RIVERMONT COLLEGIATE
Student-Parent Handbook

The Quad Cities’ only Private College Prep School for Preschool through 12th Grade

WWW.RIVERMONTCOLLEGIATE.ORG

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**Administration**

Headmaster ................................................................. C. Max Roach
Administrative Assistant ............................................................... Deb Steele
Admissions Assistant/Dean of Students ............................................. Joel Kimberly
Assistant Head of Academics ............................................................. Bonnie Campbell
Assistant to the Headmaster ............................................................... Linda Paget
Associate Head of School/Director of Admissions ............................ Phillip Dunbridge
Director of College Counseling ........................................................ Mitzi Austin
Director of Development ......................................................................... Drew Boster
Director of Faculty .................................................................................. Monica Weeks
Director of Residential Life ................................................................. Lynn Cimino-Hurt
Director of Student Life/Athletic Director ........................................ Ed Knupp
Facilities Director .................................................................................... Charles Rodriguez
Finance and Operations Manager ................................................................. Kurt Streicher
Human Resources Coordinator/Accounts Payable ................................. Beth Heaney
Marketing Manager .................................................................................... Jill Weitzel
Welcome

Welcome to Rivermont Collegiate! Whether a new student or parent you are joining a unique educational community that has helped guide and develop generations of students in the Quad Cities since 1884. While the school has evolved since its inception, it remains steadfast to its fundamental roots of providing a strong college preparatory curriculum designed to develop the Intellect, Character, and Creativity of each child.

As a member of the Rivermont Family, you are expected to take an active part in all aspects of school life both curricular and co-curricular. You will find many opportunities for involvement! Students, faculty, and parents are encouraged to “bring of themselves” in contributing to the culture and spirit of the entire Rivermont Community.

This handbook is designed to provide an overview of Rivermont Collegiate policies and procedures. Please familiarize yourself with the contents as it will answer many of your questions in regard to academics, school safety and security, discipline, athletics and a wide range of other topics. While this handbook provides valuable information in terms of school policy, it cannot address every conceivable situation that might arise. As such in all cases, school administrative decisions will always be made in the best interest of the students and school.

School life is governed by Rivermont’s core principles: Intellect, Character, and Creativity. We strive to provide students with opportunities to learn - both in and out of the classroom - and a sense of trust and mutual respect is expected. As a preschool through 12th Grade institution, Rivermont is a unique school community that spans a broad range of ages, needs, and interests. Students learn from each other and demonstrate leadership at all levels.

Each member of this community plays a vital role in meeting Rivermont’s mission. I encourage you to engage yourself completely, participate actively, and be proud to be a Rivermont Lion!

Mission Statement

Intellect, Character, and Creativity

Rivermont Collegiate is dedicated to academic excellence and maximizing the potential of each student through a nurturing, stimulating, and structured environment that advances the individual’s Intellect, Character, and Creativity while guiding the student on a path of life-long learning, prepared to engage fully in his or her local, national, and global communities.
**Philosophy**

Rivermont Collegiate, established in 1884, is a nondenominational, nonprofit, college preparatory day school for preschool through 12th Grade. Passionate and engaged faculty and administration provide students with a balance of knowledge and skills in critical thinking, while helping them attain a healthy self-esteem. This balance allows students to develop a genuine sense of self and become successful students in college and graduate school, responsible adults in the community, and wise and compassionate citizens of the world.

Ethical values are an essential dimension of a well-educated young person. Rivermont teaches respect for others and instills a spirit of community service and civic responsibility in its students. Students learn to value differences among individuals and appreciate the unique contributions each person adds to the Rivermont community. The school is committed to reflecting the social, cultural, and economic diversity of the Quad Cities.

Rivermont believes that:

- High academic and character standards instill excellence and challenge students to do their best.
- Students thrive in a culture of learning where the student to teacher ratio assures personal attention.
- A committed partnership with parents is paramount to student success.
- Each student is unique with special talents and aptitudes to be nurtured and developed.
- School activities and programs are open to all students to explore.
- Students develop and harness self-esteem and confidence through diligence, accountability, and personal responsibility for learning, behavior, and attitudes.
- Education is a life-long passion that enriches the mind, heart, and spirit in tangible experiences in scholarship, service, and performance, both artistic and athletic.
- Students grow and learn from experiences with significant adults who model compassion, scholarship, conviction, and integrity.
- Diversity of thought and culture within the Rivermont community encourages real exchange of perspectives, mutual respect, and understanding.
- The future of a democratic society depends upon the intellect, participation, and character of its children.

Rivermont is committed to the belief that its students and graduates:

- Excel in the humanities, mathematics, science, technology, the arts, and languages
- Demonstrate useful physical skills, cooperative and competitive team skills, sportsmanship, and a life-long interest in fitness and health
- Demonstrate creative, critical, and generative thinking
- Embody integrity, compassion, tolerance, responsibility, discernment, and optimism
Student Honor Code
As a Rivermont Collegiate student, I pledge: I will not lie, cheat, steal, or tolerate those who do.

School History
1884  St. Katharine’s School was founded.
        St. Katharine’s Hall was opened September 24, 1884; dedicated to the education of Christian women. Bishop William Stevens Perry, the Episcopal Bishop of Iowa, sought to open a school for girls in his diocese. When a sum of money was left to Griswold College in the will of Miss Sarah Burr of New York, the Bishop Perry strove toward his dream. The Trustees of Griswold College signed the papers by which Cambria Place, a large residence in eastern Davenport (10th and Tremont Street) became the property of the college, and thus was established the girls’ school St. Katharine’s Hall. The Iowa Churchman of that time describes the newly acquired building: “Cambria Place is, perhaps, the most palatial of our Iowa homes. Built by the late Hon. John L. Davies… with every care for beauty, solidity and perfectness of finish; designed by the celebrated Cochrane, of Chicago, the architect of the Illinois State Capitol and the building of the Chicago Board of Trade; situated on a noble bluff overlooking the three cities, and having a view of nearly a score of miles up and down the Mississippi with every possible convenience requisite for making this a house beautiful…this new school…will possess a building especially adapted for educational purposes.”
        First Headmistress: Emma Rice (Vassar graduate)
        First Board Chairman: J. J. Richardson

1885  Annex built behind St. Katharine’s Hall.

1888  Richardson Observatory was constructed.
        First Commencement was held (four years after founding).

1893  Enrollment: 50 boarders, 40 day students.

1900  Griswold College property was sold and the proceeds went to a fund to place St. Katharine’s on a sound financial basis.

1901  Fire destroyed the entire eastern part of Davenport and came right to the porch of St. Katharine’s Hall and stopped. Observatory was destroyed.

1902  The Episcopal Sisters of St. Mary assume the direction of St. Katharine’s.

1903  Completion and dedication of new gymnasium and St. Mary’s Chapel.
1909  St. Margaret’s Hall was opened.

“The school was beginning to be crowded. Although there were accommodations for fifty boarders and forty day students, the need was felt for more room—especially classrooms and studios. Adjoining the property was a handsome residence with several acres of land and a dignified entrance. This was the Renwick Place, vacant for a number of years, which gave the only means of expansion possible in the midst of the city. It is built of stone, the rooms are large and lofty and the woodwork exceptionally fine. There is a steep bank between the two houses and a connection was made by a covered way with continuous glass windows on either side, a delightful place especially in winter when the bright sunlight streams in. Both houses were built about the same time by old settlers and are solidly constructed, dignified, and handsome, with a very homelike atmosphere. The three storied stone house contained five porches, room for an infirmary with its own staircase, a studio, music room, and dormitory space for thirty more boarders.”

1915  Two white oak statues (hand carved by Kirchmier, one of the workers of Oberammergau) of St. Katharine and St. Margaret (presently in Milwaukee at St. Mary’s Convent) were given by the class of 1915 in memory of the death of Sister Mary Thecla.

1917  J. J. Richardson died and bequeathed $15,000 to St. Katharine’s.

1918  Marion Crandell, Sorbonne educated, former teacher of French, is the first American woman to be killed at the front in World War I.

1920  Alumnae purchase the McClandless home, in her memory, for the teachers’ home.

1923  Crandell Hall was built as a teachers’ cottage in honor of Marion Crandell.

1925  A new tennis court was donated by the class of ’25.

1926  May Fete began.

1934  The Sisters painted a series of beautiful oil paintings on the dining room walls illustrating a 14th century church calendar.

1935  Oneida Ravine was filled in by French and Hecht (donation) to widen the athletic field and allow a road through the campus from Oneida Street.

1943  The School was returned to lay administration. Sisters relinquished responsibility for St. Katharine’s School to consolidate their work at Kemper Hall, Kenosha, Wisconsin.

1950  A new dormitory was constructed.

1968  The enrollment was 168. The boarding section was discontinued. The School became coeducational (boys were always admitted in the lower grades). “St. Mark” was added to the name for the boys’ division. Religion classes and chapel services were no longer required.

1971  The first boys graduated from St. Katharine’s-St. Mark’s School.

1973  The School moved to the Bettendorf Estate at 1821 Sunset Drive, Bettendorf. The five acres and two buildings—main mansion and carriage house—were purchased from the
Marist Society for $175,000 under a contract at 6% directly from the Fathers. The facility at 10th and Tremont Streets was sold and became a nursing home.

1974 Uniforms were discontinued and replaced by a dress code.

1975 A new gymnasium was constructed. Enrollment was 220.

1980 The School discontinued its affiliation with the Episcopal Diocese of Iowa in November.

1981 A stage and boys’ and girls’ locker and shower rooms were added to the gymnasium. The Edwin Bettendorf home was purchased for high school classes.

1984 The School celebrates Centennial with gala reunion.

1986 Program for 3-year-olds classes added; AP courses added.

1996 Diploma with Honors made available to highly qualified graduating seniors.

2001 New Lower School building, Becherer Hall, was opened for the start of fall classes. Upper School classes were moved to the Mansion.

2002 The name of the School was changed to RIVERMONT COLLEGIATE.

2015 A 2-year-old class was added.

2016 Rivermont Collegiate launched an international Homestay program for students in grades 7 and 8.

2017 The Carriage House was restored and renovated into a dormitory for 16 students, 2 faculty apartments, a pottery studio, and an art room.

2017 Rivermont re-opened a boarding program, this time with the vision of “engineering a global village atop the hill in a newly revitalized downtown Bettendorf.”

2017 The Bettendorf family’s guest cottage, known as the Wallace House, was demolished after it had become partially condemned, making space for the new science, technology, engineering, arts, and mathematics (STEAM) building.

2018 Rivermont Collegiate opens its first international campus, in partnership with the prestigious Beijing Number 2 School, which was founded in 1724 to educate the children of the Forbidden City and imperial family.
## Rivermont Headmasters

<table>
<thead>
<tr>
<th>No.</th>
<th>Years</th>
<th>Name</th>
<th>Years</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>1884-1899</td>
<td>Miss Emma Rice</td>
<td>5</td>
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<tr>
<td>2.</td>
<td>1899-1902</td>
<td>Miss Mary Frances Buffington</td>
<td>3</td>
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<tr>
<td>3.</td>
<td>1902-1932</td>
<td>Sister Esther</td>
<td>30</td>
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<tr>
<td>4</td>
<td>1932-1940</td>
<td>Sister Ethel Mary</td>
<td>8</td>
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<tr>
<td>5.</td>
<td>1940-1943</td>
<td>Sister Noel</td>
<td>3</td>
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<tr>
<td>6.</td>
<td>1943-1947</td>
<td>Miss Ophelia Smith Todd Carr</td>
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<td>7.</td>
<td>1947-1949</td>
<td>Mrs. Doris Thompson</td>
<td>2</td>
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<td>8</td>
<td>1949-1955</td>
<td>Miss Katherine Zierlein</td>
<td>6</td>
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<td>9.</td>
<td>1955-1957</td>
<td>Mr. T. C. Hinckley</td>
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<td>10.</td>
<td>1957-1961</td>
<td>Mr. Walter H. Lemley</td>
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<td>11.</td>
<td>1961-1962</td>
<td>Mr. Glenn L. Hostetter</td>
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<td>12.</td>
<td>1962-1963</td>
<td>Mr. H. Sturgis Hodgedon</td>
<td>1</td>
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<td>13.</td>
<td>1963-1968</td>
<td>Dr. Donald G. Reuter</td>
<td>5</td>
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<tr>
<td>14.</td>
<td>1968-1971</td>
<td>Mrs. Mary (Polly) Nichols Arp</td>
<td>3</td>
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<td>15.</td>
<td>1971-1975</td>
<td>Mr. Gerald R. Thompson</td>
<td>4</td>
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<td>16.</td>
<td>1975-1982</td>
<td>Mr. John P. Deniston</td>
<td>7</td>
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<td>17.</td>
<td>1982-1983</td>
<td>Mr. Rockwell Stowell (interim)</td>
<td>1</td>
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<td>18.</td>
<td>1983-1998</td>
<td>Dr. Michael A. Novello</td>
<td>15</td>
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<td>19.</td>
<td>1998-2005</td>
<td>Mr. David B. Stephens</td>
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<td>20.</td>
<td>2005-2012</td>
<td>Mr. Richard St. Laurent</td>
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<td>21.</td>
<td>2013-2015</td>
<td>Mr. Todd M. Zachary</td>
<td>2</td>
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<td>22.</td>
<td>2015-2016</td>
<td>Mr. Curtis Fee (interim)</td>
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<tr>
<td>23.</td>
<td>2016-</td>
<td>Mr. C. Max Roach</td>
<td>Current</td>
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Bettendorf Mansion

One of Bettendorf's most distinctive buildings – built to last 1,000 years

Joseph W. Bettendorf, head of the Bettendorf Company, built his English manor style home on a bluff overlooking the Mississippi River in 1915. He hired noted architect Arthur H. Ebeling to design and build the home for his family to entertain railroad magnates from the east. Hasselgren Studios of Chicago was hired as the overall decorator. The foyer and breakfast room ceilings were painted in their studios and shipped by rail to the mansion. Some rugs were specially ordered and took over two years to complete in the Orient. Construction of the exterior was done by plant employees with all bricks on the mansion measured to be exactly the same size with uniform grout lines. Italian and German craftsmen were brought to the mansion to carve the woodwork and inlays on-site.

The 28-room mansion is 150 feet in length and has three floors and a full basement, for a total of 21,000 square feet of finished space. In addition to the mansion, the original estate, which covered 24 acres, consisted of a large greenhouse, a carriage house, a bath house and pool, a large guesthouse, and numerous formal gardens. The building was ahead of its time in many ways: base electrical outlets, metal lathe when wood was standard, slate roof with copper gutters, steel I-beams throughout the house for extra support, heating and plumbing enclosed in the walls, and a central vacuum system. The mansion remained a residence of the Bettendorf family until it was sold to the Marist Society in 1959 and used as a seminary. In 1973, St. Katharine’s-St. Mark’s School purchased the mansion and carriage house, moving the school from Davenport. The school built a gymnasium in 1975 and Becherer Hall in 2001. In 1981, the school purchased the former guest residence and in 2002, the school was renamed Rivermont Collegiate. Today only the mansion, carriage house, remain on 8.57 acres of the original estate. In 1984, the Bettendorf Mansion was recognized for its historical significance to the people of Iowa and was entered in the National Register of Historic Places.

Rivermont Collegiate Administration and Organization

Accreditation and Memberships

Rivermont Collegiate is accredited by the Independent Schools Association of the Central States (ISACS) and the North Central Association Commission on Accreditation and School Improvement (NCA CASI). The Rivermont Early School is accredited by the National Association for the Education of Young Children (NAEYC).
With the passage of Iowa House Resolution 215 in July 2013, Rivermont Collegiate holds jointly full State Accreditation and Special Accreditation for College Preparatory Schools by the Iowa Department of Education.

The school also holds memberships in:

- National Association of Independent Schools (NAIS)
- National Middle School Association (NMSA)
- National Association for the Education of Young Children (NAEYC)
- College Board
- Council for Advancement and Support of Education (CASE)
- National Association for Gifted Children
- Iowa Talented and Gifted Association
- National Honor Society
- National Junior Honor Society
- National Student Council
- National Association of School Councils
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- Iowa High School Music Association
- Iowa High School Athletic Association
- Iowa Girls High School Athletic Union
- Iowa Basketball Coaches Association
- Iowa Cheerleading Coaches Association
- Quad Cities Chamber of Commerce
- Bettendorf Rotary and numerous professional academic associations

**Governance**

Rivermont Collegiate is governed by a self-perpetuating Board of Trustees who volunteer their time, treasure, and talent to the school. These dedicated individuals represent current families, alumni, alumni parents, and members of the civic and business community. Rivermont Collegiate operates as a not-for-profit 501(c) (3) institution and is incorporated with the State of Iowa. The Board of Trustees operates in compliance with the National Association of Independent Schools’ (NAIS) and Independent Schools Association of the Central States (ISACS) accreditation requirements and principles of good practice.

Their principal responsibilities are:

1. The Board guides the formation of and approves the school’s Mission Statement.
2. The Board ensures the fiscal health of the school, by serving as fiduciaries.
3. The Board collaborates with the Headmaster and approves the school’s strategic vision, in support of its Mission and long-term sustainability.

