

Family Handbook

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Mission and Identity

1.1 Mission

The Covenant Christian School vision begins with who we want our students to be after their time at CCS. We aim to graduate young men and women who become spiritual and cultural leaders. These leaders will think clearly and listen carefully with discernment and understanding. They will reason persuasively and articulate precisely. They should be able to interpret the world in the light of the Scriptures; and do so with eagerness and joyful submission to God. They should come to recognize cultural influences as distinct from biblical, and stand against evil. They should be well prepared in all situations, possessing both information and the knowledge of how to use it. They should be socially graceful and spiritually gracious. They should be life-long learners who have developed both a love for learning and an understanding for the tools of learning. They shall desire to grow in understanding, yet always realizing their limitations and the foolishness of the wisdom of this world. They should have a heart for the lost and the courage to dissuade those who will not believe the gospel of Jesus Christ. They should have as their ultimate goal in life to know God and to Love the Lord Jesus Christ with all their heart, mind, soul, and strength.

Just as we aim to raise up children in this way we also desire the same for our families and our faculty. CCS desires to cultivate a sense of responsibility for the school; and to see all members well informed about the goals of our classical, Christian education. As we build an atmosphere of community, we desire to minister to Bay County. It is our desire to bring unity to the body of Christ, and to develop greater fellowship and understanding within our community.

1.2 School Goals

"Developing spiritual and cultural leaders through classical & Christian education"

CHRISTIAN

In all its levels, programs, and training, CCS seeks to:

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17)
- Provide a clear model of the biblical Christian life through our faculty and administration. (Matthew 22:37-40)
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

CLASSICAL

In all its levels, programs, and training, CCS seeks to:

- Emphasize grammar, logic, and rhetoric in all subjects (see definitions below)
- Encourage every student to develop a love for learning and live up to his academic potential
- Provide an orderly atmosphere conducive to the attainment of the above goals.

1.3 Statement of Faith

CCS is a ministry of Covenant Presbyterian Church. Our priority is to offer a program of academic excellence from a Christian worldview in an atmosphere of Godly love and discipline. The instructional program is unapologetically and specifically based on the infallible word of God and the doctrinal standards of the Reformed faith. Families can expect a charitable, respectful, and fair presentation of all sensitive theological issues and historic evangelical positions. While CCS is a ministry of a Presbyterian church, it is not our intention to develop Presbyterians from within the student body. We do not allow proselytizing of students in any way that is contrary to the CCS doctrinal standards.

CCS is evangelical in its presentation of Christian truth. This means that there are certain beliefs we hold that set us apart. We emphasize the gospel (good news of salvation) through faith in Jesus Christ, as well as affirming other orthodox Christian doctrines and holding to the inerrancy of Scripture.

An in-depth explanation of the CCS doctrinal standards may be found in the *Westminster Confession of Faith (WCF)* and *The Larger and Shorter Catechisms*. Below is a summarization of those standards:

- We believe the Bible is the written word of God, inspired by the Holy Spirit and without error in the original manuscripts. The Bible is the revelation of God's truth and is infallible and authoritative in all matters of faith and practice.
- We believe in the Holy Trinity. There is one God, who eternally exists in three persons: the Father, the Son, and the Holy Spirit.
- We believe that all are sinners and totally unable to save themselves from God's displeasure, except by His mercy.
- We believe that Jesus Christ is the eternal Son of God, who through His perfect life and sacrificial death atoned for the sins of all who will trust in Him, alone, for salvation
- We believe that the Holy Spirit indwells God's people and gives them the strength and wisdom to trust Christ and follow Him.
- We believe that Jesus Christ will return, bodily and visibly, to judge all of mankind and to receive to His people to Himself.
- We believe that all aspects of our lives are to be lived to the glory of God under the Lordship of Jesus Christ.

1.4 Philosophy of Education

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that make CCS distinct in our approach to education.

- We believe that the Bible clearly instructs *parents*, not the Church or State, to "bring children up in the discipline and instruction of the Lord." Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
- We believe that God's character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.

- God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin.
- We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
- We believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ's love at Covenant Christian School.

1.5 Classical Defined

Classical education is a pedagogical strategy that "teaches with the grain" of the child. Employing the ideas first realized by Dorothy Sayers in *The Lost Tools of Learning*, classical education seeks to train students how to learn. It is a method of education that utilizes the trivium.

The Trivium, as defined by Sayers, is the developmental stages in the life of a child. The grammar, logic, and rhetoric stages, as they are most commonly known, are specific ages or time periods in the life of a child that correspond to certain norms, habits and expectations. Classical education seeks to capitalize on these stages of development by employing a methodology that best connects with the student and their particular stage of learning. The classical model and the Christian mission should never be opposing ideas. In fact the classical method serves the Christian mission very well. If the mission of any school is to establish Christian culture then proper education is the most fitting weapon. Education is the key to the advancement of any culture and the classical method is proven, tried, and tested. It serves students well in establishing a love for learning. And it is through Latin, Logic, Rhetoric, Aesthetics, Phonics, and The Great Books of Western Civilization, that the classical model enhances a child's knowledge of our great God.

The grammar stage is foundational in developing a love for learning. Children at this age soak up material at an amazing rate. They find memorization through choral recitations and chants fun and enjoyable. At CCS we capitalize on this by giving our students opportunities to memorize all types of facts in Math, Geography, English, Bible and Latin. Facts are the foundation for dealing with truth.

Grammar students eventually become teenagers and they love to contradict their elders. The question "Why?" becomes the centerpiece for discussion. They are often guilty of talking when they should be listening and they enjoy pointing out the mistakes of others. It is at this stage that their favorite discussions and debates are those with no easy answer, though they believe they have the answer. At CCS we believe these students are ripe for instruction and training in formal logic.

The Logic student graduates to high school where the art of persuasion through rhetoric is introduced. It is here where students begin to really exhibit their creative side. They love to communicate the ideas they have been wrestling with and they love to impress. They are ready to be independent, or so they think, and they long to be heard. At CCS students are taught to communicate with "wisdom & eloquence" through training in rhetoric.

