliant and desire to be educated at The River Academy.

When a student exhibits behaviors or attitudes that appear to call into question their desire to enjoy the opportunity afforded at The River Academy, the relationship may be reevaluated. This reevaluation is to assure that the family goals and The River Academy's vision continue to be harmonious.

The River Academy is an academic institution. Therefore, a student must be able to maintain an academic disposition as well as pass the course work in a given year. If a student fails to pass a class, their continued enrollment may be reevaluated ([See Promotion Policy](#)).

Learning Disabilities

Developmental/Intellectual/Severe Disabilities: Any condition in which a student would require a separate classroom, program, and/or staff member in order to receive the educational services desired by the parents (e.g., Down syndrome, deaf/mute, blind, Autism, etc.) Due to the lack of adequate staff, funding, and facilities, children with these types of disabilities will not be admitted to The River Academy.

Specific Learning Disability or Health Impairment: Any condition in which a student does not require a separate classroom, program, and/or staff member in order to receive the educational services desired by the parents (e.g. ADD/ADHD, Dyslexia, Auditory/Sensory Processing Disorder, etc.) Such learning disabilities may require some degree of accommodations or modifications in order to complete grade-level work. For the purposes of this policy, actual doctor diagnosis is not mandatory. It is preferred, but not required.

There are two paths for students with Specific Learning Disabilities or Health Impairments:

1. **Accommodations:** Accommodations are changes made to the regular classroom curriculum that alter the form of the assignment/test, or the means by which a student completes such work. Examples of accommodations include such items as enlarging the print on an assignment or providing a quiet place for a student to complete a test. Accommodations do not change the substance or length of an assignment or test, only the method or means by which the student completes it. If accommodations are made for a student, they will not be reflected in the students' records or transcripts.
2. **Modifications:** Modifications are any changes in the content, length, or challenge level of an assignment or test. Modifications fundamentally change the requirements for a given student. All modifications will be noted on report cards and transcripts in order to accurately reflect the changes made to course load, content, and rigor.

If a student is known, or suspected, to have a specific learning disability, teachers and/or parents should alert the appropriate principal. The best course of action will be determined by the intervention specialist, head of school, appropriate principal, and parents.

Student Health Requirements

All students attending The River Academy must have on record with the TRA office the following before entering in the fall:

- Current Immunization Record: (diphtheria, tetanus, polio, rubella, and hepatitis B)
 - Or an Exemption Statement
 - Standard immunization record forms may be obtained from the family doctor and a copy given to the TRA office.
- Parental Permission for Medication: Student medications should be provided by parents. Prescription medicines will not be dispensed without written parental permission each time. (When non-prescription medicine is dispensed the school will document what was given).
- Health History: Describes the basic health/illness history of each student.
- Emergency Contact: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. This includes a signed waiver to facilitate necessary surgical action and also includes a transportation and activities release waiver to be used for school-sponsored field trips.
- After School Sports: Grants students permission and releases the school of liability so that students may participate in After School Sports.
- Transportation and Activities Release: Grants a student permission to travel in another family's automobile for a field trip or activity.

Section III: The School Day & Academics

Student Drop-off and Pick-up Procedures

The River Academy school day begins at 8:00 A.M. and ends at 2:45 P.M.

The school doors open for students at 7:30 A.M. They may enter the building and wait outside their classroom doors at this time. Classroom doors open at 7:45 A.M. Students should be in their seats, ready to begin class at 8:00 A.M. Unless prior arrangements are made with a teacher, or unless they are involved in a zero period class, students will not be allowed in the building prior to 7:30 A.M. The school day ends at 2:45 P.M. Students are to be picked up at that time and will not be allowed to wait in the building for late pickup unless prior arrangements have been made with the school office. Students will not be allowed in the building after school unless they are involved in a specific TRA after-school activity.

During drop-off and pick-up times, enter The River Academy parking lot *only* from Crawford Street and exit onto Okanogan Avenue. Please do not enter the parking lot from the Okanogan Avenue entrance during drop-off and pick-up times.