4. The Board hires and supports the Headmaster.

The Board customarily concerns itself with the mission of the school and broad policies, while the Headmaster is responsible for personnel and day-to-day operations. The Board does not intervene or act on operational matters. This is required for accreditation.

The Board only speaks through the voting process and when it speaks, it speaks with one voice, in solidarity. Individual trustees do not, and cannot speak on behalf of the Board, with the exception of the President of the Board and Headmaster, when authorized to communicate the outcome of a Board vote.

Parent participation in Parent’s Council and the variety of event committees and activities provides deeper understanding and appreciation of the school’s mission and may set the stage for potential Board involvement. Parents who serve on the board must separate their respective roles. A general rule of thumb is, “when a parent-trustee thinks and acting on matters that effect students currently enrolled (our children) you are acting as a parent — not as a trustee. When a parent-trustee thinks and acts on matters that will impact students in their grandchildren’s generation, they are thinking and acting as a Trustee — not a parent.” These roles are sometimes referred to as “wearing different hats,” which can, at times, be challenging for parent-trustees. Nevertheless, parent-trustees must always separate their thoughts, actions, and words, ensuring that they support the school and its Headmaster, while honoring the strategic, rather than operational, nature of our Board of Trustees.

The Board of Trustees’ Executive Committee maintains a list of potential trustees for consideration by the full Board using a skills matrix, which ensures that the various governance needs are satisfied within the Board’s collective skillset.

Advising/Counseling

Advisors:

Homeroom teachers in Kindergarten through Grade 5 serve as student advisors. Each student in Grades 6 through 12 has an assigned faculty advisor. The advisor facilitates communication between the student, family, teachers, and administration by meeting frequently with advisees to review the academic progress and performance. Middle and upper grade parents receive regular communication from their child’s advisor.

Advisory groups also plan service projects and social and recreational activities.

Academic Counseling: While advisors can assist the student with problems that arise in the normal course of school life, students are encouraged to seek out any faculty or staff member with whom they feel comfortable with to assist them in any way. It is vitally important to everyone at Rivermont that students feel free to discuss private issues or concerns with any member of the faculty or staff. However, while these discussions are generally confidential, faculty and staff members are bound by law to communicate to parents and/or school administration knowledge of any situation in which there is a threat to the well-being of a student or the School.
Whether it is academic, social, or personal counseling that is needed, someone at Rivermont is willing and available to help. The School also refers to local psychologists from our community.

**Social-Emotional Counseling:** Whether it is academic, social, or personal counseling that is needed, someone at Rivermont is willing and available to help. The school also consults with psychologists from among our community in order to provide the best level of support to each of our students in their individual needs.

**College Counseling:** The goal of the college counseling department is to find the best fit college or university for each Rivermont graduate. Academic scheduling that ensures a strong path towards that goal begins in the sixth grade. College Counseling begins in the eighth grade through career exploration and proceeds through group and individual counseling with increasing individual attention to the application process in the senior year.

Testing begins in eight and ninth grades with the PSAT 8/9; followed by the PSAT 10, and PSAT/NMSQT in the eleventh grade. During the junior year, each student builds a preliminary list of colleges based on a set of personalized criteria, including geographic locations, size, school atmosphere, and academic majors. The list is refined until the best choices emerge. The goal is to have all pieces of the application process in place by the fall of the senior year to ensure a smooth application process and diminish anxiety. The college counseling program includes support in exploring college/university choices, applying for scholarships, registering for tests, engaging in challenging summer programs, choosing recommenders, and meeting all deadlines for regular and special programs. This personalized attention continues through the senior year and results in 100% four-year college placement for Rivermont graduates.

In the twelfth grade, students are encouraged to participate in our Educational Partner Program, which gives seniors the opportunity to take a college class at a local university. Paid for by Rivermont, the class earns college credit and provides the student with an exceptional preview into college courses and student life. In the fall, several college admissions representatives visit the Rivermont campus. Additionally, students and parents are encouraged to attend consortium visits from East and West coast schools as well as Midwest area college fairs. Once a year, students are invited to participate in a local college tour in which students travel to regional universities as far as Chicago and Des Moines in order to explore a variety of campuses and student services.

**School Business Office**

The Business Office is responsible for the administration of school financial matters.

**Tuition and Fees**

As outlined within each student enrollment contract, families are obligated to a student’s full tuition and fees regardless of the reasons for the student’s withdrawal. Any account thirty (30) or more days past due is charged a 1.5% per month or 18% per annum finance charge on all outstanding amounts. Re-enrollment for the following year will not be offered if a family’s account is not current. If a lunch account becomes severely past due, student charging privileges may be suspended. Please see your Enrollment Contract for specific items and charges.
**Tuition Assistance**

Families receiving Tuition Assistance need to complete the “Intent to Re-enroll and Apply for Financial Assistance” form as soon as possible. Families initially applying to Tuition Assistance should contact the Business Office in February for instructions on how to begin the process. All forms are completed and submitted for review by the Tuition Assistance Committee. Forms and information are available on the Rivermont website. All information gathered in the process is confidential.

**Tuition Insurance Plan**

Enrollment at Rivermont is a commitment for the full academic year. Withdrawal is permitted before June 10, with written notice and forfeiture of the enrollment deposit. Thereafter, obligation to full tuition and fees for the entire year is unconditional. No portion of any tuition or fees, paid or outstanding, will be refunded or cancelled for any reason. Therefore, Rivermont highly recommends the Tuition Protection Plan in the event of a student’s absence, withdrawal, or dismissal from the school for any reason.

The Tuition Protection Plan is mandatory for families who select payment option C or D, and for families receiving Tuition Assistance with payment option B. Remaining families have the option to decline this insurance plan on their Enrollment Contract, but this decision should be carefully weighed in light of the obligation policy outlined earlier in this section. Once declined, the plan is not available during that academic year. The cost to participate in the Tuition Protection Plan is 5% of the annual tuition charge, due with the first tuition payment. Families who receive Tuition Assistance will pay 5% of their net tuition figure.

In the event of a medical withdrawal (complete and involuntary severance from classes, as certified in writing by a medical practitioner not related to the student), the plan will forgive 75% of the pro-rated tuition balance for the remaining portion of the school year which the student does not attend.

In the event of dismissal by school administration for scholastic or disciplinary reasons, the plan will forgive 75% of the pro-rated tuition balance for the remaining portion of the school year which the student does not attend.

In the event of a withdrawal for other reasons, such as family relocation, the plan will forgive (at the School’s discretion) 60% of the pro-rated tuition balance for the remaining portion of the school year which the student does not attend.

**Re-enrollment Contracts**

Re-enrollment contracts are mailed in early spring. Contracts are issued conditional on the student’s satisfactory completion of the current academic year and the status of the student’s tuition account. No write-in changes may be made on a re-enrollment contract.

Parents should note that in the Spring of 2019 the admissions office will be changing the structure of its enrollment agreements. We will shift from an annual re-enrollment system to a continuous enrollment system, which will streamline the re-enrollment process, eliminate redundancies and enable better and more accurate record keeping.
**Parental Involvement**

Parents are the first and primary educators of their children. Rivermont seeks to work in partnership with parents as their child progresses through formal schooling. Studies show that students experience greater academic success and personal satisfaction when their parents are active participants in their education. Reading to your child, showing an interest in schoolwork, fostering good work habits, and demonstrating a commitment to life-long learning shows your child that you are committed to and value education. Parents are encouraged to become involved in the life of the school through volunteerism and philanthropy.

**Expectations**

Rivermont expects students, parents, faculty, staff, and administrators to follow the same practices, rules, and regulations of the School both in spirit and in word. Courtesy and civility are vital to a healthy school community. Parents have a contractual relationship with Rivermont, but more importantly, set an example to students. Rivermont therefore places great emphasis on comportment of all members of the Rivermont Community, including parents and families.

Rivermont endorses the following principles of good practice as promoted by the National Association of Independent Schools (NAIS):

- Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, and mutual respect.
- In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
- Parents are familiar with and support the school’s policies and procedures.
- Parents provide a home environment that supports the development of positive learning attitudes and habits.
- Parents involve themselves in the life of the school.
- Parents seek and value the school’s perspectives on the students.
- When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
- Parents share with the school any religious, cultural, medical, or personal information that the school may need to best serve the student.

**Parent Communications**

- **Newsletters:** *Lion Pride Postings*, the weekly online Rivermont newsletter, contains current items of interest to the entire Rivermont community. It is distributed electronically every Thursday to all parents who have provided an e-mail address, and is also available on the Rivermont website. For early and lower grades students, classroom teachers write a weekly update to parents. This update includes information about curriculum, upcoming events, and special notes. In middle and upper grades, periodic letters, notices, and e-mails are used to keep families and students informed of upcoming events and issues.
• **Academic and Daily School Calendars:** Rivermont’s academic calendar and daily school calendar are readily accessible by students and parents on the school website.

• **ParentsWeb Calendar:** A detailed calendar with all daily events is available on the ParentsWeb area of FACTS (previously known as RenWeb).

• **Scheduled Conferences:** Individual parent-teacher conference days are scheduled in the fall and spring semesters. Parents/guardians are urged to take advantage of this opportunity to exchange information with their child’s teachers.

• **Additional Conferences:** Parents/guardians, teachers, and advisors are encouraged to communicate with each other frequently. If a parent wishes to have a conference with a teacher, they should contact the teacher directly to arrange an appointment.

• **Classroom Visits:** If a parent/guardian wishes to visit a classroom, they may call the Director of Faculty to discuss the visit and agree on an appropriate time. Upon arriving at the school all visitors will sign in at the front desk in the Mansion or in Becherer Hall.

• **Student Birthdays:** Unless the entire class is invited, please do not send birthday invitations to classrooms. This can create a sensitive situation. Also, be sensitive to picking up only a small group of children for a party after school. If you have any questions, contact the teacher.

• **Confidential Student Information Policy:** Before sharing information on a student to a requesting party, the School requires written permission from the parent or a written request from the agency or physician, including a signed release. The requesting body, whether a school, physician, psychologist, or psychologist group, must send the request for information and a signed release form by fax or mail. This form must include the parent/guardian’s signature.

**Parents’ Council**

All Rivermont parents/guardians are members of the Parents’ Council. The Parents’ Council plans events, raises money, and generally supports all student activities. Specific information of Parents’ Council meeting times/locations can be found on the Rivermont website.

**Admission Ambassadors**

Parents are Rivermont ambassadors to the Quad City community. Daily interactions with friends, neighbors, and co-workers are unique opportunities to promote the school. Parents are encouraged to invite other families to visit Rivermont, attend functions, and meet with the Admissions Office. Parents can assist the Admissions Office directly by agreeing to meet prospective families to share their experiences. Please contact Parents’ Council or the Admissions Office for more details.
The Learning Environment

Student Attendance

Parents/guardians are responsible for ensuring that students attend school. Students are expected to fulfill school obligations through attending classes, labs, appointments, assemblies, rehearsals, and practices. Students are responsible for all academic assignments, even on those occasions when school-sponsored activities may interfere with class attendance (athletic events, trips, etc.). Absences generally fall into two categories: excused or unexcused. Students absent from class without reasonable excuse will be considered unexcused. The only excused absences that will be considered are student illnesses, family emergencies, medical or business appointments (that cannot be arranged outside the school day), recognized religious holidays, or other compelling reasons approved by the Director of Student Life. Students with numerous unexcused absences may be subject to disciplinary action, up to and including, the loss of course credit.

There is no substitute for regular attendance. In order to help support the faculty in their endeavors to educate your child, parents must make regular, prompt, and active attendance a priority. Parents can help by scheduling student appointments outside the school day and avoiding, whenever possible, having students miss school for non-emergency situations, especially vacations or family trips.

School Hours

Early Extended Day (K-12th Grade) 7:00-a.m. - 8:10 a.m.

Early Bird Supervision (Early School) 7:30 a.m. - 8:10 a.m.

Early School
- Lunch with Supervision 11:30 a.m. – 12:30 p.m.
- Afternoon Adventures 12:30 p.m. – 3:30 p.m.

Lower School 8:20 a.m. – 3:30 p.m.

Middle & Upper School 8:15 a.m. – 3:30 p.m.

Late Extended Day (6th -8th Grade) 3:30 p.m. – 6:00 p.m.
After School Supervision (PreSchool-5th Grade) 3:30 p.m. - 6:00 p.m.

* Note: Seniors enrolled in a college class with one of Rivermont’s Education Partners will adhere to the selected institution’s academic schedule in terms of attendance.

Attendance Policy
Attendance in academic and/or physical education classes, study halls, and school functions is mandatory. Students are responsible for completing all missed assignments and class work in a timely manner upon returning to school.

Middle and Upper School students must attend four or more class periods to be considered present for the day. If a student does not attend at least four class periods, they are considered absent and may be restricted from participation in co-curricular or extra-curricular activities for that day.

Any student who misses a total of ten classes per semester, in any given course, may lose academic credit for the year and forfeit the right to return in the fall or in the case of a senior, be denied the right to graduate. A student reaching this limit may submit a request to waive this policy to the appropriate Division Director. Waiver authority rests with the Headmaster.

Tardiness Policy
Middle & Upper School students are required to be on campus by 8:15 a.m. Lower School students are required to be in the classroom by 8:25. Students arriving late will check-in with the administration (For Early/Lower students see the Becherer Hall Administrative Assistant; for Middle/Upper School students see the Mansion’s Administrative Assistant). Excessive tardiness will result in a meeting with the appropriate Dean of Students and may result in disciplinary action. Generally, a detention is assigned after the third unexcused tardiness of a quarter. Tardiness of 15 minutes or more, for any class, will generally be treated as an absence from that class.

Unexcused Absences
Rivermont generally does not excuse absences due to extensions of vacations or family trips when school is in session. The same is true for absences during the school day. Teachers are under no obligation to extend deadlines, re-teach material, or re-schedule tests and/or quizzes under these circumstances. Students will, however, be allowed to make up the work missed and will not be penalized in the grading.

Parents should contact directly the Dean of Students or the Assistant Head of Academics concerning student absences caused by unforeseen or special circumstances and they will determine if an absence is deemed excused or unexcused.

A student receiving an unexcused absence from school is restricted from attending or participating in any Rivermont after-school or evening activity, including athletic events, music or theatrical
performances, dances, or parties on that particular day. Any exception to this policy must be approved by the appropriate Director of Student Life.

Skipping class is unacceptable and disciplinary action will be taken. No credit will be given for work missed due to skipping class.

**Arrivals and Departures**

Students arriving before 8:10 a.m. must report to the following locations:

- Preschool & Junior Kindergarten: Child Care room (Becherer Hall lower level)
- K-12th Grade: Becherer Hall Auditorium (Mansion is open after 8:00 a.m.)

Lower School students, who arrive before 8:10 a.m., unless involved in a school activity, must report to the appropriate location above and parents will be billed at the standard extended day rate.

Rivermont provides *After School Supervision* (Monday through Friday) for Preschoolers through 2nd Grade and *Late Extended Day* (Monday through Friday) for 3rd through 12th Graders. Students (K-2nd Grade) must attend *After School Supervision* if on campus after 3:30 p.m. Students (3rd - 12th Grade) must attend *Late Extended Day* if on campus after 3:30 p.m.

*Late Extended Day* is a homework assistance course supervised by a faculty member. The program runs from 3:30-6:00 p.m. Students remaining on campus after 6:00 p.m. will move from *Late Extended Day* to *After School Supervision*. Please consult the Rivermont website for current prices for each of these programs.

**Leaving Campus**

Rivermont is a closed campus during the school day. The only exceptions are: 1) seniors in good standing – who may sign out and leave campus at lunchtime with a permission form signed by a parent/guardian 2) Juniors who have special permission to attend college courses at one of our partner schools.

If it is necessary for a student to leave campus:

- Early and lower grade students: The parent or authorized pick-up individual must sign out their child at the administrative front desk. Please see the Becherer Hall Administrative Assistant or call (563) 359-1366 ext. 337 for specific details.
- Middle and upper grade students: The student must provide a signed note from a parent/guardian to the classroom teacher and/or see the Mansion Administrative Assistant or call (563) 359-1366 ext. 301

Advance notice is appreciated.
**Recess and Non-Scheduled Time**

All students in Preschool through 5th Grade have a daily outdoor recess (weather permitting).

Please make sure that your child is dressed appropriately for cold weather conditions, including hats, mittens, and boots. Students not wearing boots during wet or muddy weather must remain on the pavement. All students will go outside for recess unless they have a note from home. Lower grades students dressed inadequately for recess will remain indoors.

During recess and lunch, students are expected to stay in assigned, visible areas. All students will follow the direction of the playground supervisor. When weather permits, students may play on the soccer field and the playground. Students may not play in or near any building or near any parked cars. Students may play in the gym with permission from the playground supervisor.

Students who behave inappropriately on the playground will be reported to Dean of Students for possible disciplinary action. Foul language, snowball throwing, tackling (including tackle football), and other forms of aggressive behavior are not tolerated.