1.6 Lost Tools of Learning

Derived from *The Lost Tools of Learning* by Dorothy Sayers (compiled by Tom Garfield)

Beginning Grammar(Pre-Pol-ly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K-2	Grades 3-6	Grades 6-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics:	Student Characteristics:	Student Characteristics:	Student Characteristics:
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 6. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods:	Teaching Methods:	Teaching Methods:	Teaching Methods:
1. Guide discovering	1. Lots of hands-on	1. Time lines, charts,	1. Drama, oral

<p>2. Explore, find things</p> <p>3. Use lots of tactile items to illustrate point</p> <p>4. Sing, play games, chant, recite, color, draw, paint, build</p> <p>5. Use body movements</p> <p>6. Short, creative projects</p> <p>7. Show and Tell, drama, hear/read/tell stories</p> <p>8. Field trips</p> <p>9. Lay conceptual understanding of letters, numbers, associated meanings</p>	<p>work, projects</p> <p>2. Field trips, drama</p> <p>3. Make collections, displays, models</p> <p>4. Integrate subjects through above means</p> <p>5. Teach and assign research projects</p> <p>6. Recitations, memorization</p> <p>7. Drills, games</p> <p>8. Oral/written presentations</p>	<p>maps (visual materials)</p> <p>2. Debates, persuasive reports</p> <p>3. Drama, reenactments, role-playing</p> <p>4. Evaluate, critique (with guidelines)</p> <p>5. Formal logic</p> <p>6. Research projects</p> <p>7. Oral/written presentations</p> <p>8. Guest speakers, trips</p>	<p>presentations</p> <p>2. Guide research in major areas with goal of synthesis of ideas</p> <p>3. Many papers, speeches, debates</p> <p>4. Give responsibilities, e.g. working with younger students, organize activities</p> <p>5. In-depth field trips, even overnight</p> <p>6. World view discussion/written papers</p>
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1.7 Statement of Cooperation

- 1) I understand that the CCS tuition is based on the total program and not on a daily basis and that no discounts are available for vacations, sickness, or holidays.
- 2) I understand that, unless I prepaid my tuition, my monthly tuition installment is due on the 20th of each month. Furthermore, I understand a \$30.00 late fee will be assessed to my account if my monthly tuition installment is not paid by the 1st day of the following month.
- 3) I agree to provide my child with food and beverage daily for lunch (For students in K3-K5, I will provide a snack based on the rotating schedule).
- 4) I understand that if my child does not respond to the authority of the teacher or is disruptive in the classroom I will be notified of such behavior. I further understand that if such behavior continues after such notification my child may be dismissed from the school.
- 5) I agree to provide my child with the supplies necessary for school. CCS shall provide families with a classroom supply list before and I will provide the necessary items.
- 6) I understand that my application fee and deposits are non-refundable. I further understand that I am enrolling my child for the entire year. **If I later decide to voluntarily withdraw my child or my child is dismissed from CCS for any reason, CCS will not refund tuition.**
- 7) **I understand the necessity to communicate according to biblical principles and to address areas of dissatisfaction directly with appropriate school officials (Matthew 18:15-17). Failure to abide by these biblical principles of communication may result in loss of enrollment privileges for the family.**

- 8) I understand that if accounts are in arrears and no plan for payment has been established with the administration, the student may be dismissed from the school.

1.8 Admissions Standards

Academic Guidelines

Students transferring to CCS need to have an academic record that indicates they are capable of handling a challenging program. Those with grades consistently below B at other schools may have difficulty at CCS. Students with low grades must show a sincere desire to improve in the CCS environment and in some cases they may need to be admitted under academic probation to give emphasis to the need for academic success.

Behavioral Guidelines

Students transferring to CCS should demonstrate a respect for authority and a willingness to follow rules. CCS is not a second-chance school for those who repeatedly violate rules or who have been expelled from other schools. We do affirm the grace of God and in special cases we offer grace and forgiveness to those who clearly demonstrate a repentant heart and willingness to change their behavioral patterns. Those with questionable behavior records are only accepted on the recommendation of the Head of School, and this as probationary.

Spiritual Guidelines

Consistent with the school's primary purpose, the typical CCS student will be a member of a Christian family. It is not required that the student be a professing Christian, but we do expect at least one member of the immediate family to be a professing Christian. Non-believing students/families must at least show a willingness to be open to spiritual/Biblical instruction.

The Head of School reserves the right to remove students not living up to these above standards at any time.

1.9 Honor Code

Covenant Christian School is a community of individuals who understand the benefit of committing to a love of God and one another. Our Honor Code is a covenant among our community that calls for sound judgment, self-discipline, self-confidence, good citizenship and strong moral character in a Christian academic environment. To establish such standards at CCS, the school requires students to adhere to the Honor Code which serves as a guide for spiritual and moral accountability among the student body. Attendance at Covenant Christian School is a great privilege, and like all privileges, it comes with certain responsibilities.

"I therefore, personally accept each of the following Christian responsibilities":

I. To God:

I will seek to honor the Lord in all that I think, say, and do (Deut. 26:17)

I will submit myself to the authority of His grace and His commands (2 Tim. 3:16-17).

I recognize that my appearance and behavior reflects on Him as much as on me (1 Cor. 10:31).

II. To My Parents:

I will seek to honor my parents in everything I think, say, and do (Ex. 20:12).

I will seek to learn all that I can from them (Eph. 6:1-3).

I acknowledge that I cannot receive what I need in life or godliness without them (Ps. 78:1-8).

III. To My Church:

I will submit to all the ecclesiastical authorities God has placed over me (Titus 2:1-15).

I will make worship, discipleship, and spiritual growth a priority in my life (Gal. 2:20)

I will seek to be an ambassador of Christ and His Church wherever I am (Matt. 28:19-20)

IV. To My Teachers:

I will demonstrate obedience, respect, attentiveness, and gratitude to my teachers (Heb. 13:1).

I will seek to do all the work I have been assigned with diligence and integrity (Eph. 5: 8-17).

I will seek to learn and achieve as much as I possibly can (Phil. 4:8-9).

V. To My Classmates:

I will respect the time, work, property, and feelings of my fellow students (Rom. 12: 9-18).

I will seek to model honesty, integrity, kindness, and modesty in my relationships (Phil. 2:3-7)

I realize that disturbances affect everyone at school, so I will strive for peace (Eph. 4:1-6)

1.10 Parent Partnership

At Covenant, we believe that the school exists to assist parents in their God-given responsibility to train their children in the discipline and instruction of the Lord. Therefore, our school unites with the family to form a culture in which our studies, relationships, and activities are centered on Jesus Christ.