See the Parking Lot Map below for details.

Driving Map for drop-off (7:30-8:15) and pick-up (2:30-3:10) at TRA



Contacting Children During the School Day

Parents needing to contact their student during school hours must contact the School Office who will deliver the message to the student.

Emergency Procedures

The River Academy makes student safety a top priority. Each year, staff will be trained on emergency procedures to ensure everyone has familiarity with each process. Emergency procedures will also be practiced with students (age appropriately) and staff annually, according to the [Emergency Procedures Policy](#).

Attendance Policy

Students enrolled in The River Academy are expected to be present and on time every day school is in session. The actual number of school days will be determined by the yearly calendar, but generally will be 170 days.

Tardy Guidelines

- Students are to be in class on time. Students are considered tardy if they are not in class on time. For secondary classes, this applies not only to the first period but the beginning of every class throughout the day. Students are responsible to ensure they are not late to class.
- Tardy students will not be admitted to class without a tardy pass obtained from the office.
- When a student accumulates five tardies in a term, parents will be contacted.
- If secondary students accumulate five or more tardies they will lose .5% off their term grade for each additional tardy.

Leaving Campus

The River Academy is a closed campus for K-Prep-10th grade. Students may not leave school grounds during normal school hours unless given prior permission by their parents. If KP-10th grade parents need to take their students out of school during normal school hours, parents must check students out at the school office. Students must check out when leaving and check in upon their return in the main office.

Teachers will not release students to a non-parent or unknown person during the school day without a release slip from the office.

Students in 11th-12th grades have open campus privileges. They are permitted to leave campus during normal school hours. All students must check out when leaving and check in upon their return in the main office.

Absence Guidelines

- Unplanned absences are those that are unforeseen and require a student missing school due to illness, or emergency, etc. The parents should contact the office by note or phone as soon as possible. This allows time for teacher(s) and/or students to compile the necessary work the student would otherwise miss.
- Planned absences are those that are scheduled in advance (ie. family vacations, mission trips, service in the community, doctor visits, etc.). Parents/students planning an absence must notify the teachers and the school office in advance of the absence. Given enough lead time, teachers may be able to provide some of the work to be missed. However, due to the interactive nature of the classroom, it is impossible to duplicate what a student misses. In light of this, students may be given extra assignments attempting to cover the missed classroom experience.
- Excessive Absences: In the event the total number of absences (planned or unplanned) from a class in a given trimester exceeds ten the student may not receive credit for the course.

Missed School Work Guidelines and Procedures

Homework

- If students are absent due to sickness or other unforeseen circumstances (unplanned absence) requiring them to miss school, they will be given 2x the number of days they were absent to make up their work (i.e. absent 2 days = 4 school days to make up work).
- If students are absent due to a planned outing, they will be given 1x the number of days they were absent in order to make up their work (i.e. absent 2 days = 2 school days to make up work). In order to limit the impact and additional work created for our teachers by absences, students will not be given make-up work for more than five discretionary

absences in a school year. There is no limit to the number of days that work may be made up due to sickness or unforeseen circumstances.

Testing

- If students are absent only on the day a test is given, they will be required to take the test upon their return to school.
- If students are absent on one or more days leading up to the test and thus missed content or review, they should be given two days for every one day missed to make up the test.

Assessing Student Academic Readiness

New students enrolling at The River Academy will be given an academic readiness assessment for the grade they will be going into (except Kinder-Prep). In addition, the school will seek all academic and standardized test records from the child’s previous institution.

Grades and Evaluation

Percentage	Grade	GPA Calculation
97%-100%	A+	4.0
93%-96%	A	4.0
90%-92%	A-	3.7
87%-89%	B+	3.3
83%-86%	B	3.0
80%-82%	B-	2.7
77%-79%	C+	2.3
73%-76%	C	2.0
70%-72%	C-	1.7
Below 69%	F	0.0

Other evaluation assignments

Used for Behavioral Reporting and Kinder-Prep through Third Grade report cards.