**School Delays and Closings**

Rivermont students travel from many different zip codes across the region. The decision concerning school closing or delay is based on accessibility to campus and is made as early as possible. Parents should judge for themselves whether travel is safe from their particular location.

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**School Closure or Delay Information**

1. **One Call** Automated School Notice System
2. **Text Alerts** Automated School Notice System
3. **Call Rivermont** (563-359-1366). The automated attendant will announce delays and closings.
4. **Check the Rivermont website**. Updated delays and closings information are posted.
5. **TV**: KWQC-TV6, WQAD-TV8, WHBF-TV4, KLJB-TV18
**Student Life & Athletics**

**Student Councils**

Rivermont students are represented by Student Councils (STUCO) in the Lower School, Middle School, and Upper School. Each council has a slate of officers and class representatives. These bodies provide a forum for the discussion of school-related issues, organize community service projects, and plan social events.

Election of officers and class representatives takes place in early September.

**Honor Societies**

Academically qualified students are invited to apply for membership in honor societies in Middle School and Upper School. Candidates are selected based on their record of service and the quality of their character.

The National Junior Honor Society (NJHS) includes students in 6th-8th grade. The National Honor Society (NHS) includes students in 10th-12th grade.

The primary focus of these organizations is service. Members participate, organize, and provide leadership in service activities at school and in the community.

The application and selection process begins in December with a formal induction ceremony in January.

**Athletics**

The Rivermont athletic program has something for (almost) everyone. There are camps and clinics for our Lower School scheduled throughout the year, including summer. These opportunities are offered by Rivermont coaches and players. When a student reaches 5th grade, it is time to put on the Rivermont uniform and compete interscholastically.

**Middle School Sports**

Students in grades 5 – 8 may participate in Rivermont’s Middle School sports programs. Every student is encouraged to participate. Prior experience is not required. Our teams will have players of varying ages, skills, and experience.

The goals of our Middle School sports program include: improving our skills and knowledge of the game, demonstrating high levels of sportsmanship and character, giving our best effort, making a commitment to the team, and having fun. All students who participate in Rivermont athletics must have a current physical and concussion form on file with Rivermont. Those forms can be found on the Resource section of ParentsWeb.

Rivermont student-athletes should strive to meet high standards with regards to academic performance and behavior. Failure to meet expectations may affect participation. Please direct all eligibility questions to the Director of Student Life & Athletics.
Fall Season

Volleyball (girls)  Practice and games begin the first week of school. An end-of-season conference tournament will be played the first weekend in October.

Cross Country (boys & girls)  Practice begins the first full week of school with the first meet in early September. The season ends with the Quad City Conference Meet in early October.

Late Fall/Winter Season

Basketball (boys)  Practice begins the first full week in October with games starting the following week. The season will conclude with a weekend conference tournament in mid-December.

Cheerleading (boys & girls)  Practice begins in October following the conclusion of the volleyball season. An organizational meeting will be held in mid-September to do uniform sizing. The cheer squad sometimes in a cheer competition in December. Cheerleaders support the middle school basketball teams.

Basketball (girls)  Practice begins at the beginning of January with the first game in mid-January. The season will conclude in early March.

Spring Season

Track & Field (boys & girls)  Practice begins immediately after Spring Break with meets scheduled in late March and throughout April. The season will finish with the conference meet in early May.

Golf (boys & girls)  Practice will begin after the track season. Rivermont will participate in a golf outing or two in May.

Practices

Most Middle School practices are held after school from 3:40 to 5:00 p.m. Monday through Friday (with some variation.) Cross Country will usually practice at 7:00 a.m. in order to beat the heat. Practice and game schedules are emailed to parents will be available on the RenWeb calendar. Any changes or cancellations will be communicated via email.

Competitions

Participants may be transported to away games in school vans, by chartered school bus, or in coaches’ vehicles. You may pick up your student at the game site immediately following the game or you may have your student returned to the school. The coaches will have the students call on the way back to school to give you a pick-up time.
**Varsity Athletics**

Rivermont Collegiate is a member of the Iowa High School Athletic Association (IHSAA) and the Iowa Girls High School Athletic Union (IGHSAU.) Cooperative programs are in place with Bettendorf High School to allow students to pursue opportunities in any state-sanctioned interscholastic sport not offered by Rivermont.

All students who participate in Rivermont athletics must have a **current physical** and **concussion** form on file with Rivermont. Those forms can be found in the Resource Documents on the ParentsWeb.

Student-athletes must meet all state eligibility requirements (academic, transfer, etc.) to compete interscholastically. Rivermont student-athletes should strive to meet high standards with regards to academic performance and behavior. Failure to meet expectations may affect participation. Please direct all eligibility questions to the Director of Student Life & Athletics.

**Fall Season**

**Volleyball (girls)**  
Practice will start the week prior to the first day of school. Matches will begin in late August and finish in mid-October. Regional and state competitions wrap up in mid-November.

**Cross Country (boys & girls)**  
Practice will start the week prior to the first day of school. The meet schedule will begin in late August and finish in mid-October. District and state competitions wrap up in early November.

**Winter Season**

**Basketball (girls)**  
Practice begins in mid-November. Games begin after Thanksgiving and the season concludes in February.

**Basketball (boys)**  
Practice begins in mid-November. Games begin after Thanksgiving and the season concludes in February.

**Cheerleading (boys & girls)**  
Practice begins in mid-November. The cheer squad supports the boys & girls basketball teams.

**Spring Season**

**Golf (boys)**  
Golf begins following Spring Break. Meets will be scheduled based on the competitive level of our golfers.

**Practices**

Most Varsity practices are held after school starting at 3:30, 5:00, or 6:30 p.m. Monday through Friday (with some variation.) Cross Country will usually practice at 7:00 a.m. Practice and game schedules are emailed to parents will be available on the RenWeb calendar. Any changes or cancellations will be communicated via email.
Competitions

Participants may be transported to away games in school vans, by chartered school bus, or in coaches’ vehicles. You may pick up your student at the game site immediately following the game or you may have your student returned to the school. The coaches will have the students call on the way back to school to give you a pick-up time.

Other Major Clubs & Activities (Advisor)

Ambassador Club (Phil Dunbridge)
Robotics (John Bloomquist)
State Science Fair (Jenna Adams)
History Day (Leigh Ann Schroeder)
Sciences Club (Dr. Scott Wellnitz)
Spring Play (Kristin Skaggs)
Student Hunger Drive (Leigh Ann Schroeder)
Yearbook (Shalar Knupp)
Rowing Academy (Deidrah Kennedy)
Technology Fair (John Bloomquist)

Student Discipline

Rivermont Collegiate students are held to a high standard of ethics and conduct in accordance with the school’s core beliefs and philosophy. As such, students are expected to conduct themselves accordingly, both on and off campus, regardless of whether school is in session. Rivermont’s discipline policy is focused on helping students recognize problem behaviors, accept responsibility of problem behaviors, and work to restore any damage that has occurred as a result of the problem behaviors.

While this handbook addresses most common student discipline infractions, it cannot address every situation. In all cases, school administration will determine the appropriate course of action in accordance with the infraction and individual student discipline history. Please note that disciplinary action will take precedence over student or family personal schedules.

Alcohol, Tobacco, and Substance Abuse

Alcohol and Substance Abuse Policy

Substance abuse is one of the foremost health issues facing our nation today. Statistics verify the fact that experimentation and abuse is taking place at an alarmingly young age. Students and parents should be aware of the following guidelines:

- The use or possession of alcohol, drugs, or tobacco by a Rivermont student will lead to serious disciplinary action. A student involved in the selling or procuring of illegal substances will be dismissed from Rivermont.
• It is a privilege for a student to represent Rivermont in extra-curricular and co-curricular activities and school-sponsored trips. The use or possession of substances (alcohol, tobacco, non-prescription drugs, etc.) or inappropriate behavior will jeopardize a student’s privilege to represent the School.

• It is illegal for adults to serve alcoholic beverages to a minor, and serious legal liability issues arise where this fact is ignored.

**Tobacco-Free Policy**

Rivermont is a tobacco-free campus. Therefore, parents and visitors are asked to refrain from smoking either inside or outside of buildings.

**Out-of-School and Off Campus Behavior**

As a student of Rivermont Collegiate, out-of-school and off-campus behavior may be subject to disciplinary action, up to and including suspension and expulsion. Student actions and/or behavior that is disruptive to the educational process at Rivermont, contrary to the School’s core beliefs and student honor code, impinges on the rights of other students, employees, and/or members of the Rivermont Community, or has a direct or immediate effect on the discipline or general welfare of the school or community may be subject to disciplinary action even if such actions occur off-campus or during non-school hours.

Such conduct will be evaluated at the sole discretion of Rivermont, which reserves the right to deviate from the regular disciplinary process as needed. Examples include any criminal infraction, underage purchase, use, or possession of alcohol or a controlled substance, use or misuse of computers or computer websites (personal, at home, or at school), which do (or could) impact the welfare of any member of the Rivermont community, its reputation, or programs.
**Major School Rules and Expectations**

Rivermont’s rules and expectations can be summarized in three simple statements:

- Respect the learning process.
- Respect yourself and others.
- Respect property.

As such, the general guidelines listed below provide a framework for specific disciplinary rules and policies. This does not limit Rivermont’s Response to a given disciplinary violation, as each situation is unique.

Violations of these rules will be purview of the appropriate Dean of Students and/or the Headmaster and may be grounds for a student’s dismissal from Rivermont, even for a first offense.

- Students are expected to conduct themselves in a responsible and becoming manner. The school reserves the right to take disciplinary action for conduct injurious or dangerous to the student, to others, or to the school’s reputation, even if this conduct occurs off-campus. This code of conduct will be in effect so long as the student is enrolled at Rivermont, whether school is in session or not.
- In a community with differing interests, backgrounds, cultures, and personalities, it is imperative that every member of the Rivermont Community (students, parents, faculty and staff) respects and appreciates these differences. Therefore, instances of harassment, bullying (in all its forms), verbal abuse, and hazing are unacceptable.
- It is expected that students will be honest in all aspects of school life. Lying, cheating, stealing, and plagiarism are unacceptable.
- Property belonging to other people and the school must be treated with respect. Theft and vandalism are considered serious offenses.
- The possession of a weapon of any kind is strictly prohibited.
- Students are under the supervision of Rivermont Collegiate during the school day and school-sponsored events. Students are expected to be in assigned places and may not leave campus without permission from the appropriate administrator. Leaving campus or missing scheduled or announced activities without permission are serious offenses.
- The purchase, sale, possession, or use of illegal drugs, controlled substances, or drug paraphernalia, and/or the misuse of other drugs or substances is prohibited. Alcohol is considered a drug under this policy. Additionally, being under the influence of drugs or alcohol while on campus or during school-sponsored events, regardless of where the substance was consumed, is considered a major rule violation and may be cause for dismissal.
- Rivermont is a tobacco-free campus. Therefore, the use or possession of tobacco products in any form is prohibited.
- Students are not permitted to use electronic games, portable music devices (mp3, iPod, CD, or similar devices), pagers, or cell phones during the school day unless authorized
by school administration or faculty. Upper School students in Open Study may be afforded certain privileges in this area.

- Students are not allowed to chew gum on campus.
- Students are expected to follow directives given by faculty and staff in a courteous and respectful manner.
- Rivermont is fortunate to have both historic and modern facilities. Students should value and respect campus buildings and their furnishings. Students are expected to maintain order and cleanliness in classrooms, school lockers, and public areas where they congregate. Students must respect not only the school’s property, as well as the property of fellow students and teachers.

**Early School (PS-JK) Discipline**

Discipline in early years focuses on the learning process. Young children may not understand the ramifications of many of their behaviors and are encouraged to make choices that promote community, compassion, kindness, and learning. This can best be accomplished through close supervision, gentle guidance, and redirection.

Teachers provide an atmosphere in the classroom that discourages potential problems and are actively involved with students. When a problem does arise, it can often be solved by a teacher appearing on the scene. Handholding or a hug can quickly dissolve an angry temper.

Young children are learning the concept of sharing and taking turns. Rivermont teachers lend guidance through redirection to other activities when conflict occurs. Teachers help students identify and express feelings by modeling phrasing that verbalizes feelings: “I feel _______ when you do ______ and I want you to __________.” In this way, teachers hope to prevent one child from hurting another and help students learn to verbalize needs and desires. Teachers model conflict resolution when young children are involved in a disagreement. Each child expresses his/her feelings and describes the event and the teacher facilitates understanding.

Occasionally, young children behave in a manner that is harmful to others. When this occurs, time away from the activity may be required. A teacher will sit with the child in an area of the room apart from the activity. As the child relaxes, the teacher begins talking through the situation. Usually after a period of 2-3 minutes, the child is ready to rejoin the activity. At that time, they are asked if they are ready to follow the rules and join the group. If inappropriate behavior continues and none of these actions are effective, the parent/guardian is consulted and a plan of action is agreed upon. With older children, the emphasis shifts toward teaching how to solve their own problems and conflict resolution.

**Early School Discipline Strategies**

- Maintain realistic expectations of children.
- Provide clear and simple limits.
- Plan an environment that facilitates a caring atmosphere.
- Keep children busy to prevent problems from occurring in the first place.
- Model appropriate behaviors.
- Redirect inappropriate behaviors toward desired outcomes.
• Encourage children to work together to solve problems.
• Encourage children to use their words to solve problems or to elicit peer cooperation.
• Provide logical and natural consequences for children’s actions.
• Remove children from the situation until they are calm and able to discuss the problem.
• Conflict resolution (for older Early School students).

**Biting Policy**

Biting is a natural developmental stage. It is usually a temporary condition most common between 13 and 24 months of age. Toddlers bite other toddlers for a variety of reasons, including teething, being overly stimulated, tired, or frustrated. Rivermont faculty and staff encourage children to use words and maintain close supervision of students at all times. The safety of all students at Rivermont is most important. Repeated problems with biting will be handled on an individual basis.

The following steps will be taken if a biting incident occurs:

- Faculty and/or staff present keep feelings in check.
- Biting is interrupted with a firm “No. We don’t bite people.”
- The biter is removed from the area and the bitten student is comforted.
- The wound of the bitten student is assessed and cleansed with soap and water.
- The Dean of Students interviews faculty and/or staff to determine the adequacy of supervision and the context and environment in which the biting occurred.
- If it is determined that there was blood exposure, further steps need to be taken, as outlined below.
- The parents of both students are notified of the incident.
- A written incident report is completed.
- Confidentiality of all children involved is maintained.
- The bitten area is continually observed for signs of infection.

**Biting incidents involving blood exposure:**

An exposure is defined as contact with blood or bodily fluids to which Universal Precautions apply. A human bite will rarely transmit a bacterial infection if proper first aid is given. Hepatitis B and HIV can potentially be transmitted during a human bite if the skin is broken and a blood exchange occurs.

When a bite or injury involves a break in the skin and potential blood exposure, the following guidelines are followed:

- Assess the bitten area and clean with soap and water.
- Check immunization records of both students and determine if they are up to date on tetanus (DtaP) and Hepatitis B vaccines.
- Notify parents of both students immediately.
- Notify the School’s licensing consultant by phone.
Both children (and parties involved) should be tested for Hepatitis B and HIV by their private physicians or the Scott County Health Department.

If a parent refuses to have their child tested, the Child Care Nurse consultant at the Scott County Health Department will be contacted so an investigation can be initiated.

If both sets of parents agree to have their child tested, the Student Life Office will call each child’s pediatrician with the following information:
- Child’s name and DOB
- Description of the incident
- The other physician’s contact information
- The other child’s name and DOB

The Director of Student Life will be a liaison between the parents and physicians in order to ensure confidentiality.

If one of the children tests positive for Hepatitis B or HIV, the child’s physician will contact the health department.

**Lower, Middle and Upper Schools (K-12) Discipline**

Students failing to comply with established school rules and code of behavior may be subject to disciplinary action. This section outlines common disciplinary actions but in no way limits school administration to a specific action, as each unique violation may require a varied response.

**Lower School Division:**
- The infraction will be discussed directly with the student. The student and his/her parent may also receive a report describing the nature of the infraction. Further, the student may be denied participation in activities or be assigned detention. Conferences with parents, teachers, and students will be held to resolve frequent or serious problems.

**Middle and Upper School Divisions:**
- Verbal Warning - Incidents of minor misconduct may result in a reprimand by a teacher, Dean of Students, and/or the Headmaster. These incidents include tardiness, repeated incomplete or missing assignments, and lack of respect toward others or property.
- Detention - More serious offenses, or repeated minor offenses, may warrant a detention. **Detention will be served at 7:30 a.m. on designated mornings.** The student will report to the Dean of Students for the detention.

**Actions Applicable to all School Grades:**
- **Letter of Warning** - This is a notification of concern which requires a family conference with the Dean of Students. It follows the breach of a major rule or the accumulation of several infractions.
- **Disciplinary Probation** - This is a notification that the student’s actions have placed their continued attendance at the school in jeopardy. A conference with the student and parent will be held and a letter placed in the student’s file outlining the terms of the probation and student improvement strategy. In such cases, referrals may be made to community and professional resources.
**Suspension** - Suspension from school can result from a serious breach of conduct. The length of the suspension will range depending on the severity of the infraction. Work missed while suspended is expected to be completed within 24 hours of return to school regardless of an in-school or out-of-school suspension. Depending on the situation, certain conditions may be required before the student may return to school.