School

Teachers and school personnel are expected to collaborate with families to serve the needs of their children. Therefore, all employees of the school will strive to be Christ-like in our partnership with parents by:

- Listening and thinking before we speak (Prov 18:3, 15:28; James 3:3-8)
- Speaking the truth (Prov. 12:22)
- Recognizing the priority of the family
- Welcoming communication with parents on issues related to their children
- Collaborating in executing the mission of the school
- Praying for and with families

Parents

CCS encourages parental involvement. This covenant between CCS and its parents is intended to create a collaborative effort towards serving the children. Some ways that the school encourages parents to be involved include:

- Visit and/or assist in the school or classroom
- Serve as a Contact Parent or assist a Room Parent
- Drive and/or chaperone for a field trip
- Volunteer to help at school functions
- Attend all special school events
- Provide financial support to the school
- Monitor your child's academic progress by checking papers, newsletters, RenWeb, etc.
- Maintain open and constructive lines of communication with teachers
- Attend monthly prayer meetings with other parents

Expectations for parents in partnering with the school:

- Parents agree to work with the teacher to help maximize growth in character and intellect
- Parents agree to pray for their children and school regularly, especially their child's teachers
- Parents agree to provide a quiet time and place for homework
- Parents agree to read with their children and develop a family love for literature
- Parents agree to donate time (schedule and circumstances permitting) to assist the school
- Parents concur with the classical and Christian philosophy of education
- Parents accept financial responsibility for a full year's tuition
- Parents agree to abide by the policies and procedures of Covenant Christian School

1.11 Affiliations and Accreditation

Covenant Christian School is a member of the Association of Classical *Christian Schools*. ACCS is organized to promote, establish, and equip member schools that are committed to a classical approach in the light of a Christian worldview.

ACCS Vision: We are the primary public advocate for classical Christian education. We offer an extensive array of member services to help build distinctive schools. And, we provide accountability through accreditation. The ACCS seeks to set an educational standard for a unified and directed approach to classical and Christian learning.

1.12 History of the School

Covenant Christian School began as a seed planted in the hearts and minds of members of a young congregation at Covenant Presbyterian Church, Panama City back in the early 1980s. These parents, taking seriously the Biblical mandate of Proverbs 22:6, “Train up a child in the way he should go; even when he is old, he will not depart from it” saw the need to extend into a Christian and academic school setting, the rearing of their children in a Biblical world and life view. After much prayer, research of surrounding Christian schools and a commitment of ministry support from the congregation, CCS opened its doors in the fall of 1982 with a very small, combined class of 40 PreK students and 4 teachers. In 1983, the old Callaway Elementary School building was bought for \$1.00 and moved in two sections to the church property where it was reassembled to meet the ever expanding facility needs of the school. 1984 saw the addition of grades 2 - 6. The two-story building extension was constructed in 1987. In 1988, grades 9-12 were added. The first graduating class of CCS occurred in 1989 with two students. 2004 saw the gym completed. And in 2006, CCS’ largest group of Seniors (17) graduated. Along with this now complete PreK to 12th grade Christian school program came offerings of extracurricular activities including athletics, arts, and academic clubs. In the last ten year, CCS has transitioned to a classical, Christian school and is a member of the Association of Classical Christian Schools.

1.13 Organizational Structure

Covenant Christian School is a ministry of CPC. The CPC Session has given the responsibility of guiding and governing the school to the CCS Board of Directors. Both groups work closely together in many ways. The Board of Directors currently consists of appointed members and is led by a Board Chairman. All other employees of the school are hired by the Head of School and are directly responsible to the Head of School for the performance of their duties. Operations of the school are delegated to the school Head of School, who will oversee staff, students, curriculum, and the day to day operations of the school.

1.14 Statement on Marriage, Gender, and Sexuality

Covenant Christian School is a ministry of Covenant Presbyterian Church (PCA) of Panama City, FL. As a member congregation of *The Presbyterian Church in America (PCA)*, we re-affirm our commitment to our church doctrinal standards regarding Biblical marriage and human sexuality. Our historic standards are reflected clearly in *The Westminster Confession of Faith, Chapter XXIV and in the teachings of The Westminster Shorter and Larger Catechisms* regarding The Seventh Commandment. Our historic standards are based upon the doctrinal standards of the Bible clearly taught in, but not limited to, the following passages: Genesis 2:24; Leviticus 18:1-30; Romans 1:26-32; 1 Corinthians 5:1-2; 6:9-11; 7:10; 1 Thessalonians 4:1-8; Hebrews 13:4; Ephesians 5:22-23; and Mark 10:6-9.

Summary Statement

Regarding our position on homosexuality in particular and sexual immorality in general, actions taken by the 1977, 1993, 1996, 1997, and 1999 General Assemblies of the PCA may be summarized as follows: Homosexual practice is sin. The Bible teaches that all particular sins flow from our rebellious disposition of heart. Just as with any other sin, the PCA deals with people in a pastoral way, seeking to transform

their lifestyle through the power of the gospel as applied by the Holy Spirit. Hence, in condemning homosexual practice we claim no self-righteousness, but recognize that any and all sin is equally heinous in the sight of a holy God.

The PCA is committed to the sanctity of human sexual relationships. We believe God's intent and design in creation was that male and female would be complementary, that the privilege of sexual expression would be between a male and female only, and this expression would be only in the context of marriage. Therefore, any heterosexual or homosexual behavior or relationship that does not conform to God's design does violence to the human spirit and distorts God's intent for men and women.

Affirmations

Therefore, Covenant Presbyterian Church (PCA) and the ministry of Covenant Christian School re-affirm our historic theological, biblical and confessional standards regarding marriage, gender, and sexuality:

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

2. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Holy Scripture (Gen. 2:18-25). We believe that God intends intimate sexual relations to only occur between one man and one woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

3. We believe that any form of sexual immorality (including adultery, fornication, homosexuality, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).

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

5. We believe that every person must be afforded compassion, love, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Holy Scripture, the doctrines of our holy religion nor the example of our Savior, the Lord Jesus Christ.

Due to our commitment to foster a church and school culture of Biblical love and holiness, and to preserve the function and integrity of Covenant Presbyterian Church (PCA) as the local Body of Christ, and to provide a biblical role model to the Covenant Presbyterian Church (PCA) members, as well as the staff, students and families of Covenant Christian School and the community, these standards will impact our decisions for the ministry of Covenant Church and School: including, but not limited to, facility use, bathroom and locker room designations, marriage ceremonies, church membership, the hiring of staff and volunteers for both church and school, and our evaluation of current and prospective students being admitted into or retained in Covenant Christian School (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22). To God be the glory!

*Statement approved by the CPC Session on April 28, 2015, the day the U.S. Supreme Court began debate on the landmark case regarding "same-sex marriage," and approved by the CCS Board of Directors on April 30, 2015.

Academic Information

2.1 Guiding Principles

We aim to train our students to live and think according to a biblical, Christ-centered worldview. We believe that this is accomplished through partnering with parents to provide a rigorous classical education that instills a lifelong love of learning.

In this partnership it is important that we communicate with parents regularly regarding the growth of

their child. While this communication occurs informally and naturally throughout the year, it also occurs formally and periodically through parent-teacher conferences and the issuing of report cards.

2.2 Character and Work Habits

Parent-teacher conferences at all levels include teachers describing the character and work habits of the student. In the Grammar school, the following characteristics and habits are trained daily.