E = Excels (in skill acquisition)

S = Satisfactory

N = Needs Work

I = Incomplete (work missing, not enough grades to assign letter)

U = Unsatisfactory (in skills or behavior)

Grading Guidelines

- In order to keep any single assignment from overly affecting a grade, teachers should ensure no one grade exceeds 20%. The exception to this rule may come when teachers use fewer, but more substantial assessments (i.e. the Senior Thesis in the final trimester).
- Skill Set grades (character encouragements) and Teacher comments will be used on Trimesterly Report Cards. The progress portion of the trimester report provides an opportunity for an evaluation of the student's class and school behavior. These skill set grades are accompanied by comments by the teacher to clarify the Skill Set grade.
- In the event of a student earning an "F" for the term in any class or subject, the parents must have received prior notification. When teachers notify parents and students, they must make sure both understand the reasons (missing assignments, poor grades, etc.) for the failing grade. Parents should not be blind-sided by a failing grade. Teachers should attempt to meet with parents and students to make sure that issues can be resolved openly and effectively.
- **Grading Late Assignments:** Any assignment turned in after the determined date and time are collected is late. For each day an assignment is late 10% will be deducted, and the highest grade a student may earn on that particular assignment is 60%.

TRA Graduation Requirements

Institution	TRA Cooperative 2019	TRA Requirements	TRA Course Options
Description	Student must meet basic OSPI requirements through approved institution and attend TRA full time (4 classes or more) during their senior year. (Note: Any students for which 1 or more classes must be modified in order to meet requirements will receive a TRA cooperative diploma)	Student must meet TRA requirements and meet TRA requirements for all 4 years of High School	
Course			
Theology	2	2	Doctrine (11th) and Apologetics (12th)
History	3 - From TRA or other approved institution	4	Humane Letters 3-6: (3) - Modern History I (4) Ancient History II (5) Medieval History II (6) Modern History II
English	2 - from TRA or other approved institution	4	Writing 3 (9th) and Writing 4 (10th)
Literature	2 - from TRA or other approved institution	4	Humane Letters 3-6: (3) - Modern Literature I (4) Ancient Literature II (5) Medieval Literature II (6) Modern History II
Dialectic	0	0	Logic (8th grade or bootcamp)
Rhetoric	1	2	Rhetoric I (11th) and Rhetoric II (12th)
World Languages	2 - From TRA or other approved institution	3 (Spanish or Latin)	Latin II (8th) Spanish I (9th) Spanish II (10th)
Mathematics	3 - From TRA or other approved institution and must have completed Geometry	3 - through Alg II minimum	Algebra (8th) Geometry (9th) Algebra II/Trig (10th) Pre-Calculus (11th) Calculus (12th)

Science	3 - From TRA or other approved institution and must have completed through Chemistry	3	Physical Science (9th) Biology (10th) Chemistry (11th) Physics (12th)
Fine/Visual/Performing Arts	2 - From TRA or other approved institution	2	Art (7th-12th) Choir (Elective 7-12) Drama (Elective 7-12) Mock Trial (9-12)
Health/Fitness	1	1	PE (8th) Crossport (Elective 7-12) Ultimate Frisbee (Elective 9-12)
Electives	2	2	Mock Trial, Choral Music, Ultimate Frisbee, Drama, Sports Med, Intro to Computer Programing, AP Computer Programing, Yearbook, Teacher's Assistants
Tech/Career	0	0	
Total	23	30	

Academic Honesty & Plagiarism

Academic honesty is important to maintain in an age of CliffsNotes, SparkNotes, Wikipedia, Google, and other such sites prevalent and readily available on the internet at our fingertips.

Plagiarism and cheating are not tolerated at TRA. We expect all students to do their own work—unless group work has been specifically assigned—and that tests and quizzes are done under a students’ own power, without looking at another student’s test or in some other way utilizing ill-gotten means to achieve a grade.

“All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation

- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.”⁴

A plagiarized assignment or test will generally receive a zero and an office visit. The assignment or test may not be made up for credit, depending on the severity of the incident. Additional infractions may jeopardize a student’s standing at TRA altogether. Teachers must, therefore, stress the importance of academic honesty.