**Exclusion** – A student exhibiting behavior that demonstrates an inability to adjust to group expectations, threatening behavior to other students, staff or self, or general disruption in class may result in an immediate administration-parent-teacher conference, to address the behavior and devise an improvement strategy.

**Expulsion & Separation** - A student may be dismissed from Rivermont for serious misconduct or for violating a school rule. School administration reserves the right to expel a student at any time for violating or attempting to violate school rules, continued unsatisfactory academic achievement, behavioral concerns, failure to meet probationary expectations, or parental/guardian failure to keep accounts current in the Business Office.

The school reserves the right to determine whether a student’s separation from the school will be required. Separation may be required in cases where the school does not have the resources to support a student’s needs, where a student’s continued enrollment is fundamentally disruptive, or parents/guardians act in ways that negatively impact the school’s programs, personnel, or good name.

It should be noted that violations of school rules become part of a student’s disciplinary record and may be communicated to appropriate third parties.

**Academic Warning/Probation**

A student receiving three or more grades of C- or below at the end of any quarter or semester may be placed on Academic Warning. If, at the conclusion of the following grading period, the student’s performance does not improve, the student may be placed on Academic Probation. Once a student is placed on probation, a student-parent conference will be held with a letter placed in the student’s file outlining the terms of the probation and recommended student improvement strategy. Continued lack of improvement could lead to the student’s dismissal from Rivermont.

**Good Standing**

Students are considered in Good Standing when their behavior and academic performance are consistent with Rivermont’s mission, philosophy, expectations, and standards of conduct. It is assumed that all students are in Good Standing; however, there may be times when this comes into question. Such circumstances include, but are not limited to: social and/or academic warning or probation, suspension, and administrative or faculty concerns. Students not in Good Standing may be prohibited from participating in school activities and events.
**Academic Integrity/Plagiarism**

Integrity and character is an integral part of Rivermont’s core beliefs and curriculum. Students are expected to complete their own work. Students writing an essay using someone else’s words (without proper citation), allowing someone else to complete their assignment(s), or cheating on an examination are serious offenses. Furthermore, if you ask another student to help you cheat, you are asking them to be as dishonest as you plan to be.

Plagiarism means using another person’s words, ideas, or organization of thought and facts in a paper, project, or assignment without citing the original source. Faculty members are always available to assist each student conduct research and properly cite all work. Ultimately however, each student is responsible and held accountable to avoid plagiarism.

The academic penalty for cheating or plagiarism is a zero on the work involved. All cases are reported to school administration and the student’s parents. In general, the work must be redone for no credit and additional disciplinary action may be imposed by the Division Director or Headmaster. Repeated incidents of cheating or plagiarism may result in academic probation or dismissal from school.

**Lockers**

Lockers are Rivermont property; as such the School may choose to conduct a random search of any area of the school premises, including lockers, as well as any item of a student’s personal belongings or in a student’s possession, at any time and without prior notice. This search may occur when a member of the faculty or administration has reason to believe that a disciplinary infraction or the existence of physical or other potentially harmful items to the student or others will be discovered. Students should never give out their locker combination to other students, even those they consider best friends.

**Social Aggression, Harassment, Bullying, and Discrimination**

Social aggression, while unfortunate and sometimes hurtful, is a normal part of child development. As such, some amount of social aggression should be expected. Parents and students should be careful when thinking about and describing concerning behaviors. Not every hurtful word or mean look rises to the level of bullying or harassment. The school determines whether an incident constitutes bullying, harassment, or discrimination.

Bullying, harassment, discrimination, and bigotry will not be tolerated. Rivermont prohibits harassment, bullying, hazing, or any other victimization of students based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, gender, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment of employees by fellow employees, in ways listed above are also prohibited. This policy is in effect while students or employees are on school property, in school-owned or school-operated vehicles, and attending or engaged in school-sponsored activities.

If, after an investigation, a student is found to be in violation of this policy, the student will be disciplined. If, after an investigation, a school employee is found to be in violation of this policy,
the Headmaster will take the appropriate administrative action, up to and including possible termination of employment.

Harassment and bullying includes any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student’s person or property,
- Has a substantially detrimental effect on the student’s physical or mental health,
- Has the effect of substantially interfering with the student’s academic performance, or
- Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by the School.

Electronic bullying includes any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. Electronic includes but is not limited to communication via e-mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim,
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim,
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim,
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim, or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Retaliation against any person because they filed a bullying or harassment complaint or assisted or participated in a harassment investigation is prohibited. Retaliators will be disciplined, up to and including suspension and expulsion. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation are subject to disciplinary actions, up to and including suspension and expulsion.

- **Complaint Procedure**
  An individual who believes they have been harassed or bullied should notify the Dean of Students or an Associate Head of School.

- **Investigation Procedure**
  The investigator (Dean of Students or an Associate Head of School) will reasonably and promptly research the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the
complaint. The investigator may also interview witnesses as deemed appropriate. Evidence uncovered in the investigation is confidential. Parents are not allowed to participate in the investigation.

- Resolution of the Complaint
  Following the investigation, the investigator will determine whether further action is required and identify additional steps, which may include discipline.

**Harassment and Discrimination**

**Sexual Harassment Policy**

Rivermont is an equal opportunity employer with a tradition of dedication, high performance, personal development, and professionalism among faculty and staff. It is expected that no faculty/staff member or student will interfere with another person’s ability to learn or work. This includes, but is not limited to, inappropriate remarks or conduct related to an individual race, color, creed, religion, national origin, gender, disability, or age. Sexual harassment, physical abuse, and verbal abuse (which include making professionally damaging statements) will not be tolerated. Rivermont maintains qualified Level 1 and Level 2 investigators on campus.

Prohibited behavior also includes requests to engage in illegal, immoral, or unethical conduct or retaliation for making a complaint. Failure to meet this expectation is grounds for suspension or dismissal. Sexual harassment is a violation of laws against discrimination (state law and Title VII of the Civil Rights Act of 1964). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, or
- Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting that individual’s employment of education, or
- Such conduct has the purpose or effect of interfering with individual performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment is unlawful even when the alleged conduct has caused the individual no economic harm or loss of other tangible benefits. The overriding factor in sexual harassment is that the behavior is uninvited and unwanted, as seen through the lens of the victim. Sexual harassment is not social or courting behavior. It is best seen as an assertion of power.

Sexual harassment may include, but is not limited to:

- Inappropriate personal questions or verbal abuse
- Sexual remarks about a person’s clothing, body, or sexual activity
- Suggestive remarks
- Public display of sexually explicit, offensive, or demeaning photographs
- Requiring a person to wear sexually revealing clothing
- Leering or ogling at a person’s body
- Unnecessary touching in any form
• Subtle pressure for sexual activity
• Demanding sexual favors, though promises, hints, or threats regarding employment
• Coerced sexual relations
• Physical assault, including rape

Any person who feels they are being subjected to sexual harassment or discriminatory behavior of any kind should immediately report the behavior to the Dean of Students, Headmaster, or any member of the faculty or staff. All complaints of sexual harassment or discriminatory behavior are investigated promptly, fairly, and completely. Each situation will be handled as discreetly as possible. Resolution of complaints can include, but is not necessarily limited to, an apology, direction to stop the offensive behavior, verbal, or written warning, suspension with or without pay, termination, or expulsion.

This policy applies to every employee and student at Rivermont, including administration and the Board of Trustees. No retaliation or intimidation directed toward anyone who makes a complaint will be tolerated.

Policy of Non-Discrimination

Rivermont Collegiate shall admit appropriately aged students of any race, color, religion, gender, sexual orientation, gender identity, national and ethnic origin to all the rights, privileges, programs, and activities accorded or made available to students at the school. It shall not discriminate on the basis of race, color, religion, gender, age, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Student Special Accommodations

Rivermont will make reasonable effort to accommodate the special needs of its students. Rivermont is in compliance with State and Federal Disability regulations and upon request will work with parents to determine whether the school can reasonably accommodate each need.

The Conduct and Honor Council

The Conduct and Honor Council is made up of students who are selected by the Dean of Students and approved by the faculty representatives. The council will have seven members with a slight majority of juniors and seniors (Two from each class) and a minority of sophomores (One from the class.) Potential members are chosen by the Dean of Students but with a major discipline or honor violation will be disqualified from serving. Also, existing members who are found guilty of a major discipline or honor violation at any time during their tenure will be asked to resign their position. Selection will be held annually each spring for membership into the Conduct and Honor Council.

The Officers

The officers of the Conduct and Honor Council are made up of the president, vice president, and secretary. They are nominated by the council members and approved by the faculty
representatives. Elections for the executive committee take place each spring after selections for the Conduct and Honor Council are held.

**The Executive Committee**

The Conduct and Honor Council Executive Committee consists of the Conduct and Honor Council president, vice president, secretary, and the faculty representatives. The committee meets to deal with confidential Conduct and Honor Council cases in which particular circumstances demand special attention. The committee can issue warnings and penalties, but executives committee cases do not count as honor offenses unless there is an admission of guilt by the accused. If requested and deemed necessary, the Executive Committee may meet with the parents of Honor System offenders, hear remarks from the defendant after a full council meeting is adjourned, as well as decide whether an appeal will be heard.

**The Procedure**

Upon discovery of a discipline or honor violation, the teacher will notify the Faculty Representatives of the Conduct and Honor Council as well as the Dean of Students through an email describing the violation.

The Faculty Representatives of the Conduct and Honor Council will meet with the faculty teacher to discuss the case and see the evidence. Sometime that day, or at the soonest possible moment, the teacher will confront the student with the violation. An advisor to the Conduct and Honor Council may be present at this meeting at the request of the faculty member. After meeting with the student, the advisor and teacher will discuss if the case should be pursued or if the student will receive a "Teachable Moment."

**The Teachable Moment**

A teachable moment is an option given to the classroom teacher regarding how the honor offense should be dealt with. Its purpose is to instruct the student without giving them an official discipline or honor violation. The teachable moment serves as a warning to the student which includes an academic penalty and communication with the parent(s) or guardian(s). To be eligible for the teachable moment, a student must have admitted guilt for the infraction and shown genuine remorse. The student also must not have had a teachable moment or discipline or honor violation in the past for the current school year. After conferring with the advisor to the Conduct and Honor Council the teacher will decide if the student can learn from this experience through the teachable moment without bringing the case before the Conduct and Honor Council. If the teachable moment option is chosen by the teacher, then he or she will communicate with the student and the parent(s) or guardian(s). The student will also be penalized for the assignment at the discretion of the teacher with the advice of the Faculty Representative of the Conduct and Honor Council. The Dean of Students will be notified of this decision and may overturn it in certain cases involving special circumstances.
Meeting with the Conduct and Honor Council

The Executive Committee

If the student admits guilt and it is decided that he or she will go before the Conduct and Honor Council, the case will be heard by the Executive Committee. The student and his or her advisor will be notified of the meeting by a Faculty Representative or an officer of the Conduct and Honor Council. The student will meet with the Faculty Advisor in the Dean of Student's office to call their parent(s) or guardian(s) and inform them about the meeting. After the phone call, the student will be escorted to the meeting where they will meet with their Advisor. The two of them will sit before the Executive Committee and the student will relate his or her story to them. After discussing the case, the Executive Committee will meet with the student to recommend punishment. After the meeting, the Secretary of the Conduct and Honor Council will send the minutes of the meeting to the "Case Journal" on the CHC website as well as to the classroom teacher, and advisor. The Faculty Advisor will contact the parent(s) or guardian(s) to inform them of the council's decision and send it to the "case journal" on the CHC website. The Faculty Representative will then draft a letter to the parent(s) or guardian(s) to be mailed within a week of the offense.

When the evidence of the discipline or honor case is not enough to convict the student, or the student insists on his or her innocence, then the case will go before the full Conduct and Honor Council.

The Investigation

The investigation and consolidation of the facts are to be done by the Executive Committee and the Faculty Representatives. Interviews and evidence will be collected during the school day and if necessary, the Executive Committee will meet after school with the student and teacher involved as well as any witnesses. If an investigative meeting is necessary, the student being accused will call his or her parent(s) or guardian(s) with a faculty advisor present prior to the meeting taking place. From this meeting, the Executive Committee will begin to piece together different versions of the story to be presented to the council before the official meeting. The teacher, student, and witnesses will also be asked to write down their versions of the event which will be sent via email to the Faculty Representatives of the Conduct and Honor Council as well as the Executive Committee. These emails will be used as evidence along with the notes taken from the meeting.

The Conduct and Honor Council Meeting

After the investigation is complete, the student will be brought before the council. A group of at least five Conduct and Honor Council members must be in attendance before a meeting can take place. If he or she has not already done so, the student will contact their parent(s) or guardian(s) with a Faculty Advisor present prior to the meeting. The student's advisor will be present at the Conduct and Honor Council meeting to serve as a confidant and witness to the student's character. Before the meeting, the Executive Committee will inform the rest of the Conduct and Honor Council concerning the evidence of the case. Then the student will give their version of the events and answer questions from the Conduct and Honor Council. After the student has done this, the Advisor will have an opportunity to comment on the student's character in the case. The student
and the Advisor will leave the meeting, so the council can discuss the case. After reviewing the facts and discussing the evidence, each member of the council will vote on the case. The options for voting are as follows:

**Innocent:** The student is not guilty of an offense and is cleared of any suspicious activity.

**Warning:** The student acted in a suspicious way but did not understand that the actions were in violation of the Honor Code. The warning will be recorded but no punitive action will be taken.

**Suspicious Position:** The student might have acted in a way that violated the Honor Code but there is not enough evidence for an official discipline or honor violation. The suspicious position will be recorded but no punitive action will be taken.

**Honor Violation:** The student is found guilty and receives an official honor violation which will be noted on their permanent record. The student will be put on academic probation for a year. During their probationary period, if the student commits a major honor or discipline violation, he or she could be subject to final notice or dismissal. The student will also perform services to the Rivermont Community which may include work detail or other projects recommended by the Conduct and Honor Council.

**Final Notice:** The student is found guilty but already has an Honor Violation. In other cases, the student's offense is particularly egregious or has happened multiple times. The Final Notice is a warning to the student that he or she has not shown a willingness to follow the Honor Code or a desire to be a contributing member of the Rivermont Community. Any other Conduct and Discipline Honor Code offense by the student will likely result in a recommendation of dismissal.

**Dismissal:** The student is found guilty and is already on Final Notice or the offense is in direct violation of the core ideals of Rivermont Collegiate. The Conduct and Honor Council will recommend the dismissal of a student if their actions and their attitude show an unwillingness to uphold Rivermont's values or be a positive contributor to the Rivermont Community.

A recommendation can only be reached with a majority support from the group of Conduct and Honor Council members present. If there is no majority decision after the first vote, the council members will continue to discuss the case. Each member will put forth their ideas on the case and open them up for debate. The Faculty Representatives will be present to facilitate the process and move the discussion along. The accused may be asked to come back into the meeting to answer more questions from the council. The council may decide that more investigation is needed and if so, they will adjourn, and the Executive Committee will move back to the investigation process. Once the additional inquiries are made, the meeting will take place again and the new evidence, if any, will be presented. Ideally, this meeting should occur the afternoon of the following day. If no further investigation is needed, the Conduct and Honor Council will continue to discuss the case until a majority of its members agree on a recommendation.

Once a recommendation is reached, the accused will be asked to sit before the council again where the president will announce the recommendation and explain the punishment if any. After the president is finished, any other member of the council or the Faculty Representatives may give their opinions concerning the case. After the council members have spoken, the student and his or her Advisor will have the opportunity to speak. Then the meeting will be adjourned.
Post Meeting

After the meeting is adjourned, the student will call his or her parent(s) or guardian(s) to report on the council's recommendation. A Faculty Representative will also talk to the parent(s) or guardian(s) to explain the recommendation and answer any questions they may have. The secretary of the Conduct and Honor Council will post the minutes of the meeting as well as the recommendation in the "case journal" on the CHC website. The teacher or teachers involved will also be notified of the council's recommendation. A Faculty Representative of the Conduct and Honor Council will call the Dean of Students with the recommendation and complete the section of paperwork that deals with the meeting.

It is probative of the Dean of Students in conference with the Head of School, to accept or reject the council's recommendation. If the recommendation is approved, then the Dean of Students will finish the paperwork on the case. Also, the Faculty Representative will draft a formal letter to the parent(s) or guardian(s) explaining the facts of the case and the council's recommendation. The letter will be sent to the parent(s) or guardian(s) via email and also be sent to the Dean of Students.

Student Dress Code

Rivermont expects students to dress in a manner that is both appropriate and demonstrates respect for self and the community. Students, with the help of their parents, should use good judgment and common sense in choosing attire. In all cases, students are expected to be well-groomed and wear clothing that is clean, in good repair (no holes, frayed hems, or overly worn fabric), and fits correctly. The administration reserves the right to determine the appropriateness of a student’s attire. A student deemed to be out of dress code will not be allowed to attend class and may be required to call home for a change of clothing.