Observes school rules
Displays courtesy and kindness
Respects authority
Speaks when appropriate
Shows self-discipline
Completes work in time given
Does work neatly
Listens to and follows directions
Works well independently
Accepts responsibility for homework
Uses time constructively
Organizational skills

2.3 Letter Grades and Grade Point Averages

Grading

The following scale is used in Kindergarten (all year):

O = 90-100
S = 80-89
N = 70-79
U = 69 & below

Special Areas and Handwriting scale (all grades through 6th):

A/90-100 Outstanding - the child has mastered the material presented
B/80-89 Satisfactory - the child is progressing toward mastery
C/70-79 Needs Improvement - level of mastery and progress is not adequate
F/69 & below Unsatisfactory

Receiving an C or a F in any subject disqualifies a student from the honor rolls.

Grade Reporting

Report cards are sent home with the students at the end of each quarter. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or the semester. Parents are expected to use FACTS to receive updates on academic progress of their children. Parents are also encouraged to make use of the parent response sections on progress reports and report cards.

Grading: Report Cards and Honor Rolls

All academic grading at Covenant will use a criterion-referenced base for evaluation. In other words, the students' work will be evaluated against an objective standard in each class (no curves). Grade point averages (G.P.A.'s) will be computed at the end of the year (K-8) and each semester (9-12). The following number/grade score is to be used school wide:

<u>%</u>	<u>Grade</u>	<u>Grade Point</u>
90-100	A	4.0
80-89	B	3.0

70-79	C	2.0
69 or below	F	0.0

Incompletes may be given because of a student's illness or other extenuating circumstances. In grades 7th & 8th), semester grades will be an average of the two terms (50% each).

2.4 Semester Exams (Grades 9-12)

The final grade for a subject/course that includes a semester exam is determined by weighing the term grade prior to the exam at 80% and the score on the exam itself at 20%. Exams will be given in any core academic class that earns credit towards a student's diploma.

Reviewing for Exams

At least two regular school days are dedicated to students reviewing for exams each semester. Students should have retained all course materials for their use in review. In order to ensure that students have ample study time, no assignments will be due and no tests will be given during review days.

Exemption Policy for Seniors

Seniors may exempt the second semester exam for any class in which their second semester grade for that class without the exam will be an "A". In order to exempt an exam, the senior must not have more than 10 excused or unexcused absences from that class for the entire year. Exceptions may be made by the administration under certain circumstances.

2.5 Maintaining the Integrity of Our Grading System

For the purpose of maintaining the integrity of our grading system, we maintain the following commitments:

- All assessments are evaluated according to a criterion-referenced base.
- At no time are assessments to be graded on a curve.
- Extra credit is never offered and grade inflation of any kind is prohibited.

A teacher might determine that a class set of scores on a particular assessment are particularly low due to an error or misjudgment on the teacher's part. Allowing an entire class to retake a test or choosing not to score a particular flawed portion of a test is not considered grade inflation. Such an accommodation is entirely appropriate but should not happen often.

Teachers may exercise discretion to determine whether or not to allow an individual student to retake a test. This should be initiated by the teacher in response to extenuating circumstances and therefore should rarely occur. If a retake is allowed the average of the original test and the retake is to be recorded in the grade book. The retake should not completely replace the original test.

2.6 Homework Guidelines

Covenant is committed to partnering with parents in every aspect of the school. The school is thus dedicated to a thoughtful understanding of what work students complete outside of class, why they do it, and the necessary support required from parents. In order to partner effectively, we ask that parents seek to understand the philosophical and educational principles that inform Covenant's view of workload and homework.

A classical Christian education requires commitment and hard work from students. However, the rewards are rich and enduring. To the degree Covenant's curriculum and academic program is "rigorous," it is not so for its own sake. That is, Covenant is not trying to establish an overly ambitious academic program for the sake of pride or "academic integrity." Nor do we want to mistake high quantities of work with rigor. Thomas Aquinas said, "The essence of virtue consists in the good rather than in the difficult.

Not everything that is more difficult is necessarily more meritorious; it must be more difficult in such a way that it is at the same time good in a yet higher way.” A classical Christian education is necessarily challenging due to the complexity and depth with which truth, goodness, and beauty is revealed in the ideas, events, master works, and great conversations that compose our curriculum. The result is an appropriately challenging educational experience.

Accordingly, Covenant seeks to complete a few simple, targeted goals. First, the role of our school is to introduce students to the great ideas, texts and truths of the West and of our faith. The purpose is not to exhaust the full canon of classics or force as many ideas as possible into the time allotted. It would not only be unwise, but unsustainable to think a classical Christian education can be achieved in the K-12 experience (much less a lifetime). Second, the school aims to provide students with the tools of learning so they are prepared to think and learn. Teaching students how to learn equips them with the lifelong ability to engage the world thoughtfully and wisely. Third, Covenant seeks to develop a deep love for learning by providing challenging, but age-appropriate experiences for students. It involves not only acquiring knowledge and skills but also transferring and applying what one has learned in a variety of new contexts and circumstances.

The ideal Covenant student experience can be characterized by what used to be called, “doxological learning,” which simply means worshipful learning. Doxological learning requires a careful and reasonable pace so as to carefully contemplate the ideas at hand, a humility and eagerness toward learning, a prayerful attitude and a rich community in which to share one’s experience. The conviction Covenant holds about doxological learning aligns with the traditional understanding of the purpose of education. The word “schola,” from which we get the word school, means “leisure.” It implies a non-hurried, restful learning. This non-hurried and even restful kind of learning is contrary to many of the norms and expectations of our culture. For this reason, it is critical that teachers and parents work together to promote, deliver, and even protect our mission and vision.

Homework at Covenant is assigned for one or more of these reasons:

- Mastering and retaining facts: In certain subjects (e.g. math or Latin), there is not enough time in a school day to do the amount of practice that may be necessary for mastery. Therefore, after reasonable in-class time is spent on material, the teacher may assign homework to allow for the necessary practice.
- Reviewing and honing skills: Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study. For example, translating Greek or doing Algebra problems provides the opportunity for consistent reinforcement and refinement.
- Performing the necessities of the curriculum for which in-school class time is insufficient: There are some assignments that cannot be completed in class, but are essential to the progression of the curriculum. For example, writing a paper or reading the next chapter in *Paradise Lost*.
- Providing individualized or group culminating activities: There are some projects that require time outside of class, such as students preparing for an assigned presentation in rhetoric class, or students working in groups to write a skit for Bible class.
- Extending learning: This is investigating what the curriculum brought forward but could not afford sufficient satisfaction to a particular student curiosity; e.g., reading more about the battle of Agincourt.