Homework Philosophy and Guidelines

Homework is a regular and valuable part of a student’s life. Homework should be a way of preparing for the next class and reviewing or practicing the material from the previous class. It should never be busy work.

Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study. Students who do not use their class time wisely will likely accrue homework above and beyond that assigned by teachers.

Parental involvement is critical to a child’s education. Therefore, homework can be used as an opportunity for parents to actively come alongside their child.

Guidelines For Assigning Homework

The homework allotments below should act as a guide for teachers when giving assignments. A weekly Homework Assignment Sheet (HAS) will be used in the elementary grades, while secondary students should utilize a planner to keep themselves organized. High school teachers should make use of a tool like Google Classroom to aid in communication and the efficient conveyance of information.

Normally, homework is not to be assigned over the weekend or over holidays and vacation periods, with the exception of math and reading.

⁴ <https://www.plagiarism.org/article/what-is-plagiarism>

Grade	Approx. Time Per Weeknight
Kinder-Prep & Kindergarten	None (except reading practice)
1st - 2nd	20-40 Minutes (infrequently)
3rd - 4th	45-60 Minutes
5th - 6th	60-75 Minutes
7th - 8th	75-90 Minutes
9th - 10th	90-120 Minutes
11th - 12th	120-150 Minutes

Secondary Homework Time Estimate By Course

The following is to serve as an overall nightly/weekly average for assigned homework—some weeks will have more homework in a particular class while other weeks will be lighter. Teachers must regularly monitor workload balance and stay in communication with students.

7th and 8th Grade

Subject	Approx. Time Per Weeknight
Math	30 minutes (not to exceed 45 minutes)
Humane Letters	30 minutes (not to exceed 45 minutes)
Latin	15-20 minutes per night
Writing	15-30 minutes per night
Science/Logic	15-30 minutes per night

9th and 10th Grade

Subject	Approx. Time Per Weeknight
Math	30-45 minutes per night

Humane Letters	30-45 minutes per night
Writing	15-20 minutes per night
Science	15-30 minutes per night
Language (Spanish)	15 minutes per night

11th and 12th Grade

Subject	Approx. Time Per Weeknight
Math	40-50 minutes per night
Humane Letters	40-50 minutes per night
Rhetoric	30-45 minutes per night
Science	20-30 minutes per night
Bible	20-30 minutes per night

The River Academy Honors & Awards

The River Academy maintains a system of formal honors and awards in an effort to acknowledge the accomplishments of our students

ACCOMPLISHMENT	HONOR/AWARD GIVEN
All A's or all A's and no more than 2 B's in a term.	Placement on all A or A/B Honor Roll, certificate awarded
All year placement on All A or A/B Honor Roll.	Acknowledgment at year-end awards assembly, certificate awarded
Significant, consistent academic improvement, as noted by teacher.	"Diligence and Perseverance" certificate received at year-end awards assembly.

<p>Thesis Awards:</p> <ol style="list-style-type: none"> 1. <i>Longissimum Iter</i> 2. <i>Modus Quintiliani</i> 3. <i>Maxima Loquela Thesis</i> 4. <i>Summus Auctor Thesis</i> 	<p>Award Definitions:</p> <ol style="list-style-type: none"> 1. “The Longest Road” - Greatest progress in writing and speaking 2. Models Quintilian's linking of speech and ethics, that rhetoric is “A good man speaking well.” 3. Best Thesis Defense oration 4. Best written Thesis paper
<p>“The Spirit of The River Academy” awarded to male and female student best deemed to exemplify the Spirit of The River Academy. This is voted on by students 4th grade and higher and all employees.</p>	<p>Medal and Certificate received at year-end awards assembly.</p>
<p>Valedictorian – an award given to the highest academic senior at The River Academy (See Valedictorian qualifications for more details)</p>	<p>A medal given prior to graduation to be worn by the recipient at Graduation</p>
<p>Salutatorian – an award given to the second highest academic senior at The River Academy</p>	<p>A medal given prior to graduation to be worn by the recipient at Graduation</p>
<p>Regent Award – an honor granted by the staff to a Senior that they deem best embodies the Portrait of a Graduate (See Regent Award criteria for more details).</p>	<p>Delivers the Senior Oration at Graduation</p>

The River Academy Student Promotion Policy

In order to be promoted to the next grade at The River Academy, all students should demonstrate an appropriate level of mastery of their assigned subjects, and also display grade level maturity necessary to succeed in the next grade. The following serve as minimum requirements for promotion at The River Academy.