In PS through 2nd Grade, it is important for students to be able to care for themselves. Therefore, they should wear clothing they manage independently. In 3rd through 12th Grade, students may wear pants, jeans, dresses, skirts, and walking shorts (mid-thigh to knee) with a sleeved shirt or top. All pants are to be worn at the natural waistline and should not be designed to be worn significantly below (undergarments or bare midriff should never be visible). Designs or styles may not relate to illegal or illicit themes. This includes but is not limited to: alcohol, drugs, violence, hate, paramilitary, and/or suggestive images or designs.

Due to the many stairs on campus and the school’s hands-on laboratory science program, all students should wear shoes with an enclosed heel or heel strap. Hats are not to be worn inside buildings, except for approved head covering of a religious or medical nature.

Field Trip Dress and Special Dress Days

Certain days will be designated as special dress days and students will be expected to dress more formally than on a regular school day.

Rivermont often takes advantage of venues outside of school to enhance its programs. When students participate in field trips, they represent Rivermont to the general public and are expected to dress more formally than they would for a regular school day. The teacher leading the field trip will inform students of any modifications of the dress code that might be dictated by a particular
locale. In general, for field trips and special dress days, students should wear dresses, dress slacks, or skirts and collared sleeved shirts or tops.

**Student Health and Safety**

**Emergency Action Guides and Evacuation Sites**

Faculty, staff, students, and visitors will follow the Emergency Action Guides (EAG) located at the entrance to every classroom and room on campus, including restrooms. EAGs provide instructions and procedures for a wide variety of emergencies. Evacuation of any school facility will be broadcasted on the school alarm and intercom system. Faculty members will lead their students to designated evacuation rally points as outlined within the EAG.

When evacuating Early School students from the classroom in a time of emergency, the assistant teacher in each classroom shall carry an immobile child to the designated safe area. Should the child be too large for one adult to carry, the classroom teacher and the assistant shall use the blanket stored in the vestibule to carry the child to an area of safety.

**Incident Reporting (Accident or Injury)**

Student incidents, such as injuries, accidents resulting in injury, or minor changes in health status, are reported to parents on the day of the event. In addition, the faculty member onsite at the time of the incident will complete a Rivermont Collegiate Accident/Injury Report. A copy of the completed report is placed in the student’s cumulative file, the Lower School Office and/or Business Office (MS and US) as applicable. A third copy is given to a parent or guardian at the time of signature.

Incidents resulting in serious injury or significant change in health status shall be reported immediately to the parent. Serious injury is defined as an injury that requires follow-up observation and/or treatment by a parent or guardian and/or requires a medical or dental examination.

Examples include:

- Laceration requiring stitches
- Head injury and/or loss of consciousness
- Injury to eyes, teeth, or bone
- Loss of a permanent tooth
- Convulsions
- Nosebleed that doesn’t stop after 15 minutes of pressure
- Asthma attack not responding to medication
- Fever greater than 101 degrees Farenheight

Significant changes in health status are defined as unexplained changes in a child’s daily behavior or activities of daily living. Examples include:

- Sudden change in self-care
• Loss of consciousness or change in level of consciousness
• Whimpers, cries, or exhibits gestures of pain and/or discomfort that cannot be consoled or relieved

**Health Services**

Rivermont Collegiate does not employ a full-time nurse or physician. The Scott County Health Department’s nurse visits Rivermont on a regular basis and is available to faculty and students if arrangements are made in advance.

Student health information packets will be completed for Early School and Kindergarten students on or before the opening day of school. Students entering Kindergarten and 9th Grade are also required to complete a Certificate of Dental Screening. All parents will need to complete the Health Information/Permission for Emergency Care in the FACTS system at the beginning of each school year. Completion of this form is essential to ensure each child has current health information on file, including medications, known allergies, and special health problems, as well as secondary contacts in the event of student emergency or illness when a parent/guardian is unable to be reached.

Students in 5th-12th Grade who plan to participate in extracurricular sports and those attending Manito-wish must complete a Sports Physical Form each year.

**Dispensation of Medication**

Occasionally, a parent may ask the School to dispense medication during the school day. **School staff may administer medication only if the properly completed authorization form, available at either front desk or the Rivermont website is on file.** The Rivermont medication authorization form outlines school policies and procedures for dispensation. Failure to comply with school policies, as outlined, may limit or prevent the school from dispensing medication.

The Rivermont medication form must be updated yearly. Parents wanting a student in 2nd through 12th Grade to carry an asthma inhaler must complete the student permission form and provide the signature of the attending physician.

Medications for dispensation must be given to the Administrative Assistants and stored in a secure location. The staff member will note the medication, student name, date, and dosage on the medication log.

**Appointed staff are trained and certified to dispense medication.**

**Allergy Response Policy**

The School requests a food allergy response plan for students with food allergies. The plan includes information on food allergens, the child’s most probable response, and emergency directions. Each child’s allergy response is prescribed by his/her physician.

An allergen free table is available in the dining room. Students with food allergies eat at this table. Care is taken to sanitize the allergen table prior to each lunch period. The supervising teacher further evaluates each child’s lunch at the allergen table for offending allergens. The faculty participates in training at the start of each school year on the administration of the Epinephrine (Epi-pen) and signs of anaphylactic shock.
In general, the School’s response to anaphylactic situations is:

- Administer Epinephrine (Epi-Pen) if prescribed – through clothing, even jeans
- Call 911
- Administer dosage of Benadryl if prescribed
- Call parent/guardian

**Student Illness**

Students should remain at home when ill. When the illness is communicable, the student is required to stay home for the safety of the other students. Parents are asked to call the School when the child has a communicable disease. For the well-being of your child and the other students, we recommend that you wait a period of at least 24 hours before sending your child back to school if they have had fever, swollen glands, sore throat, vomiting, skin irritations, or any other type of serious physical discomfort. As Rivermont does not employ a nurse or maintain an infirmary, parents must make arrangements to pick up a child who becomes ill during the school day.

In cases of communicable disease, the advice of your family physician, coupled with your prudent judgment and the patient's recovery rate, will determine when your child may safely return to school. The school reserves the right to ask for a note from the treating physician certifying that it is safe for the child to return before permitting the student to attend classes.

When a student must to be excused from physical education for more than two (2) days, a written statement from a physician stating the reason for the excuse and its duration must be presented to the Athletic Director or the appropriate Physical Education teacher.

The Becherer Hall administrative assistant compiles data daily, on the number of ill students and the nature of illnesses and numbers of students with communicable diseases. This information is reported daily on the online School Health Reporting System operated by the Health Department. After reporting, this data is kept in the Becherer Hall Administrative Office.

The following reasons for school absence are reported to the Scott County Health Department:

- Asthma
- Pediculosis
- Chicken Pox
- Pneumonia
- Conjunctivitis (pink eye)
- Rash
- 5th Disease
- Rheumatic Fever
- Fever
- Ringworm
- Gastroenteritis
- Scabies
- Hand, foot, & Mouth
- Shingles
- Impetigo
- Streptococcal
- Influenza Symptoms
- Upper Respiratory
- Meningitis, Viral
Mononucleosis

The following reportable diseases are also reported to the Scott County Health Department:

<table>
<thead>
<tr>
<th>Campylobacter</th>
<th>Mumps</th>
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<tbody>
<tr>
<td>Cryptosporidium</td>
<td>Pertussis</td>
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<tr>
<td>E. Coli</td>
<td>Rubella</td>
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<tr>
<td>Encephalitis</td>
<td>Salmonella</td>
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<tr>
<td>Giardia</td>
<td>SARS</td>
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<tr>
<td>Hepatitis A, B, and C</td>
<td>Shigella</td>
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<tr>
<td>Lyme Disease</td>
<td>Tuberculosis</td>
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<tr>
<td>Measles</td>
<td>West Nile</td>
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<tr>
<td>Meningitis, Bacterial</td>
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Children may return to school immediately after being diagnosed with otitis media (ear infection) if they have been fever free and a note is obtained that is signed and dated by the physician. The guidelines for students returning to school are listed below and may be modified in compliance with Center for Disease Control and Academy of Pediatric Medicine recommendations:

- **Fifth’s Disease**: Child may return when no fever is present.
- **Chicken Pox**: Child may return after all pox are crusted over (5-7 days) and no oozing pox/scabs are present.
- **Conjunctivitis (pink eye)**: Child may return 24 hours after proper medication has been administered from a physician’s prescription.
- **German Measles (Rubella)**: Child may return several days after the rash begins and when physician permits.
- **Giardia, Salmonella, Shigella, Campylobacter**: Child may return when there is no diarrhea and a written note has been obtained from the child’s physician verifying two negative stool cultures after treatment.
- **Hand, Foot, & Mouth**: Child may attend school as long as mouth sores do not cause excessive drooling or fingers/hands to be in mouth.
- **Head Lice**: Child may return after the first treatment.
- **Hepatitis A**: Child may return one week after the illness has started, is fever free, and when physician permits.
- **Herpes Simplex Infections**: Child may return with approval from physician as long as mouth sores do not cause excessive drooling or fingers/hands to be in mouth.
- **Hib Disease (Haemophilus Influenzae)**: Child may return when they have completed a four-day course of Rifampin.
- **Impetigo**: Child may return 24 hours after oral or injectable antibiotics, or 48 hours with antibiotic ointment only.
- **Measles (Rubeola)**: Child may return 4 days after the appearance of the rash and when physician permits.
- **Meningococcal Disease (Neisseria Meningitides)**: Child may return when they have completed a 2 day course of Rifampin.
- **Meningitis (Viral or Bacterial)**: Child with bacterial meningitis may return after 24 hours of antibiotics and physician’s permission. Child with viral meningitis may return when feeling better and with physician’s permission.
- **MRSA**: Child may return with covered wound as long as the wound does not ooze or escape covering and must be kept covered.
- **Mumps**: Child may return 9 days after the swelling appears and when physician permits.
- **Pinworms**: Child may return the day after treatment begins as prescribed by physician.
- **Pneumonia**: Child may return with physician’s permission.
- **Ringworm**: Child may return the day after treatment begins as prescribed by physician.
- **Roseola**: Child may return when fever free.
- **Rotovirus**: Child may return when diarrhea is gone and child is fever free.
• **Scabies**: Child may return the day after treatment begins as prescribed by physician.
• **Shingles**: Child may return when all sores are crusted.
• **Strep Throat / Scarlet Fever**: Child must be on an antibiotic 24 hours and be fever free before returning.
• **Tuberculosis**: Child diagnosed with active TB disease is excluded from attending school. Child with TB disease may return after beginning treatment and they are not contagious as stated by a physician.
• **Whooping Cough (Pertussis)**: Child may return when doctor permits and at least 5 days of antibiotics have been completed.

A written note from a physician, stating that the child is free of disease, is necessary for the child to return to school if they have a contagious disease. For the following conditions, we ask that parents have the child evaluated by a health care provider:

• Fever, lethargy, irritability, persistent crying, difficulty breathing or other manifestation of possible severe illness
• Diarrhea with blood or mucus in the stool
• E. Coli, shigella, or salmonella infections
• Mouth sores
• Rash with fever or behavioral change
• Purulent conjunctivitis
• Tuberculosis
• Impetigo
• Streptococcal pharyngitis (strep throat)
• Pertussis (whooping cough)

Signs posted at school entrances alert parents to the presence of contagious diseases such as head lice, pink eye, strep throat, or other serious health problems.

**Assessment of Student Health**

The teacher or classroom aid greets each student upon arrival and assesses their general health. If, after assessing a child for signs of apparent illness, the school employee believes the child should not stay for the school day, they will contact the parent/guardian and the child will be sent home.

**Reporting Student Illness**

School administration compiles attendance data daily for each student. Parents of students reported absent are contacted to determine the nature of the child’s illness. Data on the number of ill students and the nature of illness is compiled daily and numbers of students with communicable diseases are reported online to the Scott County Health Department. Subsequently, these files are kept at the school for review. Signs are posted at appropriate school entrances to alert parents to head lice, pink eye, strep throat, or other serious health problems as needed.

When Rivermont staff determines that a child is too ill to remain at school, the child will be removed from the classroom and taken to an Administrative Assistant or other quiet area until
arrangements are made with the parent to pick up their child. While waiting, the child may rest and is under constant supervision. Care is taken to ensure that the child is warm and comfortable.

**Identifying and Reporting Child Abuse**

Any Rivermont employee who has a reasonable belief that a child under the age of 18 has been abused by a person responsible for the care of the child, as defined by law, must report the suspected abuse to the Headmaster, Division Director, and/or the Department of Human Services at (888) 270-3864 within 24 hours, and follow this verbal report with a written report on appropriate DHS forms. Reports of child abuse remain confidential, as required by law.

Rivermont provides training required by law in the identification and reporting of child abuse to all mandatory reporters employed by the School within 6 months of initial employment. The school also provides each new employee who is a mandatory reporter with the legal requirements of child abuse reporting within 1 month of initial employment. Rivermont cooperates fully with DHS in conducting abuse investigations by providing confidential access to the child named in the report and to other children alleged to have relevant information for the purpose of interviews. Rivermont recognizes no obligation to contact the parents/guardians of a child suspected to be a victim of abuse.

**School Sanitation Policy**

**Universal Precautions Exposure Control Plan**

Rivermont provides the necessary equipment and procedures to protect staff and students from contact and/or exposure to blood, bodily fluids, or other potentially infectious materials as a result of performing first aid. Universal Precautions is the practice of assuming that all bodily fluids that a staff member and/or student is exposed to are infectious. Faculty and staff complete annual Universal Precautions procedure training including information on blood borne pathogens and their transmission and the use, location, decontamination, and disposal of PPE (Personal Protective Equipment).

**Procedures**

- Treat all situations involving potential contact with blood, body fluids, or medical waste with caution. Staff members wear protective gloves during first aid response or when the possibility of encountering bodily fluids is likely. Gloves are changed as soon as practical when contaminated or torn.
- In the event of a spill or vomit that requires clean up, the teacher or nearest employee shall sprinkle the area with appropriate cleaning solution provided.
- Employee shall then contact the maintenance department for a thorough clean up.
- Maintenance employee cleaning the area will wear gloves, use an appropriate clean-up kit and procedure; placing the residue in a sealed garbage bag for disposal.

**Exposure**

In the event of an exposure to bodily fluids such as a splash or spray to eyes, nose, mouth, or broken skin, the staff member or student should immediately cleanse the exposed skin with soap
and water, or flush contaminated mucous membranes or eyes with water. An incident report will be completed per established guidelines outlined in this handout.

**Hand Washing Policy**

All staff, volunteers, and students should follow hand washing procedure at the following times:

- Upon arrival for the day or when moving from one classroom to another
- Before and after eating, handling food, or feeding a child
- Before and after giving medication
- Before and after playing in water
- After toileting or helping a child use a toilet
- After handling bodily fluid (mucus, blood, vomit) from sneezing, sipping and blowing noses, from mouths, or from sores
- After handling uncooked food, especially raw meat and poultry
- After handling pets and other animals
- After playing in sandboxes
- After cleaning or handling the garbage

Students and staff members shall wash their hands using the following method:

- Check to be sure a clean, disposable paper towel is available.
- Turn on water to a comfortable temperature no less than 60 degrees and no more than 120 degrees F.
- Moist ten hands with water and apply liquid soap to hands.
- Rub hands together vigorously until a soapy lather appears, and continue for at least 10 seconds. Rub between fingers, around nail beds, under fingernails, jewelry, and back of hands.
- Rinse hands under running water, no less than 60 degrees and no more than 120 degrees F, until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with clean, disposable paper towel.
- Turn off the water with the paper towel.
- Throw the disposable paper towel into a lined trash container.

**Cleaning and Sanitizing Food Surfaces**

All surfaces that come in contact with food, including tables and countertops, as well as floors and shelving in the food preparation area, are kept in good repair, free of cracks or crevices, and are made of smooth, nonporous material that is kept clean and sanitized. All kitchen equipment is maintained in an operable condition according to the manufacturer’s guidelines for maintenance and operation. The School maintains an inventory of food service equipment that includes date of purchase, warranty date, and a history of repairs.
Grade Specific Information

Early School

Early School Philosophy

At Rivermont each child is treasured and encouraged to learn through a variety of experiences. Imagination is valued as highly as diligence and hugs are given freely. Early School is a busy place where children build with blocks, create colorful art, read books, and enjoy songs and finger plays.

A child learns best by active involvement in learning through play, project learning, and teacher initiated hands-on activities. Foundations in language, math, science, and thinking skills necessary for success in future years are developed through teacher created activities. Character qualities such as good judgment, initiative, reliability, and peacemaking are encouraged and practiced throughout the school day.

The Quad City community is an important part of the Rivermont classroom. Student field trips to the Family Museum, Putnam Museum, parks, and area businesses provide a real-life connection to a child's learning.

Personalized attention is given to each child. The precious relationship between teacher and student encourages a child to try new tasks and challenges with the full support and confidence of the teacher. Teachers are specialists in early childhood education and each has several years’ experience with young children.