Homework is not assigned for the purpose of extending curriculum that could not be completed in class by the teacher. Nor is homework assigned for the sake of simply doing more, or work given on the assumption that significant quantities of work is equivalent to academic rigor. Additionally, Covenant recognizes that parental involvement is critical to a child’s education. Homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class and the child’s academic engagement level.

Guidelines

The guidelines provided should be regarded as approximate maximum times *for all classes combined* for the diligent student, not as required minimum times.

Kindergarten:	10-15 minutes	4 th - 5 th Grade:	45-60 minutes
1 st Grade:	15-30 minutes	6 th - 8 th Grade:	60-90 minutes
2 nd - 3 rd Grade:	30-45 minutes	9 th -12 th Grade:	90-120 minutes

CCS wishes to encourage students and their families to attend Wednesday evening church activities without the added pressure of extensive work that must be done late Wednesday evening. Therefore, homework will not be assigned on Wednesday nights. This includes no evaluations to be given on Thursday. No exceptions. Homework assignments will be posted in FACTS at the beginning of the week.

2.7 Late Work Policy

Late work may only be accepted one day after the due date for a 10% penalty. An additional 20% will be taken off if work is turned in two days late. Work turned in more than two days late will receive a zero. For students in the Schools of Logic & Rhetoric, longer assignments may, at the discretion of the teacher and with approval from the administration, be accepted late up to five calendar days with a penalty of 20% for the first day late and 10% each additional day late up to the 5th calendar day. Longer assignments turned in after the 5th calendar day will not be accepted and the student will receive a zero. At their discretion, teachers may limit the type and amount of late work accepted. Due to the type of assignments and class structure, some assignments may not be able to be turned in late and will result in a zero.

2.8 Tests

Students in all grades may expect to take regular and periodic tests in all subjects and skill areas. Students will be informed ahead of time of approaching test dates and will be given adequate time to prepare. Faculty will plan for test administration so as not to burden students with too many tests in a single day. Logic and Rhetoric teachers will maintain a testing calendar to help facilitate this. Teachers will not schedule class tests on Thursdays.

Tests missed due to an excused absence must be made up at a time appointed by the teacher. In situations in which the student has extended absences, the teacher may allow more time.

2.9 Graduation Requirements

Graduation Requirements will be provided and reviewed with high school students and families.

2.10 Grade Reports (Progress Reports, Report Cards, Transcripts)

Report cards are issued to students for delivery to the parent/guardian at the conclusion of each quarter. Parents of students who receive a grade below 70% for a semester will automatically receive a direct communication from the teacher prior to receiving the report card.

Official school transcripts are generated for students upon request. Official transcripts are most often requested for the purpose of college admissions and scholarship applications. Official transcripts may be held until all financial accounts with Covenant Christian School are paid in full.

2.11 Honors and Awards

Covenant Christian School maintains a system of formal honors and awards for the following reasons:

- The recognition of good work is endorsed in the Scriptures
- Noticing and commending the good work of a student can be motivating to other students
- It is good to highlight areas of Covenant's vision that are being performed by our students
- Publicly recognizing the high quality of work accomplished gives us opportunity to bring glory to God

At the same time, we acknowledge students have different strengths and weaknesses. We believe a hard

earned “C” is more commendable than an easy “A”. We are ultimately after what honors and pleases the Lord. We praise God in our success and we give God the glory in our struggles.

2.12 School Profile

The Covenant Christian School Profile is a succinct document that describes the school program, the record of graduates, standardized test scores, graduation requirements, and course offerings. The School Profile is sent to colleges as a part of the application process. A copy of the profile is located on the website. As of the start of the 2018-2019 school year, the CCS School Profile is being developed and will be posted upon approval.

2.13 Standardized Tests

IOWA Testing

Covenant currently uses the IOWA test for yearly formal assessments. The IOWA Assessments help determine how CCS students are performing compared to the nationwide academic standard. These assessments measure achievement in several important content areas including Vocabulary, Word Analysis, Reading, Listening, Language, Mathematics, Computation, Social Studies, and Science. The exact tests that your child will take depends on his or her grade level.

The IOWA Assessments also help teachers identify students’ strengths and areas that may need additional emphasis. This is particularly helpful information for students who may benefit from continued academic assistance over the summer months. The IOWA Assessments measure student growth and progress in the content areas assessed from year to year. The assessments produce information that enables sound decision making and provides a focus for teacher to evaluate instruction.

Each test includes sample questions to help students become familiar with the content and format of the test. Samples help inexperienced test takers understand what to do – how to mark answers and move from question to question.

ERB/CTP 4

We will eventually transition to a different testing format at Covenant and utilize ERB/CTP 4. The Comprehensive Testing Program, or CTP 4, is a rigorously designed series of assessments in reading, writing, and mathematics developed to help educators collect critical educational data. This test will be more in line with expectations of a classical, Christian curriculum and training.

PSAT

All students in grades 9-11 will take this preliminary version of the SAT I test that they will eventually need to qualify for college admission. Students from other grades may also take the PSAT at their own expense. The test emphasizes verbal and math abilities, with specialization in reading, writing, vocabulary, algebra, and geometry. The test is administered once annually in October during the school day at a designated location. Each student is required to submit the necessary forms and paperwork to the Guidance Counselor prior to the test.

SAT I and SAT II

All juniors and seniors are encouraged to take the SAT I and SAT II as part of the college admission process. The SAT I tests verbal and mathematical abilities, the measurement that colleges use to predict success within their particular programs. The SAT II tests are the former “Achievement Tests” required by some colleges and universities, and they measure mastery of particular subject areas. Students are encouraged to take the SAT I twice in the junior and once in the senior year.

ACT

This test is more achievement oriented than the SAT I, so some students who struggle with standardized tests may find their scores on the ACT comparatively better. Covenant Classical School does not require that students take the ACT, but it is strongly recommended that students take the test at least once in either the junior or senior year.

CLT

The Classical Learning Test is a new test classical Christian colleges are using as part of their entrance procedures. This test is more in line with the training and curriculum of a classical school. Covenant will use this test as an assessment for our academic program.

2.14 Student Records

The school maintains cumulative academic, attendance, and health records for each student enrolled. Material in each student's cumulative file is confidential and shall be accessible only by permission of the appropriate administrator. Information on the student's permanent record will be distributed to the following:

- To the parents and students upon written request by the parents
- To prospective employers upon receipt of written authorization from the parent/student
- To colleges, universities, and military services upon the parent/student's request
- To police by parental permission or by warrant. Parents will be immediately notified. Records will not be released to parents if tuition accounts (which include book replacement fees) are not current

2.15 Promotion and Retention Requirements

To be promoted from **K to 6th grades**, students must earn a grade of 70% or above each semester for every required subject. Students earning a grade below 70% in a single course may meet the requirement for promotion through remediation according to the following guidelines:

- Coursework must be pre-approved by the teacher granting the failing grade and the Head of School. Approval will be based on the course's comparability with CCS's course in both content and standards.
- Remedial coursework must include the content and assignments (or equivalent) of the entire semester, and not just the failed assignments, quizzes, and tests.
- Parents may seek a private arrangement with a CCS staff member who may choose to oversee independent coursework for a fee. No CCS staff will be required to participate in this type of extra work. Students completing a course in this manner will be expected to meet the standards of the CCS course. The grade earned for independent work will be used in the calculation of the GPA. The "F" will be removed from the records.
- All summer remedial work must be completed by July 31. A signed agreement will be established between the family, student, and school. The agreement will specify: coursework to be completed, instructor, materials, and time frame for completion.