Elementary

- Pass reading, math, and English with at least a 70% average.
- Have no more than one F per term in any other academic subjects (e.g. history, science, etc.) and no more than two F's in the same subject within an academic year.
- If students are low in math or reading, and the grade-level teacher believes they will catch up with help from a reading resource employee or tutor, the student may be moved up a grade as long as parents are notified of the deficiencies and a plan is made to make improvements.

Secondary

- Secondary students currently enrolled at The River Academy must maintain at least a 2.0 GPA to qualify for promotion to the next successive grade.
- Students seeking to graduate from The River Academy High School must meet all applicable graduation requirements (see appropriate policies).
- All appeals for diverging from or waiving the requirements of this policy will be submitted to the appropriate administrator. The Secondary Principal, with the counsel of the teachers and other administrators, will make the final decision on the appeal.

Process For Repeating A Grade

If a teacher suspects one of their students may not meet the qualifications for promotion into the next grade, careful and deliberate communication with parents and administrators is necessary. In general, the teacher must:

1. Notify the appropriate administrator immediately to determine the best course of action.
2. Document all evidence that leads the teacher to believe the child should repeat. This includes academic work as well as behavioral challenges that may make retention a necessary option.
3. Communicate all academic and behavioral challenges to parents as soon as they are detected. A parent should never be blindsided when a teacher recommends repeating.
4. Communicate the possibility of retention at the next parent/teacher conference.

5. Give objective, measurable standards for the child and parents to work toward.

Class Size Policy

Elementary

The River Academy seeks to have elementary class sizes of no larger than 20:1. When a class grows larger than 20 students, a part-time aid will be hired to assist the teacher and ensure the highest quality education is offered to our students.

Secondary

The River Academy seeks to maintain the optimum class size for discussion-based instruction. In general, secondary classes should not exceed 23 students per grade.

Waitlisting Prospective Students

In our current facility, the maximum class size is 23 students. Any prospective students who exceed the maximum size of 23 will be placed on a waiting list until there is enough interest to open a second section of that particular grade. This number may vary, but generally will be 28 students (5 waitlisted +23 enrolled). Exceptions to this may be considered on a case by case basis.

Parent-Teacher Conferences

Parent-teacher conferences are one of the most effective tools we have to partner well with our parents. Two set times in the school calendar will be made available for parents and teachers to meet for conferences, though teachers are expected to communicate and set up conferences with parents during the rest of the school year should the need arise. Parents should always feel free to contact the office to set up appointments with teachers when necessary.

Section IV: Student Guidelines

Discipline Philosophy

The River Academy views parents as the primary disciplinarians of their student. Though it is necessary for schools to enforce discipline in order to keep classrooms orderly, it remains the parent's primary responsibility to discipline their children. Therefore, teachers will make every possible effort to keep parents well informed of student conduct so that appropriate measures can be taken at home to curb unhelpful behavior.

When discipline at school becomes necessary, The River Academy will make every effort to do so with grace and love. In this way, discipline will always be applied with restoration and forgiveness at the center. Discipline will always seek to end in a restoration of fellowship (child to God, child to others). Shaming or withholding affection from a student should never be used as a means of discipline.

Whole School Rules

Overarching Principles:

- We are **Respectful**
- We are **Responsible**

Office Visits

When the student receives an office visit (discipline from the principal) the following accounting will generally be observed.

1. The first time a student is sent to the principal for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
2. The second time a student is sent to the principal, the student will receive appropriate consequences for his/her actions.