Working in partnership with parents is important to teachers at Rivermont. Weekly communication through classroom newsletters and an all-school newsletter keep parents informed. Each classroom seeks to welcome parents into our daytime home so it is not uncommon to see parents volunteering in the classroom or joining us on field trips.

Afternoon Adventures

The Afternoon Adventures program meets from 12:30-3:30 p.m. in the Preschool and Junior Kindergarten classrooms. The afternoon is conducted at a relaxed pace and is meant as an enrichment experience to complement the morning program. The schedule may vary depending on current projects, children’s needs, or weather conditions.

<table>
<thead>
<tr>
<th>Early School Hours</th>
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**Afternoon Adventures Supplies**

Please send your child with a small blanket for rest time. If your child has a stuffed toy they use when resting, then please send it as well. Please make sure to label your child’s items. These items are sent home weekly for laundering. If you have any questions, please see your student’s teacher.

**Extended Day Options**

Early Bird Supervision is available to children who arrive before 8:10 a.m. It begins at 7:30 a.m. Parents may sign up on a yearly basis or as needed.

Early School Lunch is available for those students who are not picked up by 11:45 a.m. A hot lunch is served daily. Rivermont requires children eat the lunch provided and refrain from bringing in food. Parents are asked to pick up their child at 12:30 p.m. Late charges apply after 12:30 p.m. unless the student is registered in Afternoon Adventures.

After School Supervision is available each day from 3:30 p.m. until 6:00 p.m. Students who are not picked up by 3:45 p.m. are sent to After School Supervision. Students have the opportunity to participate in scheduled daily activities, snack time, recess, and homework help during After School Supervision. After School Supervision ends promptly at 6:00 p.m. Students not picked up by 6:00 p.m. will be charged an additional fee for each quarter hour.

For safety, no student may go home with a carpool or individual other than his or her assigned driver without written parental permission. To ensure safety, teachers keep a record of names, addresses, and phone numbers of persons authorized to pick up each student. Anyone other than a parent picking up a child must show proper identification, such as a driver’s license, before the student is released. If persons authorized to pick up change, parents must update that section on the Health Information/Permission for Emergency Care in Parental absence form. Parents are asked to notify the teacher ahead of time if a student is being picked up by someone not listed as an authorized pick up and that person will be asked to show identification.

**Early School Student Arrival and Departure Policy**

Children in Early School should arrive between 8:10 and 8:20 a.m. unless they are enrolled in Early Bird Supervision. Parents of Junior Kindergarten students may allow their children to walk into the building unescorted. If parents want to escort their child into the classroom, they must park in designated parking spaces at the east side (rear) of the Lower School building. The driveway in front of the Lower School must remain clear.

Morning Preschool and Junior Kindergarten children and teachers wait for parents at 11:30 a.m. dismissal at the east entrance of the Lower School building. Afternoon Adventures dismisses at 3:30 p.m. Parents should not block traffic by parking in the pick-up area. If parents wish to leave their vehicle, they should use the designated parking spaces.

**Early School Program Description**

**Preschool**

Preschool at Rivermont is a lively and caring learning environment for 2-4 year olds! Daily learning activities provide a fun and caring atmosphere. A child explores their world while
spending time in creative corners such as dramatic play, math, science, writing, computer, art, and block centers.

Literature comes alive in story and circle time, bringing students together for discussion and problem solving. Children share ideas on topics, ask questions, and participate in discussions of events shaping their world during show and share. Teachers weave experiences in music and art throughout the day. Experiences with crayons, chalk, markers, paste, scissors, paper, paint, and clay improve fine motor skills. Learning takes place on and off campus. Rivermont students travel to museums, businesses, and parks throughout the Quad Cities.

Junior Kindergarten
Junior Kindergarten is an academically challenging program for 4-5 year olds that focuses on the needs of the whole child. The curriculum encourages the emergence of logical, critical, and creative thinking skills. At the end of the year, a child is well prepared for the challenges awaiting them in Kindergarten. Students learn readiness concepts in reading and math through a well-organized progression of experiences that provide a framework for success in reading and more advanced conceptual thinking.

The work, play, and ideas of each child are documented and preserved through photos and notes that are reviewed by teachers and used to plan curriculum. These photos provide a window into the classroom and are an important way to share daily classroom experiences.

Expanding a Child’s World
Rivermont’s early school provide a stimulating and enriching environment that fosters creativity, self-confidence, and critical thinking. Each child is nurtured emotionally, socially, and academically to achieve their potential and feel valued as a learner. A combination of small group instruction and whole group activities allows students to develop as cooperative learners. The Early grades experience fosters a safe learning environment and fuels a child's natural curiosity and desire to learn.

Early School Curriculum Overview

Literacy and Language

Literacy describes all the skills and knowledge that a student must acquire before the formal reading process begins. Before a child can become a reader, they must understand why people read and what people do when they read. This knowledge is called print awareness. Rivermont teachers create an environment rich in written and spoken language in which students:

- see and hear adults read, write, and converse in the classroom daily
- speak, write, and listen during hands-on activities with teachers
- engage in print-related activities during play, such as (pretend) reading and writing

Teachers read stories daily to give students a sense of the reading process and to introduce the form and structure of written language. Junior Kindergarten students learn to recognize the beginning sounds in a word, read familiar words in a story, and read words found on packages and signs (environmental print).
Foreign Language

Spanish is introduced in early school starting with basic vocabulary, numbers, songs, and stories. This prepares students for successful foreign language study in lower, middle, and upper grades.

Mathematics

Rivermont’s JK and elementary grades and math programs are built upon the highly regarded Singapore Math curriculum, which teaches mathematics through the following skills:

- **Classifying:** Sorting or forming groups of items with similar attributes. Favorite activities include sorting keys, tiles, buttons, and small toys by size or shape.
- **Comparing:** Learning to compare the numbers or sizes of various objects and to use comparison terms such as more than, less than, shorter, longer, and fewer.
- **Ordering:** Arranging pictures or events in an order such as least to most, first to last.
- **Patterning:** Recognizing or creating a pattern of shapes or lines.
- **Measuring:** Using a standard to compare sizes of objects to determine which is larger or smaller.
- **Shape & Position:** Recognizing and describing distance (near, far, close) and naming geometric shapes (triangle, square, circle, and rectangle.)
- **Numbers:** Counting objects and understanding position (first, second, etc.)
- **Problem solving:** Applying mathematical concepts to real-life problems. For example, in which size box will my truck fit best? How much milk can I pour in my cup without any spilling?

Science

Through experiences in science, a young child learns about the world in which he or she lives. Even though the preschool child may not be ready to understand complex concepts, there are no limits to a child's curiosity, imagination, zest for learning, and interest in the variety of things around him or her.

Preschool experiences in science not only satisfy curiosity, but are also an effective vehicle for helping children learn to think logically. A young child learns science through hands-on experiences with familiar objects such as observing the melting of ice to determine how little water an ice cube contains, or ice fishing—using string and salt to catch ice cubes and to observe the effect of salt on the melting process. Similarly, sinking and floating activities in a water table that contains a variety of objects provide a child with a framework of concepts to refer to while attempting to understand buoyancy problems in later grades. Early School planting and growing experiences lay the necessary foundation for relating meaningfully to later instruction in seed germination and maturation.
Music
Young children respond to music. Between ages two and three, the child begins to gain control of his or her singing voice and to match movements to music. Even at this young age, a child learns to recite simple finger plays and rhymes. By the time a student is in junior kindergarten, he or she can sing complete songs from memory and match pitch. As a child approaches four, a longer attention span makes it possible to listen to audiotapes with appreciation. Music activities motivate and excite young children. Through music activities, a child expresses his or her emotions and develops vocabulary and an awareness of language patterns. The most important part of aspect of music for the Early School student is that it’s fun!

Art
Through activities using a variety of media, a child develops imagination, individuality, and an awareness of color. Rivermont teachers foster creativity by showing respect for each child's ideas and efforts. Daily art activities provide each student with an opportunity to explore, discover, and experiment with various media in addition to providing outlets for the emotions and improving fine motor control and eye-hand coordination.

Library
During library visits, Preschool and Junior Kindergarten students hear stories and learn about the lives of their favorite authors. Library time is an opportunity for teachers to model good reading habits and provide an example that promotes excitement about reading.

Computers
Early School students eagerly embrace technology. Computers are available in Early School classrooms for use during free play and small group time.

Large Muscle Development
Rivermont’s outdoor play area offers a wide variety of activities designed to complement classroom curriculum. During daily outdoor activity time, students develop large muscle skills, learn about safety and appropriate activities in outdoor environments, and express themselves freely and loudly.

Early School Tuition and Fees
A tuition deposit of $250 per student is due with the Enrollment Contract. The tuition deposit is part of the total tuition and will reserve a place for the student. The balance of the tuition and fees is due according to the terms agreed upon in the Enrollment Contract. No student will be permitted to start school if any financial obligations for the previous semester remain unpaid. As new students enter during the year, their tuition will be adjusted accordingly.

Specific Early School Programs and Requirements

Three-Day Preschool – Three mornings designed for 3-4 year olds; meets Tuesday, Wednesday, and Thursday from 8:20 until 11:30 a.m.

Five-Day Preschool – Five mornings designed for 3-4 year olds; meets Monday through Friday from 8:20 until 11:30 a.m.
Junior Kindergarten – A five-morning program designed for 4-5 year olds who will attend Kindergarten the following fall; meets from 8:20 until 11:30 a.m. Monday through Friday.

Afternoon Adventures – An engaging learning experience designed for the Preschool and Junior Kindergarten student, focusing on a wide range of activities that promote social and academic learning; meets 12:30-3:30 p.m. Monday through Friday.

Required Early School Forms

The following forms will be required for all students at the time of enrollment:

1) Application for Admission with a one-time $100 application and placement fee
2) Enrollment Contract with deposit
3) Proof of Physical Exam within the current year
4) Parental Emergency Medical/Dental Consent Form (completed online)
5) Field Trip Permission (completed online)
6) Photography and Video Release (completed online)
7) Certificate of Immunization (must meet the Department of Human Services and the Public Health Department guidelines)

Sunscreen Policy

The school asks each parent to apply sunscreen on your child prior to arrival at school. Rivermont faculty will apply sunscreen on any child attending Afternoon Adventures. For these students, parents are asked to complete a sunscreen permission form and supply one bottle of sunscreen prior to the expiration date labeled with their child’s first and last name. The school will notify you when a new bottle is needed.

Early School Code of Ethics

In making decisions that affect students, families, and colleagues, Early School faculty and staff commit themselves to:

- Respect the dignity, worth, and uniqueness of each individual (child, family, culture, community and society).
- Help children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.
- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base work with children on knowledge of child development.
- Appreciate and support the close ties between child and family.
- Recognize that children are best understood and supported through the context of family, culture, community, and society.
Early School Student Assessment Plan

The Rivermont assessment of skills includes a checklist of academic and social/emotional development. Early School students are evaluated in September and March. Individual learning goals are developed and an intervention plan for remediation is created, if necessary. A child completes tasks in several areas: large muscle skills, small muscle skills, cognitive thinking, expressive language skills, social/emotional, and self-help skills. The teacher notes progress from first person observations. Results are shared with parents at fall and spring conference days. Written reports describing student progress are sent to parents in December and June.

If teacher or parent observations indicate areas of concern, the Director is consulted and referrals may be made to local community resources.

Results of the Early School assessments are kept in the child’s cumulative folder. Access to these files is limited to the child’s teacher and the Director. After the Junior Kindergarten year, the cumulative folder is included in a child’s cumulative (K-12) education record. In addition, teachers collect a portfolio of student work and anecdotal documentation of a child’s comments, interests, play and work behaviors, and relationships to determine developmental progress. Within the first month of school, learning goals for each child are recorded and used in developing curriculum content. Learning goals are shared with parents/guardians at the fall conference.

The Assistant Head of Academics uses a wide range of assessments in determining Kindergarten readiness of students not currently enrolled in Early School who seek acceptance to Kindergarten.

Communication

Early School teachers are in daily contact with parents at arrival and dismissal. When daily contact is not possible, but necessary, teachers will write a short note and place it in the child’s backpack or contact the parent/guardian. Parents/guardians receive a written student evaluation twice yearly in December and June and attend formal parent conferences twice yearly in fall and spring.

Field Trips

Junior Kindergarten and Preschool students take a myriad of field trips throughout the school year. Parents who do not wish to have their child participate must make alternative childcare arrangements on the day of the field trip. Parents may volunteer to accompany any trip by signing the posted sign-up sheets on the classroom door. This is an excellent opportunity for parents to be involved in their child’s education. Students must dress appropriately for the weather. Field trips are frequently outside in cold, hot, muddy, or windy conditions.

Early School Transportation Policy

Early School students are transported on field trips in a regulation school bus or school van. When students are transported in a vehicle other than a school bus, they are transported only if fastened in an approved developmentally appropriate safety seat, seat belt, or harness appropriate to the child’s weight and the restraint is installed and used in accordance with the manufacturers’ instruction. Each student must have an individual seat belt and be positioned in accordance with requirements for safe use of air bags in the back seat. Students under the age of 4 are transported only if fastened in a developmentally appropriate child passenger restraint system that meets federal motor vehicle safety standards. If small buses or vans have safety restraints installed,
Students weighing over 40 pounds shall have access to belt positioning booster seats with lap and shoulder belts. Students weighing less than 40 pounds must use car safety seats.

**Early School Meal Protocol**

- Rivermont serves each child a full, nutritionally balanced meal or snack as defined by the USDA Child and Adult Care Food Program (CACFP).
- Students who are cared for more than 2 hours a day must receive a meal or snack every two or three hours.
- Menus are planned in advance, made available to parents, and kept on file at the school.
- A parent may provide food from home for a student’s lunch. The staff may evaluate the food according to CACFP standards and add any missing nutrients.
- Food from home shall be refrigerated to avoid spoilage.
- Snacks that do not meet CACFP guidelines may be brought to celebrate a student’s birthday or holiday.
- Staff serving food shall have clean hands or wear protective gloves.
- Vegetables and dishes without meat are cooked to 120 degrees. Dishes with meat or dairy are cooked from 140-165 degrees depending on the type of meat.
- Students younger than four shall not be served foods that are round, hard, small, thick and/or sticky.
  - No marshmallows, or chunks of meat larger than can be swallowed will be served to students younger than 4.
- After washing hands, teachers serve lunch in the classroom starting at 11:00 a.m.
- Students sit with teachers at tables.
- Lunch is served family style at the table.
- Teachers may record a description of students’ lunch to share with parents.
- After everyone is finished eating, students and teachers clear the table and wash hands.

**Snacks**

Early School students provide a nutritious snack for the class on their designated snack day. Parents receive a monthly calendar indicating their snack day. Please send enough for each student and the teachers in the classroom. Rivermont will provide milk, napkins, and cups.

Special emphasis is placed on healthy, nutritious food. Foods that contain large amounts of sugar and artificial coloring or food substitutes should be avoided. Each child celebrating a birthday or half birthday may bring a party snack for a treat on their special day. For the safety of all students, parents are asked to refrain from sharing foods containing peanuts, tree nuts, or nut products. Occasionally, a parent may forget to send a snack. Emergency supplies are available, but we ask you to send a replacement to be kept as a shelf snack. It should be sealed and have a shelf life of several months.
**Oral Health**

Rivermont promotes oral health among its students by encouraging all students in PreSchool and Junior Kindergarten to have a dental exam by a dentist prior to admission to the School. Parents provide the School with proof of dental exam and name and address of the dentist. Students are offered an opportunity to rinse their mouth after snack and lunch. Students also participate in a dental health education unit that includes dental care, healthy eating, and dental visits. Rivermont invites a dentist and/or dental assistant to present a dental health program every February.

**Clothing**

Parents are asked to clothe their child simply so that they can dress and toilet easily and feel comfortable in all activities such as painting, water play, and outdoor play. Parents shall provide a change of clothes including pants, shirt, socks, and underwear in the event of accidents or spills. Each item should be marked with the student’s name and placed in a Ziploc bag. Students play outside daily, weather permitting. Each student should bring weather appropriate outerwear including coats, boots, hats, gloves, and snow pants during the winter season.

**Labeling Personal Items**

All articles of clothing or other personal items that your child brings to school should be clearly labeled with their first and last name.

**First Aid Kits**

First aid kits are located in each Early School classroom, in the early grades playground entry areas, all administrative assistants’ offices, in the AED cabinet in Central Hall, and in the Assistant Head’s office in the Mansion. First aid kits are taken by the teacher when students play outside or leave campus.

Kits contain the following:

- Bandage – flexible roll type
- Sterile gauze pads in various sizes
- Bandages / Band-Aids in various sizes
- Cold packs
- Emergency medication for students with special needs
- Eye patch pads
- First aid chart or booklet
- Disposable nonporous gloves
- Hand sanitizer
- Mouthpiece for rescue breathing / CPR
- Notepad and pen for notes
- Parent / guardian contact information for each student
- Plastic bags for soiled clothes and/or first aid waste
- Safety pins
• Small scissors
• Splints finger
• Tape bandage
• Telephone numbers for Poison Center and EMS
• Thermometer – non-glass
• Triangular bandages
• Tweezers
• Water to clean wound

**Supplies**

A list of supplies needed for PS-5th Grade can be found on the Rivermont website, under the “School Forms” tab.