All appeals for diverging from or waiving the requirements of this policy will be submitted to the appropriate administrator. The administrator may seek whatever the counsel he or she deems necessary to render a proper judgment.

To be promoted from **7th through 11th grades**, students must earn a final grade of 70% in every class. Students who earn below a 70% must remediate according to the following requirements: (1) If a student's final grade is 69% or below, the student must successfully remediate the course. Successful remediation will include, but is not limited to, achieving a minimum of 70% on remediated coursework. Upon successful remediation the student may progress to the next class and the year-end grade for the course will be changed to 70% on the student's report card and transcript; (2) If a student's final grade is below 60%, the student must successfully remediate the entire course.

Remedial coursework will be developed according to the following guidelines: (1) Coursework must be pre-approved by the teacher granting the failing grade and the Head of School. Approval will be based on the course's comparability with CCS's course in both content and standards; (2) Remedial coursework must include the content and assignments (or equivalent) of the entire year, and not just the failed assignments, quizzes, and tests; (3) Parents may seek a private arrangement with a CCS staff member who may choose to oversee independent coursework for a fee. No CCS staff will be required to participate in this type of extra work. Students completing a course in this manner will be expected to meet the

standards of the CCS course; (4) All summer remedial work must be completed by July 31. A signed agreement will be established between the family, student, and school. The agreement will specify: coursework to be completed, instructor, materials, and time frame for completion; (5) Students earning a failing average in more than one required course will not be promoted through remedial coursework.

All appeals for diverging from or waiving the requirements of this policy will be submitted to the appropriate administrator. The administrator may seek whatever counsel he or she deems necessary to render a proper judgment.

2.16 Probation and Dismissal

If a student (grades 9th-12th) fails or is in danger of failing more than one class or subject per semester, that student may be placed on academic probation. Students whose GPA falls below 2.0 for a semester reporting period will be placed on academic probation. Students in grades 1st-8th will be placed on academic probation if failing one or more classes at the end of each quarter. An action plan, if not already in place, will be developed in collaboration with the student's teachers and parents. Appropriate measures and interventions will be employed to assist the student in the area(s) of difficulty. The student on probation must pass (score 70% or above) all subjects and skills areas during the period on probation or be subject to academic discipline including possible dismissal. Written notification will be sent to parents indicating their child's probationary status. Students on probation may not participate in any extracurricular activities or athletics unless approved by the school administration.

2.17 Students with Learning Disabilities

At present, CCS does not offer an alternative program for the special academic or emotional needs of students. However, this does not disqualify a student with particular needs to attend or succeed at Covenant. At CCS, class/school structure as well as the utilization of good teaching practices will benefit all students to achieve a high standard. If more support is needed in certain situations, the school administration will meet with the family and make the best recommendation the family, student, and school.

All Covenant students are evaluated and taught equally. Parents of special needs children will need to collaborate with the classroom teacher in order to help determine and develop coping skills for their child(ren) to be successful in the classroom environment. Speech/Language Therapy services are provided by Bay District Schools SLPs for students found eligible for these programs. Parents will be responsible for providing transportation for their child(ren's) therapy services to and from the designated public school site.

2.18 Extracurricular Eligibility

Covenant provides extra-curricular activities such as athletics, arts, academics, and clubs. 6th-12th grade students participating in these activities must have a 2.0 or higher overall grade point average, and may not have an "F" in any course on the previous 9-week report card. If a student fails to meet these requirements, he/she shall be immediately excluded from all extracurricular activities until such time as the child's grade has improved in a subsequent reporting period unless the student's parents secure an academic probation.

Suspended and expelled students shall not be permitted to participate in any extracurricular activities at CCS for the duration of their suspension/expulsion. This includes sports participation (practices and games, home or away), school sponsored activities, etc. Attendance at CCS events is also prohibited.

2.19 Senior Thesis

The senior thesis project is the culmination of the CCS education. It offers the student an opportunity to

expand critical thinking, research, and rhetorical abilities by preparing, presenting, and defending a substantive argument. Students are expected to prepare a paper as formal evidence of learning and skill acquired at CCS. As such, the paper should reflect both the classical and Christian instruction the student has received at CCS.

There are five stages in the completion of the senior thesis: (1) Students will select and do preliminary research on a topic to be proposed to the faculty; (2) Students will work with their thesis advisor to perform further research on the approved topic; (3) Students will write the thesis in a series of drafts that are reviewed by the director in preparation for an essay that adequately defends a position on the issues relevant to a chosen topic; (4) Students will carefully prepare a final draft of the essay; (5) Students will present and defend the completed essay to the rhetoric school, faculty, and invited guests at the Senior Thesis Defense.

Successful completion of all five stages in the senior thesis is a requirement for graduation. Each student's thesis grade will be included on his/her final transcript.

2.20 Academic Advising

College Counseling at Covenant exists to assist and encourage students and families to continue to pursue excellence in the stage of life following graduation. The Academic Advisor will provide information regarding the college admissions process at the beginning of each year and will assist students individually with the consideration of post-graduation opportunities throughout the year. Beginning in 9th grade, the academic advisor will maintain a file for each student in which pertinent information for university admission will be kept (scores for PSAT and SAT exams and descriptions of extracurricular activities, for example). Though the post-graduation plan for most of our students will be to immediately enter university, academic advisor at Covenant aims to encourage families to prayerfully consider college and other post-graduation opportunities with a view to the student's ultimate calling in God's kingdom and this world.

2.21 Summer Reading

Summer reading has been established in history and literature for each grade level at CCS. The purpose of the summer reading program is to cultivate the love of reading, expose students to high quality literature, and prepare students for the curriculum they will be studying in the upcoming school year. Students choose books from a list composed by Covenant teachers for each grade level.

2.22 Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.

Plagiarism is considered a form of cheating and will result in disciplinary action to be determined by the Head of School. Students who are unsure of whether or not they are in danger of committing plagiarism should seek clarification from their teacher regarding the appropriate use and citation of sources.