3. The third office visit will be followed by a meeting with the student's parents, principal, and Headmaster.
4. Should the student require a fourth office visit, a two-day suspension may be imposed on the student.
5. If a fifth office visit is required, the student may be expelled.

Patterns of Misbehavior

If the student continues to persist in minor classroom infractions even after intervention strategies are implemented, a more serious consequences may be imposed on the student. If the behavior still continues after numerous attempts from the school (multiple office visits, etc.) the student may be expelled. If expulsion becomes necessary, principals and administrators will make every effort to ensure forgiveness and restoration are core to the process.

Serious Misconduct

Should a student commit an act with such serious consequences, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence or vandalism to the facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to discipline for serious misconduct, which occurs outside of normal school hours.

Re-admittance

Should the expelled student desire to be readmitted to The River Academy at a later date, the head of school, or a delegated committee, will make a decision based on the student's attitude and circumstances at the time of re-application.

Elementary Discipline

Classroom Rules

- We obey right away
- We raise our hands and stand to speak
- We show respect to others with our words and actions

- We work diligently during class time

Classroom Process:

1. Teach and train your students first. Good teaching and training of the whole class on the standards of behavior at the beginning of the year and then periodically throughout the school year is critical to good classroom management. Note that it is not enough (especially with younger students) to tell them once and then expect them to perfectly conform. Students must be taught the standard and then shown what it looks like to uphold those standards prior to being held accountable.
2. Verbal correction. If a student has been sufficiently taught and trained on classroom rules and chooses to not comply, they should be given one verbal correction.
3. Name on the whiteboard. Continued misbehavior will result in the student's name being placed on the board and losing half of recess.
4. Contact parents. Teachers should contact parents by using Attention Grabbers, an email, or a phone call.
5. Restoration. Restore the relationship right away. Discipline is always restorative. Fellowship should be restored as soon as the child prays and asks forgiveness.
 - a. If a student's behavior merits a name on the board and an Attention Grabber sent home, it is important for the teacher to also walk the student through the biblical confession process. Specifically they should seek forgiveness from whomever they have offended (teacher, student, etc.) and seek forgiveness from God.
6. Office Visit: Send students to the office if they have multiple offenses in the same day. If a student who has already received an Attention Grabber requires further discipline that same day, then an office visit will be required. When a child needs an office visit, the teacher may escort the student to the office to explain the event or send the student to the office with an Office Referral Note, escorted by a responsible classmate. If no administrator is present, the teacher is to leave the student in the office until the appropriate principal can address the situation.
7. Students who commit one of the Big Five should be sent to the office for an official office visit with the appropriate administrator.

Playground Discipline

Supervising Teacher Duties

1. Supervising teacher should be actively watching or playing with students at recess in order to monitor behavior.
2. If a student misbehaves, address the inappropriate behavior with the student. Walk the student through any necessary steps of reconciliation. If the student continues to misbehave, he or she is to be removed from play to walk quietly back and forth around the orange cones that mark the southern boundary of our blacktop. Students removed from play to “walk the cones” will continue to walk around the cones until released by the lead recess monitor at the end of recess. Any student who was removed from play to walk the cones will be given an Attention Grabber, filled out by the lead recess monitor, before returning to class.
3. If the student commits one of the Big Five, he or she should be sent to the office immediately.

Secondary Discipline

In an effort to increasingly encourage students toward self-governance, discipline at the secondary level will be different than in elementary.

The first step of correction is to verbally address the inappropriate behavior with the student. Students should be given the opportunity to correct their behavior and restore relationships as young adults before teachers resort to involving parents.

Never use sarcasm or shame to discipline a student. Instead, address the behavior directly and, if necessary, meet after class. If the misbehavior is something only the teacher observes, the student should be quietly/private corrected. Please note any major disruption or correction in RenWeb so that patterns of behavior across the classes and teachers may be quickly discerned.

If the teacher perceives a pattern of disobedience, negative attitude, or classroom disruption (such as three times in recent weeks), the teacher is to call or email the parents. Secondary students should always be informed when parents will be contacted.