**Calendar**

Annual, monthly and event calendars can be found on the Rivermont and FACTS websites. Most field trips, early dismissals, and special programs will be noted on the calendar along with notice of all-school functions.

**Lost and Found**

A lost and found cabinet is located adjacent to the Lower School Office in Becherer Hall. Parents may check the cabinet to find lost items.

**Classroom Pets**

Pets permitted in the classroom include fish, gerbils, and hamsters. Rodents are kept in a glass aquarium with appropriate bedding and a screen lid fastened to the top. Dogs, cats, and rabbits are not permitted.

**Toys**

Students may not bring toys to school. Toys from home can be easily misplaced or broken. Items that add to the educational experience and pertain to the current classroom topic are acceptable such as books, records, rocks, interesting shells, etc.

**Sanitation of Toys**

Toys such as play food, Legos, blocks, puzzles, and all items handled by students are sanitized weekly. Toys that cannot be cleaned and sanitized are not permitted in classrooms. Toys that children have placed in their mouths or that are otherwise contaminated by body secretion or excretion are set aside where children cannot access them until these toys are washed with water and detergent, rinsed, sanitized, and air-dried. Teachers closely supervise play with plastic or play foods to prevent shared mouthing of these toys. Machine washable cloth toys are used by one individual only until these toys are laundered.
Classroom Sanitation
- Tables and countertops are sanitized before the start of the school day, after crafts and table work, and before and after snacks or food service.
- Tables and countertops are sanitized after contamination with bodily fluids or when soiled.
- Toilets and bathroom countertops are cleaned daily. If soiled during the day, however, teachers will sanitize all surfaces.

Supervision Policy
Teachers directly supervise children by sight and hearing at all times, even when children are in sleeping areas. Teachers regularly count children when leaving one area and arriving at another. Staff ratios are met during all hours of operation including indoor and outdoor play and field trips:

- Preschool: One staff member to every 8 children
- Prekindergarten: One staff member to every 8 children
- Junior Kindergarten: One staff member to every 10 children

During nap time, at least one staff is present in the napping room. Staff ratio requirements may be reduced to one staff per room when children are resting for a period of time not to exceed one hour, provided staff ratio coverage can be maintained. Staff periodically scans the classroom or outdoor area to confirm the safety of the students. Preschool and Junior Kindergarten students may use toilet facilities without direct supervision. Early grades staff supervise this activity by hearing any student in the restroom and reminding the student to wash their hands upon reentry to the classroom.

Lower School – Kindergarten through 5th Grade

The School Day
The Lower School day begins at 8:20 a.m. Students arriving late must check in with the Administrative Assistant before attending class. The Lower School day ends at 3:30 p.m. Students remaining on campus following 3:30 p.m. should report to Late Extended Day (3rd-5th) or After School Supervision (K-2nd). No student is permitted to remain on campus without the direct supervision of an adult.

Lower School Assessment
For students in Kindergarten through 3rd Grade, a report card is issued evaluating the student in areas such as reading, mathematics, spelling, social studies, language arts, foreign language, handwriting, science/health, music, art, physical education, and study habits using the grading scale shown below.

- H: High Achievement
- S: Satisfactory Achievement
N: Needs to Improve

Students in 4th through 12th Grade are issued a quarterly report card with grades and comments for all classes in which the student was enrolled that quarter. Letter grades are given for all academic courses using a traditional A through F scale, with plusses and minuses assigned at the discretion of the classroom teacher. (Rivermont does not use the grade A+.)

Homework

Daily homework is an important aspect of learning. Young learners need time to reflect on concepts presented in the day’s lessons and to build skills. Rivermont seeks to develop self-motivated, well-organized, independent thinkers; as such students should attempt to complete homework assignments independently. Excessive parental involvement in a student’s assignment complicates the teacher’s ability to gauge the student’s academic progress, strengths, and needs. If a student is experiencing difficulty with the workload, it is important for parents to notify the teacher so that modifications can be made to suit the needs of the student. Education is a partnership between parents and teachers, who work together to achieve the best possible balance between homework and student capacity.

On average, the typical homework times for a student in each grade are:

- 1st and 2nd Grade: 20 minutes
- 3rd Grade: 40 minutes
- 4th and 5th Grade: 60 to 90 minutes

Out of respect for the multi-cultural nature of our society and of Rivermont in particular, special attention is paid to avoid scheduling assessments and major assignments on significant religious holidays. This courtesy is also in effect for school sponsored events, such as Parent – Teacher conferences, which require parent attendance.

Academic Fair

Each student in 1st through 11th Grade is required to complete an Academic Fair project. There are three parts to each project: a research paper, three-sided display board, and oral presentation. Project subjects are determined by grade.

Lost and Found

A lost and found area is located adjacent to the Lower School Office in Becherer Hall. Parents may check the area to find lost items. At the end of each semester, unclaimed items will be donated.

Supplies

A list of supplies needed for Kindergarten through 5th Grade can be found on the Rivermont website under the “My Rivermont/School Forms” tab.

Parent Access and Pick-up Authorization

Parents are asked to contact their child’s teacher if they want to accompany their child on a planned activity or field trip. Parents are always welcome to visit classrooms; however, the teacher is not
always able to interrupt the schedule to greet you; classroom activities must continue. Visiting parents should avoid diverting the teacher’s time to discuss programs and activities while the children are in the classroom. Parents should make an appointment with the teacher outside of normal school hours if they wish to discuss their observations or concerns.

Parents may schedule a classroom observation by contacting the Director of Faculty. Visiting parents will comply with all Rivermont security policies and procedures.

Unrestricted access means that a person has contact with a child alone or is directly responsible for child care. Any person on the Rivermont campus who is not a staff member, substitute, or designated volunteer (requiring a background record check and formal approval by Director of Faculty) shall not have unrestricted access to students for whom that person is not the parent, guardian, or custodian.

If parent/guardian contact is prohibited by any custody or restraining order, the custodial parent/guardian must provide a copy of the applicable court order to be included in the student’s confidential folder.

A sex offender who is required to register with the Iowa sex offender registry shall not be on the Rivermont campus without written permission of the Headmaster, except for time reasonably necessary to transport the offender’s own child to and from the school. This written permission shall include the location in the school where the sex offender may be and the reason for the sex offender’s presence on campus. The permission shall also state the duration of the sex offender’s presence. A convicted sex offender shall not be employed or act as a volunteer at Rivermont.

Rivermont recognizes that occasionally, it may be necessary for someone other than a parent to pick up a student. In such cases, the parent must provide written notification to their child’s teacher authorizing another individual to pick-up the student. Children will not be released to anyone who is not authorized by the parent/legal guardian.

In the event that a parent or caregiver arrives on campus to pick up a student and is clearly medically impaired or under the influence, Rivermont faculty serving the best interest of the child will be extremely cautious in discharging the child, and may as the situation warrants contact the local police for assistance.
Middle & Upper Schools – 6th through 12th Grade

The School Day

The Middle and Upper School day begins at 8:15 a.m. Students arriving late must check in with the Administrative Assistant before attending class. Upper School students arriving before 7:45 a.m. should wait in Central Hall. Middle School students arriving before 8:00 a.m. will report to the Central Hall cafeteria. Students remaining on campus following the conclusion of the school day must either attend Late Extended Day or be involved in another approved activity (i.e. athletics). No student is to remain on campus without the direct supervision of an adult. Late Extended Day is a homework and study class, supervised by a faculty member, with attention and focus on subject-specific topics. Late Extended Day is scheduled from 3:30-6:00 p.m. Students remaining after 6:00 p.m. will report to After School Supervision. Please consult the Rivermont website for current prices for these programs.

Course Load

All students in the Middle School follow an established curriculum of: English, science, math, social studies, foreign language, fine and performing arts, health, and physical education. Modifications to this curriculum must be approved by the Headmaster.

In the Upper School, students must be enrolled in a minimum of five academic classes to be considered in Good Standing and a full-time student. Seniors are required to be scheduled for five credits each semester. It is important for students and parents to note that these are the minimum requirements and that most selective colleges expect students to maintain a full class load. Although Rivermont awards credit for classes where a D is earned, it must be noted that many colleges do not accept coursework at the D level to meet their entrance requirements. It also must be noted that earning a D in a sequential program could jeopardize the student’s progress to the next course in the sequence. Students interested in pursuing an Honors Diploma and/or who are considering selective colleges or programs need to consider carrying a heavier academic load. No credit will be given for a year long course if the second semester of the class is failed.
**Graduation Requirements** - for the Class of 2021 and Forward

To receive a Rivermont Collegiate Diploma, a student must have:

1. Attended four years in the Upper School or an accredited high school
2. Completed the Junior Service Project
3. Completed the Senior Project
4. Must be accepted to a four-year college or university

To receive a Rivermont Collegiate Honors Diploma, a student must have:

1. Completed all requirements for a regular diploma.
2. Earned an additional 3 credits.
3. Earned a cumulative GPA of 3.50 or higher.

1 credit = 1 full year, credit in full year courses will only be awarded upon successful completion of the second semester.

.5 credit/half year courses will receive credit upon successful completion of the semester in which the course is taken.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(to include World History, US History and US Government)</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(of a single language)</td>
</tr>
<tr>
<td>Computer Science</td>
<td>2</td>
</tr>
<tr>
<td>Performing &amp; Fine Arts</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(in Physical Education/Health)</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>Standard Diploma</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Honors Diploma</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Note: Seniors are required to carry a minimum of 5 classes each semester. An Ed Partner class may be used to fulfill this requirement with permission of the Assistant Head of Academics.
**Senior Project**

The Rivermont Senior Project provides students an opportunity to demonstrate their intellect, character, and creativity through a project which connects to their interests or intended field of study in college. The practical experience gained through this involvement will enhance their high school education beyond the traditional classroom. The senior project is a student driven process intended to foster initiative and independence.

Students are encouraged to take ownership of the process by creating their own projects, which may include internships, community service projects or career development opportunities. A graduation requirement, the projects are intended to be authentic and meaningful experiences. The projects contain several elements, most prominent being field work, a research paper, and formal presentation. Field work related to the project (internships, etc.) will require a minimum of 40 hours and must be unpaid.

**Junior Project**

The Rivermont Junior Service Project provides each member of the junior class with an opportunity to serve within their community. Working with a faculty advisor, each student plans and implements a volunteer project. A minimum of 15 hours must be documented at the community service site, a non-profit organization of choice. Students may serve in the summer before their junior year.

**Academic Fair**

The Academic Fair is the culmination of months of research and preparation. All Middle and Upper School students (6th through 11th Grade) prepare research-based projects in a number of different academic areas. Students are required to prepare a written, oral, and visual presentation of their research. Judges meet with students and review their work. On the evening of the Academic Fair, students, parents, and faculty gather to view projects, attend presentations, and learn the results of the project competition.

**Drop/Add Policy**

Middle and upper grades students may drop or add a course with the approval of their teacher, parent/guardian, and Director of Faculty. Full-year courses may not be dropped or added after the second week of the first semester. Semester classes may be added or dropped within the first two weeks of the given semester.

**Homework & Testing**

Assignments not completed within a reasonable time, as determined by the classroom teacher, will receive no credit. Any test or assignment missed because of an absence must be completed within a reasonable amount of time. Out of respect for the multi-cultural nature of our society and of Rivermont in particular, special attention is paid to avoid scheduling assessments and significant assignments on major religious holidays.
Honor Roll
Rivermont publishes an Honor Roll at the end of each academic quarter. For 6th through 12th Grade, the Honor Roll consists of three levels: Headmaster’s List (GPA of 3.85 or higher), High Honors (GPA 3.5 to 3.84), and Honors (GPA 3.00 to 3.49).

Study Halls
All students in 6th-12th grade, except those qualifying for Open Study (as defined below), are assigned to supervised study halls when they are not in class. The study hall supervisor maintains a quiet atmosphere and students are expected to read or study without disrupting others. With a note from his or her classroom teacher, a student may be excused to work with a teacher or go to the library. When the student is finished, he or she must report back to the study hall supervisor.

Open Study
Students in 9th-11th grade who earn a GPA of 3.5 or higher for a quarter and with no grade lower than a B will, with parental permission, receive Open Study for the next quarter. (9th grade students are eligible for Open Study starting in the 2nd quarter based on their 1st quarter grades.) Students with Open Study are allowed the freedom to study in a variety of locations around campus when they are not in class, but they are expected to maintain a study-like aspect. Failure to do so will result in the loss of the Open Study privilege. Open Study is a privilege and may be revoked at any time for disciplinary reasons.

Seniors
Students in 12th grade with no grade lower than a C the previous quarter will, with parental permission, receive Open Study. Students with Open Study are allowed the freedom to study in a variety of locations around campus when they are not in class, but they are expected to maintain a study-like aspect. Failure to do so will result in the loss of the Open Study privilege. Open Study is a privilege and may be revoked at any time for disciplinary reasons. Additionally, 12th grade students, with parental permission, are not required to be on campus until their first scheduled class/event of the day. Upon arrival students will check-in at the reception desk. Any 12th grade student wishing to order lunch from the cafeteria must place their order with the reception desk prior to 8:30 am each day. This may be accomplished via email or phone.

Supplies
A list of supplies needed for 6th through 8th Grade can be found on the Rivermont website under the “My Rivermont/School Forms” tab. Students in 9th-12th Grade will be informed by individual classroom teachers of supplies needed.

Rivermont Campus Policies and Facilities

Parent Requests for a Specific Teacher
Rivermont seeks to create classrooms with an equal number of boys and girls, a range of ability levels, and balanced ethnicity. In making placement decisions, the school considers the needs of
each child and the way they relate to classmates and various teaching styles. In order to provide the best education for all students, it is not possible to honor parent requests for a specific teacher.

**Security**

Rivermont is concerned about the increased incidence of violence in society, which has filtered into many workplaces and schools throughout the United States. Accordingly, Rivermont has taken and continues to take steps to help prevent incidents of violence from occurring here.

Rivermont is a posted gun free campus. Rivermont does not tolerate any acts or threats of violence by any employee, former employee, student, parent, visitor, or other member of the Rivermont Community on the school’s premises at any time or while they are engaged in business with or on behalf of the School, on or off campus. Any reports of violence or threats will be promptly and thoroughly investigated and, where warranted, appropriate action will be taken, including disciplinary actions, up to and including expulsion. If a criminal law is violated, local police services will be contacted.

**Campus and Student Access**

Parents are their child’s first teachers and are encouraged to take an active role. Parents are asked to contact their child’s teacher if they want to join in a planned activity or field trip. Parents are always welcome to visit classrooms; however, the teacher is not always able to interrupt the schedule to greet you; classroom activities must continue. Visiting parents should avoid diverting the teacher’s time to discuss programs and activities while the children are in the classroom. Parents should make an appointment with the teacher outside of normal school hours if they wish to discuss their observations or concerns.

Parents may schedule a classroom observation by contacting the Director of Faculty. Visiting parents will comply with all Rivermont security policies and procedures.

If parent/guardian contact is prohibited by any custody or restraining order, the custodial parent/guardian must provide a copy of the applicable court order to be included in the student’s confidential folder. Access to this information will be limited to those faculty/staff members who are present at pick-up and/or control access to the student.

Rivermont recognizes that occasionally, it may be necessary for someone other than a parent to pick up a student from school. In such cases, the parent must provide written notification to their child’s teacher or administration authorizing another individual to pick-up the student. *No child will be released to anyone who is not authorized by the parent/legal guardian.*

**Intoxicated Parent or Caregiver**

In the event that an intoxicated parent or caregiver arrives on campus to pick up a student, Rivermont faculty shall:

- Make the situation safe - escort the visitor to a room away from students.
- Immediately contact the Headmaster.

Symptoms of an intoxicated/impaired person are glazed or red eyes, trouble balancing and/or standing, slurred words, and the smell of alcohol.

Rivermont faculty, serving the best interest of the child, will be extremely cautious in discharging the child, and may contact local police for assistance as the situation warrants. Working with the
parent or guardian, the School may offer an alternative arrangement, such as a taxicab or asking another parent to drive the child home.

If the parent insists on driving a vehicle with the child, the teacher should allow the child to leave, however they will then immediately contact law enforcement for assistance. If the intoxicated person is a caregiver, not related to the child, the teacher shall not release the child to the driver. The Headmaster or an Assistant Headmaster will contact the parent and explain the situation.

**Visitors**

Unrestricted access means that a person has contact with a child alone or is directly responsible for child care. Any person on the Rivermont campus who is not a staff member, substitute, or designated volunteer (requiring a record check and formal approval by the Director of Faculty) shall not have unrestricted access to students for whom that person is not the parent, guardian, or custodian.

All visitors must sign in at the reception desk in the mansion and wear a visitor badge throughout their stay on campus. It is the responsibility of the classroom teacher to supervise all visitors to the classroom and to ensure that any visitor who does not have a background and fingerprinting check is not supervising students.

