***Academic Services Philosophy****: Rehoboth Christian High school serves a diverse group of students.  It is our goal to provide the ingredients necessary for “success” for all students who attend RCS.  We believe that all the individuals who attend our school have unique gifts and abilities that are given to them by God.  Unfortunately we recognize that our society often equates worth with a narrow range of abilities.  As we struggle to maintain our balance on the fence between developing individual potential and preparing students for life in a society that typically rewards “traditional” abilities, we want students to discover their gifts and abilities while at the same time developing the skills that society demands.*

*A few ideas that guide our practice:*

*1.*    *Students should be in “regular” classes as much as possible--extra help w/ what everyone else is doing is preferable to being in a class with different expectations.  In a small school, we’d like students to feel like they are all part of the same educational effort as opposed to perceiving each other as in widely different academic tracks or programs.*

*2.*    *If a student possesses a real sense of desire to learn and if parents have the willingness to help, he or she can achieve success at RCS.  Success, by our definition does not necessarily mean achieving “A’s” and gaining admission to Harvard, but instead implies that the student will progress in his or her quest to discover individual gifts as well as learning the skills that are needed to further their education or find employment.*

*3.*    *RCS realizes that there are limitations on #2 (see above!) Specifically, RCS is not necessarily the best possible environment for students whose needs would be better met in a more specialized program that provides treatment/remediation for disabilities (in learning, behavior, development) that might require services that RCS does not provide.*

*4.*    *Helping students to be diligent students is not detrimental to the development of their work ethic or sense of individual responsibility.  The lack of initiative to study, and apparent lack of motivation for school in general are heavily influenced by a variety of factors--not the least of which is the student’s own perceived inability to adequately get the job done.  “Failing” is often a vicious cycle whereby a student’s poor performance leads to feelings of inadequacy--which lead to deflated expectations for future performance--which lead to poor performance which... (etc., etc., the downward spiral continues)*

*Providing the help that a student needs in order to achieve academic success is often the only way to get a student back onto the upward spiral--failing and falling further behind just aren’t that motivational!  Academic self-esteem is more commonly behavioral (a good test or successful project leaves you with an “I can do it” feeling) than it is cognitive (I’ve had it with these “F’s” from now on I’m going to be a better student!)*