If students persists in their inappropriate behavior, and/or working with parents doesn't seem to be changing their demeanor, teachers should speak to the principal or, if needed during class, send the student directly to the office.

Student Culture at TRA

Culture is one of the most powerful tools we have to shape students. What follows is a list of cultural elements or daily/yearly liturgies that help shape our students and our school:

- Students (when not distracting to classroom discussion) should stand when an adult enters the room in order to display respect to the guest (this may be waived if the adult is a regular visitor to the classroom). They should also greet the guest as led by the teacher to do so.
- Elementary students will stand when asking questions or addressing their class. When standing to speak will cause a disruption to the time of discussion or flow of the class, the teacher may instruct students to remain seated for that portion of the class. Due to the more conversational nature of the secondary classroom, students are not expected to stand when answering a question, but should stand when presenting their thoughts or reading to their class.
- As we teach our students to communicate clearly and eloquently, teachers are to encourage their students to answer verbal questions in complete sentences and without the use of fillers such as umm, ah, etc. Teachers should model clear speech in the classroom.

Hallway Culture

- Elementary students are to walk in a quiet, straight line.
- Secondary students are to be thoughtful of others while in the hallways and should notice and make way when others need to pass.
- All students and staff are encouraged to speak in low, conversational tones while in the hallway so as to not distract others from learning.
- Students are to be taught and reminded to look for ways to be helpful, such as holding open a door for classmates, helping another student who is on crutches, or assisting others whenever possible.

Other Aspects of TRA Culture

- Singing the Psalms: Our desire is that all our graduates will enjoy singing the Psalms and will have numerous Psalms committed to memory because they have sung them for years.

Elementary classes will begin each day with Psalm singing, while secondary classes will join the all-school Psalm sing on Mondays and sing hymns and worship during Chapel.

- **The House System:** At The River Academy, we believe that students learn to lead by leading, and we seek to give them opportunities to do so on a regular basis. House is an integral part of this. Weekly, students gather, serve, and compete in and amongst their houses. Students are sorted into four houses: Ten Boom, Lewis, Tyndale, and Wilberforce. A student's house becomes a significant aspect of his identity within the TRA community, particularly in regards to the camaraderie and mentorship that comes with his house.
- **Mentorship:** We value the growth that happens when older students mentor younger. Reading buddies, joining or assisting with recess, Reformation day teams, and collaborative projects, are all opportunities for the older students to practice leadership and to enjoy the younger students.
- **Athletics:** Teamwork is an excellent way to bond with schoolmates and to increase character, sportsmanship, cooperation, and work ethic. The River Academy has both middle school basketball for boys and volleyball for girls as well as Ultimate Frisbee for the high school.
- **Eloquence:** Activities like Mock Trial and Drama sharpen rhetoric, utilize logic, foster research, instill confidence, and develop teamwork skills.
- **Service:** Through House service projects and organizations like Key Club, our students learn to serve our community. They provide opportunities to demonstrate Christ's love to those around them.

School Equipment Guidelines

All TRA equipment and property should be treated with care and respect and should be used for school-related purposes only.

Technology Guidelines

Technology is a tool that should not eclipse our relationship with God or distract from our interpersonal relationships or our education. Therefore, TRA seeks to utilize technology in a way that will aid students in engaging with subjects; it should never simply be about the technology itself but about the tools taught.

Computer Lab Protocol

- No food or drink in the Computer Lab
- Please pick up after yourself. Put chairs and tables and equipment back when used.
- Computer use is for school-related work only.

Elementary Students

Elementary students in general will not use the school computer lab or mobile computer station. Sixth grade may be permitted to use computers on a limited basis, for special projects, with intentional teacher supervision.

7th and 8th Graders

- Do not have computer privileges during lunch or after school without teacher permission.
- Computer passes for lunch or after-school use may be obtained from the teacher who assigned the work. The pass must be checked out and turned in by the student on the teacher's computer pass log sheet. The pass should be set out next to the computer during use.