2.23 Controversial Subjects Policy

Objective: To establish a policy that helps CCS to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

Scope: This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to teaching staff on their own time.

Definitions: Controversial subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: Environmentalism, the War Between the States, old earth/young earth, partisan politics, human sexual relations, etc.

Guidelines:

-If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him/her achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.

-If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:

1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
2. Instruct the class on their responsibility to honor the teaching students have received from their parents on the subject.
3. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
5. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts. Age and maturity of the class should be a major factor in determining the appropriateness of a discussion.
6. The teacher is to remember that according to Scripture and the second stated goal of CCS, he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

2.24 Secondary Doctrine Policy

Objective: To establish the limits of doctrinal teaching at Covenant Christian School.

Scope: This policy applies to all CCS teachers in their capacity as teachers at CCS.

Definitions: Secondary doctrine: Doctrinal issues which are not addressed in the CCS School Statement of Faith.

Guidelines:

- Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
- Presentation of all sides of an issue is encouraged.
- The teacher should encourage the students to follow up any questions they have with their parents and pastor.

Discipline, Etiquette, and Virtue

3.1 Discipline Principles

Hebrews 12:11: No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

Proverbs 1:7: The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline.

We uphold the biblical understanding that all persons are created in the image of God. In Adam's sin, however, humanity is alienated from God, and it is now man's nature to be disobedient to God. The things children say and do are a reflection of the abundance of their hearts and are symptoms of the deeper human struggle against God's authority in our lives.

Therefore, correction and discipline must address heart issues and must be designed to guide children towards their need for God's grace in Jesus Christ. Maintaining an orderly atmosphere in the school and the classroom is critical to the learning process and more importantly, it is reflective of the principles and absolutes of Scripture. As in all other areas of education at Covenant, love, forgiveness, and restoration will be an integral part of the discipline of a student.

Behavior Policy

There are two categories of rules: 1) Those that are moral or derived from the moral law (God's Rules), and 2) Those that are simply to keep good order (House Rules). Those rules, which are inherently moral in nature, are non-negotiable. They are based on the character of God. Violating rules based on morality is sin. Those rules that are for keeping good order are negotiable; they (can) change over time. Violating rules based on order is sinful only in that one is not submitting to a God-placed authority. The activity or lack thereof, is not in itself sinful, only the lack of adherence to the rule.

The vast majority of the rules found in this handbook are House Rules. What is forbidden one day may, in fact, be required another. However, as long as a rule is in place it needs to be enforced and obeyed.

1. God's Rules

Covenant Christian School is a covenantal community of individuals who understand the benefits of a commitment to loving God and serving one another. "God's Rules for CCS" are a covenant agreement among our community that calls for sound judgment, self-control and self-discipline, self-confidence, moral character, and citizenship demonstrated within our Christian academic environment. The following three categories are important to the culture of a school.

Loving Righteousness

To Our Lord

We will obey the words and commands of our Lord Jesus Christ. John 14:15 says, *"If you love me, you will keep my commandments."*

To Our Covenant Community

We will be honest and faithful to one another. Ephesians 4:25 says, *"...let each one of you speak the truth with his neighbor, for we are members one of another."*

We will confront and correct fellow sinners in love by following the principles of Matthew 18. Galatians 6:1 says, *"...if anyone is caught in any transgression, you who are spiritual should restore him in a spirit of gentleness."*

We will respect the authority God has given us as well as gracefully accept their correction when we have sinned. Romans 13 says, *"For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment."* Proverbs 13:1 says, *"A wise son hears his father's instruction, but a scoffer does not listen to rebuke."*

Preferring Others

To Our Lord

We will live our lives in a way that honors Christ. Philippians 1:27 says, “...let your manner of life be worthy of the gospel of Christ.” Colossians 3:23 says, “Whatever you do, work heartily, as for the Lord and not for men.”

To Our Covenant Community

We will love, honor, and pray for one another by putting their interest above our own. Romans 12:10 says, “Outdo one another in showing honor.” Philippians 2:3-4 says, “³Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. ⁴Let each of you look not only to his own interests, but also to the interests of others.

We will speak respectfully in a way that edifies to our community members. Proverbs 15:1 says, “A soft answer turns away wrath, but a harsh word stirs up anger. Romans 12:15 says, “Rejoice with those who rejoice, and weep with those who weep.”

We will not create unnecessary work for others. 1 Corinthians 14:40 says, “But all things should be done decently and in order.”

Stewardship

To Our Lord

We will be good stewards of all the material possessions that God allows us to have. Luke 16:10 says, “One who is faithful in very little is also faithful in much, and one who is dishonest in a very little is also dishonest in much.”

To Our Covenant Community

We will respect the property of others and be sympathetic to the physical needs of those in our community. Romans 12:13 says, “Contribute to the needs of the saints and seek to show hospitality.”

2. House Rules

All CCS Faculty & Staff will operate according to these specific standards while on campus. The faculty will consistently employ the following to bring about a God-honoring and orderly classroom environment. All students will be informed of these and will be expected to act accordingly. The vast majority of student behavior problems will be handled in the classroom. When necessary, students will be referred to the Head of School's office.

Students are expected to cooperate with basic Christian standards of behavior and conversation at all times. This includes but is not limited to:

- Students will speak respectfully to all adults
- No back talk or arguing with teachers shall be permitted
- Prompt and cheerful obedience is expected
- Classes will greet classroom visitors at the order of the teacher
- Students will maintain eye contact when speaking to adults
- Ladies will be first at all times
- Gentlemen will hold all doors for the ladies
- Ma'am & Sir will be the proper way to address adults
- Students will maintain a clean and orderly work area at all times

There are to be no electrical music devices or phones seen in the classroom. Parents will be asked to retrieve cell phones confiscated during the school day. A second offense will result in a parent conference. A third offense will result in a 1-day suspension and failure of all missed assignments.

Public displays of affection are unacceptable and completely discordant with the goals of the school.

Students are expected to treat all of the school's materials or facilities with respect and care. This includes all books distributed to the students. (Students will be charged for lost or damaged books.)

Cheating is unacceptable at CCS and is defined as:

- copying an answer
- working together on an assignment that was intended to be completed individually
- looking on another student's paper during a test
- plagiarism

Students will use positions 1-4 during class time. (Grammar School Only)

Position 1: Hands folded on desk.

Position 2: Students stay seated with chair back, hands folded in lap.

Position 3: Students stand with chair pushed in and hands by their side.

Position 4: Relaxed position 1 (hands do not need to be folded).

There are six basic behaviors that will automatically necessitate discipline from the Head of School (versus the teacher). Those behaviors are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion, i.e. outright disobedience in response to instructions.
4. Fighting, i.e. striking in anger with the intention to harm the other student(s).
5. Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.
6. If a student demonstrates a consistent pattern of "low grade" offenses this can also result in an office visit.