A sex offender who is required to register with the Iowa sex offender registry shall not be on the Rivermont campus without written permission of the Headmaster, except for time reasonably necessary to transport the offender’s own child to and from the school. This written permission shall include the location in the school where the sex offender may be and the reason for the sex offender’s presence on campus. The permission shall also state the duration of the sex offender’s presence. A convicted sex offender shall not be employed or act as a volunteer at Rivermont.

**Alcohol and Substance Abuse Policy**

Substance abuse is one of the foremost health issues facing our nation. Statistics verify the fact that experimentation and abuse is taking place at an alarmingly young age. Students and parents should be aware of the following guidelines:

- The use or possession of alcohol, drugs, or tobacco by a Rivermont student will lead to serious disciplinary action. A student involved in the selling or procuring of illegal substances will be dismissed from Rivermont.
- It is a privilege for a student to represent Rivermont in extra-curricular and co-curricular activities and school-sponsored trips. The use or possession of substances (alcohol, tobacco, non-prescription drugs, etc.) or serious forms of inappropriate school behavior will jeopardize an individual’s privilege to represent the school.
- It is illegal for adults to serve alcoholic beverages to a minor, and serious legal liability issues arise where this fact is ignored.

**Tobacco-Free Policy**

Rivermont is a tobacco-free campus. Therefore, parents and visitors must refrain from smoking anywhere on campus.
Asbestos Management Plan

Similar to older facilities across the nation, the Rivermont campus does include areas which were built using asbestos-containing materials. In compliance with State and Federal regulations, Rivermont maintains a trained staff and a detailed plan for routine inspection of identified and suspected materials. All public and non-public schools are required to inspect and report on the status of all asbestos-containing materials. A copy of Rivermont’s Asbestos Management Plan is available for view on appointment during school days in the Business Office.

Traffic on Campus

Diagram 1

Rivermont Collegiate is located in primarily a residential area with limited access. While our student drop-off and pick-up traffic pattern has streamlined the process, there may still be slight delays, especially in inclement weather which historically has resulted in traffic backing up on 18th Street. In coordination with the Bettendorf Police Department we are requesting parents at drop-off and pick-up times to utilize a different approach to the school using a far less hazardous and busy street.

To avoid the traditional traffic overflow spilling onto 18th Street, Rivermont requests:

- Parents picking up their students on the Upper Mansion Circle (Middle/Upper School and 3, 4, & 5th grade students) approach the school campus from 18th Street.
- Parents picking up their students at the Lower Becherer Hall location (Preschool – 2nd grade) to approach the campus via 19th Street.

PLEASE REFERENCE PARKING DIAGRAM 2 FOR ON CAMPUS TRAFFIC FLOW.
Once on campus, student can be dropped off or picked up in two main areas designated in diagram 2.

For student safety considerations, parking is prohibited in all crosswalk areas.

Please note that the Bettendorf Mansion is a registered National Historic Landmark site which limits the school’s ability to change many of the external features of the facility.

Our traffic strategy provides a streamlined approach to expedite traffic by using a continuous flow pattern. If you student is going to be delayed, or if you need a little extra time, please park in the designated areas. Parking along the green or red arrows significantly impedes the traffic flow for all other families.

We realize, the traffic pattern can sometimes be frustrating especially if you are asked to loop around. Crossing guards are stationed at key locations to assist drivers transition back into the flow. Thank you for your continued patience and understanding.

**Visitor Parking**

Visitors to campus are asked to park in the lot at the north end of campus, the designated visitor parking spots in front of the Carriage House, or the parking lot east of Becherer Hall. Please avoid spaces designated as *faculty only*. 

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*Diagram 2*

![On Campus Traffic Flow Diagram](image-url)
**Student Drivers**

Students are to park in the parking lot on the north side of the Carriage House. Reckless driving or unauthorized use of an automobile will result in removal of the privilege of driving on campus. Cars are not lockers or lounges. Students may not go back and forth to their cars during the school day. Should a student need access to his or her car during the school day, the student must sign out and back in at the Mansion front desk.

**Lunch Program**

**Hot Lunch:** Each day, one main dish is served in addition to soup, fruit, yogurt, cereal, milk, and other snacks. Each item may be purchased separately. Students wishing to order the hot lunch entrée do so at the beginning of the school day with either their homeroom teacher (K-5th Grade) or advisor (6th-12th Grade).

**Sack Lunches:** Students may bring a sack lunch. Items that need to be refrigerated may be placed in a designated refrigerator. Students may purchase milk, soup, fruit, or other items to supplement their lunch. Students in Kindergarten through 5th Grade keep their lunches in their classrooms and students in 6th through 12th Grade keep their lunches in their lockers.

**Snack Break:** Students in 6th through 12th Grade receive a midmorning break from classes, during which they may purchase snack items and beverages from the cafeteria including cookies, muffins, cereal, fruit, yogurt, milk, juice, and water.

**Dining Room:** Our dining area serves a variety of functions. Teachers assigned to lunchroom duty require that students pick up after themselves in order to keep the dining room clean. Students are to be seated properly and eat in an appropriate manner. No food is taken from the dining room except for supervised school functions or meetings. Students may take a bottle of water with them from the dining room provided it is kept in their locker with the cap sealed. Students are excused at the end of the lunch period according to the directions of the supervising teachers. Tables and chairs are to be cleaned by the students after each lunch period.

Pop vending machines are not accessible to students during the school day. Students may purchase water and juice from vending machines during the school day and have access to juice, water, and milk at lunch and snack break (6th through 12th Grade).

**Rivermont Traditions and Special Events**

**Academic Fair:** This exciting day is the culmination of months of research and preparation. Students in 1st through 11th Grade prepare research-based projects in a number of different academic areas. Students are required to prepare a written, oral, and visual presentation of their research. Judges meet with students and review their work. In the evening, everyone (students, parents, and faculty) gathers to view projects, hear presentations, and learn the results of those projects entered in competition. This is definitely a unique Rivermont event and a must see for everyone!

**Unpack Your Backpack Night:** This evening is designed for parents to learn about the academic goals for the current school year. It is an opportunity to meet your child’s teachers, view their teaching materials, and ask questions. It is also a terrific opportunity to meet and/or catch up with other Rivermont families.
Commencement – The final activity of the school year. All Upper School students are highly encouraged to attend. Parents of Upper School students are encouraged to assist with this event honoring the graduates, their parents, and their families.

Grandparents’ and Special Friends’ Day: This event takes place on Wednesday before Thanksgiving, in the hope that family members may be in town and able to attend. Names and addresses are gathered, and invitations are mailed in advance. Grandparents and special adult friends of students arrive at school and participate in an abbreviated schedule of classes and enjoy a special program at the end of the morning. Dismissal follows the program at 11:30 a.m. If a grandparent is unable to attend, another relative or adult special to the child is welcome to attend instead.

Imp-Tiger Competitions: In Early School, or upon their entrance to Rivermont, each student draws a card determining whether they are an Imp or Tiger. The student remains an Imp or Tiger forever. Several times during the school year, students participate in Olympic-style competitions, earning points for their respective teams. Students are encouraged to wear their team colors on these days (Imps-green, Tigers-orange). Parents are welcome and encouraged to attend.

International Week: This event encompasses a weeklong series of presentations and classes, giving students the opportunity to learn about other cultures and languages. International Week culminates with International Food Fest on Friday afternoon in Becherer Hall.

Lower School Promotion: Held near the end of the school year, this very special morning recognizes each student in the Lower School. Students are presented certificates of promotion and receive participation awards for contests and competitions. This morning is a celebration and recognition of the many achievements, contests, competitions, and activities in the Lower School.

Lunch on the Lawn: Pack a picnic, bring a blanket, and join Rivermont for lunch on the Front Circle lawn!

Middle and Upper School Awards Assembly: Held near the end of the school year, this event honors students for their accomplishments, both academic and athletic.

Middle and Upper School Trips: Chaperoned by several teachers, the students take an all-day trip to an amusement park or other location determined by faculty and students. This event usually occurs the day before Commencement.

Musical Programs: Students in each of the School’s divisions present musical programs that highlight the lessons and instruments they have been learning. These performances are scheduled at different times in the school year and are announced in classroom newsletters, Lion Pride Postings, and on Rivermont’s website.

O.L.E. Day: Outdoor Learning Experience (O.L.E.) is a daylong opportunity for Rivermont students to participate in activities designed to educate them about the environment in which they live.

King Cake Tuesday: This tradition dates back to the early days of the School and is held on Mardi Gras. Students and faculty enjoy a lunch of King Cakes and New Orleans style lunch. Hidden in the pancakes are tokens that predict the fortune of the individual. Everyone delights in the predictions of their future. Many students stack the deck with several pancakes hoping for a more inclusive fortune.
Student Guests: Students are encouraged to invite friends to Admission events. No visitors will be allowed during the school day the first and last week of each semester. Students who wish to bring visitors should see the Director of Admissions to make arrangements.

Spring-Fest: This annual spring musical performance is accompanied by a display of student artwork.

Teacher Conferences: This is an opportunity to meet with your child’s teachers to discuss academic progress made during the current grading period. Middle and Upper School students attend these conferences with their parents.

School Awards

Lower School

Ken Ferris Citizenship Award: Presented to the 5th Grade student who best exemplifies the qualities of positive, loyal citizenship.

Presidential Award for Educational Excellence – The Headmaster, as an agent of the President of the United States, distributes certificates to 5th Grade students for academic achievement as evidenced by a cumulative 3.5 or higher grade average and recent standardized test score in the 85th percentile or higher.

Middle & Upper School

Bookidis Award: Annually awarded to the student in 6th through 12th Grade who has achieved the highest cumulative quarterly grade point average during the school year.

Bishop’s Prize: Presented, when merited, to that member of the senior class who has achieved the highest cumulative semester grade point average over 10th, 11th, and 12th Grades at Rivermont.

Larned A. Waterman School Service Award: An award given to member of the senior class who has served the School, his or her fellow students, and/or the Quad City community in an exemplary fashion.

Daughters of the American Revolution Citizenship Award: Awarded annually to a student in 11th or 12th Grade who has demonstrated kindness, proper etiquette, and good citizenship.

Iowa State Bar Association Award: Awarded annually to a senior for exemplary character and service to the community, the School, and fellow students.

Presidential Award for Educational Excellence: The Headmaster, representing the President of the United States, distributes certificates to students in 8th through 12th Grade for academic achievement as evidenced by a cumulative A- or higher grade average and recent standardized test score in the 85th percentile or higher.

President’s Award for Educational Improvement: The purpose of this award is to recognize students in 8th through 12th Grade who show outstanding educational growth, improvement,
commitment, or intellectual development in academic subjects. Recipients are chosen by faculty members.

**Senior Achievement Award:** Given occasionally by the Headmaster upon recommendation by the faculty for exceptional work by a senior.

**Getz Drama Award:** Donated by alumna Kaye Spelletich Getz (’35), this award is presented annually to a thespian for outstanding contributions to the Rivermont theater program.

**Small English Prize:** Named for a loyal Rivermont family, this award is given annually to a student in 9th through 12th Grade for excellence in English language and literature.

**Millar Athletic Award:** Presented to the School by former trustee Gordon Millar, this plaque is awarded to a student in 9th through 12th Grade who excels in one or more sports and exhibits the quality of exemplary sportsmanship.

**Dorothy Strohm Mathematics Plaque:** Upon her 25th anniversary as a Rivermont mentor, the faculty created this plaque in Dorothy’s honor to award annually to a student in 10th through 12th Grade who shows high achievement and promise in mathematics.

**Bausch & Lomb Science Medal:** This nationally recognized medal is given annually to the junior who exhibits unusually high levels of scientific inquiry and mastery.

**Art Award:** Awarded annually by the Art Department to an outstanding artist in 11th or 12th Grade.

**Foreign Language Award:** May be awarded annually by the Foreign Language Department to a student who has shown outstanding growth and achievement in a non-English language.

**Journalism Award:** May be presented annually by the School for journalistic accomplishments in 6th through 12th Grade.

**History Award:** May be given annually to the student in 6th through 12th Grade who has shown outstanding interest and achievement in social studies.

**George F. Neiley Award for Writing:** Given in the name of long-time Board of Trustees President George F. Neiley for excellence in writing.

**Music Award:** May be given annually to the student in 6th through 12th Grade who has shown outstanding interest and achievement in music.

**Dr. Michael A. Novello Technology Award:** Presented annually to that student in 9th through 12th Grade who demonstrates leadership in the integration of technology in his or her studies.

**Computer Science Award:** May be presented annually to the student making the greatest contribution to the School and showing the highest level of achievement in the field of computer science and technology.

**Science Award:** May be presented annually to a student in 6th through 12th Grade who has demonstrated outstanding interest and achievement in the field of science.
Endowed Scholarships and Awards

The JoAnn Tyler Memorial Scholarship: Herb and Maryann Tyler established this scholarship in memory of Mr. Tyler’s sister. Funds generated from this endowment help provide financial aid to deserving students in 1st through 12th Grade.

Edward E. Ford Foundation Scholars: Established in 1986, by matching funds from the Edward E. Ford Foundation (Providence, Rhode Island) and the Len R. Small family (Moline, Illinois), two students in 9th through 12th Grade who qualify for financial aid and demonstrate significant academic merit are supported with partial scholarships from this endowed Rivermont fund.

The Cynthia Neiley Hyde (’62) Memorial Scholarship: This scholarship is presented annually to qualified students in 6th through 12th Grade. The fund was established in 1987 by Mrs. Hyde’s family and friends.

The Elizabeth Kahl Figge Memorial Scholarship: The revenues from this trust, established in 1988 by V.O. Figge in loving memory of his wife Betty, annually help support a student of unusual academic promise in Kindergarten through 12th Grade.

The Kelly and Heather Sigler Memorial Scholarship: Named for two Rivermont students who tragically lost their lives in 1989, this fund was endowed by the family and friends of Kelly and Heather and is awarded annually to a student in 6th through 12th Grade.

The Conley A. Dooley Endowed Memorial Scholarship Fund: Students, family, and friends established this scholarship fund in his memory in May, 1993. Mr. Dooley taught English and was the Drama Director for two years. An annual stipend is awarded to a deserving Kindergarten through 12th Grade student who demonstrates need.

The Marcus L. Jarrett Endowed Memorial Scholarship Fund: Marked by his community involvement and commitment, family and friends established this scholarship fund in his memory in December, 1994. The scholarship is awarded annually to a student in Kindergarten through 12th Grade.

The Max Becherer Scholarship: This scholarship was established in September 1998 by the Becherer family and friend in memory of Max Becherer, Class of 1985. Max developed a passion for computers while attending SKSM (now Rivermont). He graduated from Knox College and did graduate work at the University of Illinois. He was working for a technology firm in San Jose, California when he died in August 1998.

The Reed Capen Foster Memorial Scholarship: This scholarship has partially funded Tuition Assistance. This scholarship was established by Mr. & Mrs. Mel Foster, Jr., family, and friends in memory of the Foster’s son, Reed Capen Foster.

The Patricia J. Kloster Memorial Scholarship: This scholarship was established by family and friends in memory of Patricia Kloster, who was the Headmaster’s secretary for over 20 years. Her love and compassion for the students, families, and her colleagues was unstinting.

The Robert V.P. Waterman Scholarship: This scholarship was established in memory of Bob Waterman by his family and friends.

The Janet R. Gezel Scholarship: Janet R. Gezel, 1944 Alumna of St. Katharine’s School, established the Gezel Scholarship in 2009. The Gezel Scholarship will fund two (2) academic excellence scholarships equal to one-half (1/2) of the annual tuition. These scholarships will be
awarded solely on the basis of academic excellence as determined by the School through its Headmaster or his/her designee. One scholarship will be given to a student entering 4th through 7th Grade and the second to a student entering 8th through 12th Grade. It is the intent that a student receives this scholarship only once while in a set range of grades. Any student who has already received this scholarship will be excluded from the ranking cohort for that set of grades. Recipients of this scholarship will be named at Rivermont’s end-of-year awards assemblies.

**The Dr. Michael A. Novello Scholarship Fund:** Endowed in 2013, this scholarship honors Dr. Michael A. Novello who was headmaster for 15 years from 1983-1998. Dr. Novello was the 18th Headmaster and the second longest serving headmaster.

**Endowed Teaching Chair**

The Larned A. Waterman Chair of Distinguished Teaching: In memory of her husband Larned A. Waterman, a prominent Quad City leader and attorney, Mary Waterman endowed this chair in 1988. The chair is awarded annually by the Headmaster to a Rivermont faculty member for outstanding teaching. The annual proceeds from this endowment are then used to support the teacher’s salary and to provide an additional stipend to be used for further professional growth activities. The teacher selected gives two public presentations on the results of his or her advanced study.

**Department Fund**

The John M. Syverud, II Endowed Foreign Language Fund: This fund was established in March 1993 following the death of Dr. and Mrs. John M. Syverud’s youngest son. The fund supports educational material for the Rivermont Foreign Language department.