9th-12th Graders

- May use the computer lab at lunchtime, after school, and during study hall periods for school-related use only.
- Do not need to obtain a computer pass to use the Computer Lab.

Policies for Personal Electronics

Elementary and 7th-8th Graders

- Use of cell phones and other personal electronics are not allowed on campus from school arrival until dismissal.
- Parents needing to contact their student during school hours must call the office who will deliver the message to the student.

- Cell phones and any personal electronics seen, heard, or used while at school before dismissal will be confiscated and taken to administration. Parents of elementary through 8th grade students may sign out confiscated items from administration after school.
- Cell phones and other electronic devices may be allowed on day trips at the discretion of the supervising teacher(s).

9th-12th Graders

- Devices may only be used during class with specific permission and direction by teachers. Any other use will result in the device's confiscation and will need to be signed out from the Office by the parents.
- Devices such as laptops and tablets may be permitted for academic purposes during school hours at the discretion of the teacher.
- Entertainment devices or gaming are not permitted during school hours.
- Social media (SnapChat, Twitter, Instagram) is not permitted during class.

Student Dress Code

The River Academy is a place of learning for students. Wearing uniforms makes clothing background to learning. Therefore, no part of the uniform should be a distraction to the student or others. Our uniforms are structured to emulate common business standards.

Students are expected to be clean and dress in clean, fitting, untornd clothing, which adheres to the stated TRA uniform policy.

If a student is not wearing the appropriate uniform, the teacher will assess and address the situation and may:

- Call a parent to bring the correct item of clothing.
- Send home an "Out of Uniform" slip for the parent to sign and return.
- Ask the student to wear their dress uniform on the following day (if they did not wear the dress uniform appropriately).
- Enlist the help of the principal if a pattern of noncompliance develops.

For specific uniform requirements, see the TRA Uniform Guidelines in the Office or [Online](#).

Student Medication

The River Academy will not dispense medication or cough drops to students. Parents may make a special plan with the office to observe students who take a midday medication.

Grievance Policy

All persons of The River Academy should take any concerns respectfully and directly to the person with whom they are in conflict (Matthew 18 and James 3). If direct and respectful conversations are not fruitful in resolving the conflict, appeals may be made by addressing the direct supervisor up the organizational chart. If that should fail, then to the head of school. Lastly, the School Board may be appealed to, in writing, through the head of school.

If disputes arise which are not covered by this policy, the head of school will decide what procedures to follow based upon procedures established by this policy.

Section V: Accounting & Fees

The mission of The River Academy is to partner with parents in educating their children to become the next generation of Christian leaders, equipped to shape culture through faithful, wise, and joyful Christian living.

In order to accomplish this task, it is important that all financial arrangements are clearly understood and followed. The following sections outline the financial terms and conditions of education at The River Academy.

The River Academy is a Continuous Enrollment school. This simply means that once your student enrolls, they continue to be enrolled until you tell us otherwise. This holds your student's spot from year to year, but we rely on you to be in good communication with us if you intend to leave.

Types of Fees

- Application Fee: Per student fee billed through Facts at the time of application.
- Book Fee: Per student fee billed to Facts account in July.
- Continuous Enrollment Fee: Per student fee billed to Facts account in March. This fee guarantees your student's place to be held for the upcoming school year. Your student is automatically enrolled each year, unless a withdrawal form is submitted to the office by February 28th. Tuition and fees must be current to ensure your students enrollment for the upcoming school year.
- Extra-Curricular Fees: These fees are billed to Facts account on a per-user basis.
- Prepaid Tuition: Billed yearly to Facts account in July. Prepaid tuition is discounted 2.5%.
- Monthly Tuition Payments: Billed monthly to Facts account July through June.

Each February, parents will be notified of the following years tuition and fees schedule. Tuition and Fees schedule will be available on the website and in the office.

The River Academy has contracted with teachers and arranged for supplies sufficient to meet the educational goals and objectives of each grade level. Therefore, paid tuition and fees are non-refundable.