The Head of School may suspend students, assign a detention before/after school, require restitution, janitorial work, parental attendance during the school day with their child, or any other measures consistent with biblical guidelines depending upon the severity of the matter.

The first two times a student is sent to the Head of School for discipline the student's parents will be contacted immediately afterward and given the details of the visit. The Head of School will record each occasion in the students file. The parents' assistance and support in averting further problems will be sought.

If a third office visit occurs, it will be followed by a mandatory face-to-face meeting with the student's parents and the Head of School. At this time the Head of School will discuss with the parent the severity of the student's actions and the possibility of future removal from the program.

If a student commits an act with such serious consequences that the Head of School deems it necessary, the office-visit process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction to scriptural commands. In the case of serious offenses described above Students may be subject to school discipline for misconduct which occurs after school hours or even off school campus.

At the discretion of the Head of School, a student may be refused re-enrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

Suspension Protocol

The Head of School may choose to suspend the student from class for a period of time. Suspension implies that the student has exhibited behaviors or attitudes that constitute a serious and disruptive problem. Suspended students shall be considered absent from all classes for the day. The school shall notify the parent of its intention to suspend the student, the grounds of the suspension and the duration of the suspension. The Head of School shall handle all suspensions and shall request a meeting with the parents (the student and any teacher involved may also be included) during the suspension to aid in solving the problems.

Suspended and expelled students shall not be permitted to participate in any extracurricular activities at CCS for the duration of their suspension/expulsion. This includes sports participation (practices and games, home or away), clubs, school sponsored dances, etc. Attendance at CCS sports events is also prohibited.

The school reserves the right to expel a student. Expulsion implies the immediate loss of all rights and privileges associated with being a student at CCS for the remainder of that school year. An expelled student wishing to re-enroll at CCS must apply, with their parents, in person to the CCS Board of Directors.

3.2 School Culture

Everything has a culture from families, churches, schools, and society. It is vital for a school to build and maintain a healthy culture that embodies Biblical virtues and love. We encourage everyone to add value to the culture of the school as staff, Board, students, and parents.

3.3 Classroom Expectations

The goal of all classroom discipline is to come alongside parents to disciple their children in the training and admonition of the Lord seeking to address the student's heart and not merely their behavior. Toward this end, teachers will strive to train students to develop habits that promote learning and order in the classroom as well as Christ-like character in the student. The majority of discipline problems are handled by the teacher at the classroom level. Covenant Classical School seeks to teach and train children to demonstrate their love for God by giving honor and obedience to their parents and the authorities divinely placed in their lives. All students are expected to obey the directives below:

- Follow the written behavior expectations as distributed and explained by the teacher
- Treat school staff members with courtesy and respect § Students will address staff members by their last names and/or 'Yes, Sir' or 'Ma'am'
- Treat school property and the property of others with respect
- Bring all necessary materials to class and be ready to learn when class begins
- Complete their own work and be truthful in all situations
- Refrain from disrupting learning
- Be respectful and gracious to other students

3.4 Discipline Procedures

Grades PreK-12

Teachers make daily use of the discipline plan for each class that has been approved by the school administration. Each classroom plan will be communicated at the beginning of the school year. In the case of a severe disruption or a misbehavior of an egregious kind, the student will be removed from the classroom and a phone call will be made to the parent. Teachers are also free to exercise discretion in addressing misbehavior through those disciplinary actions and consequences described below:

- Verbal discipline: Admonition, correction, warnings, and rebukes. In all cases of misconduct, students shall be reprimanded for their misdeeds, shown Biblical guidelines relating to their misdeeds, and asked to repent.
- Denial of privileges: Various privileges (lunch with classmates, recess, etc.) may be denied to a student who misbehaves.
- Withdrawal: The student may be removed from the classroom. This is especially appropriate for students

who are seeking to gain attention by misbehavior.

-Restitution: This is to be used in cases of theft or destruction of property, following the appropriate biblical guidelines for restitution.

-Other options may be utilized by a teacher to help a student make an offense right.

3.5. Administrative Involvement in Discipline

The Head of School, with support from the teacher, is involved in the classroom discipline process in an ongoing way as a coach and encourager. He/she will intervene in the training and discipline process when teachers' attempts at training student behaviors require additional support. In order to address student offenses and behaviors, the Head of School will meet with students and teachers, call parents, and conference with teachers and parents as needed.

In the case of persistent patterns of disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, the Head of School may issue a consequence of verbal discipline, denial of privileges, withdrawal from the classroom, and/or a call to seek restitution. The discipline will be administered in light of the individual student's issue, attitude, and other relevant information. All discipline will be based on biblical principles, e.g. restitution and reconciliation.

3.6 Uniform Policy

At Covenant Christian School, we have developed uniform guidelines with a desire to foster an environment of learning where dress is not a distraction and to promote a sense of unity among students (Ephesians 4). Parents and students are responsible for reading and adhering to the Uniform Policy.

Why does Covenant Christian School have a school uniform policy?

1. The use of uniforms help create a distraction free environment for learning.
2. The neat appearance by a uniform enhances the ready-to-learn atmosphere.
3. A uniform instills school spirit and a sense of belonging as part of a team working towards the same goals. The student is part of a group identity that strives for excellence and the uniform establishes that tradition.
4. A uniform policy saves parents' time, as most uniform items, including accessories, can be purchased at the same source. This may save parents not only time, but energy as well. In addition, time may be saved each morning as the "what to wear" issue is eliminated.
5. The uniform policy addresses security. On field trips, students in dress code aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

A copy of the current Uniform Policy can be located on the CCS website and front office.

Alternate Dress Days (Spirit Days, Dollar Days, etc.)

In general, we require that clothing be neat, clean, modest, in good repair (without tears, stains, or holes), and appropriate to the occasion. We strongly rely on our parents to work with the school in maintaining these standards of appearance by making sure their children are properly dressed and groomed for school each day.

Guidelines for personal appearance do not allow any clothing that is revealing, disruptive, and/or distracting. This includes but is not limited to, bare midriffs, net tops, tank tops, and ill-fitting (too loose or too form-fitting) tops and other outfits. Also unacceptable is clothing which has drawings, language, suggestive gestures, innuendos, puns, etc. which is not in keeping with a Christian witness. Hats, caps, and sunglasses may be worn outside only.

On Spirit Days all students are to wear either their Covenant T-Shirts or uniform shirt with jeans or other

appropriate attire.

JV and Varsity athletes may wear their jersey tops or a team t-shirt on home game days only with their school uniform pants, shorts, or skirts.

For field trips requiring swim attire, ladies must wear a one-piece bathing suit or cover up with a t-shirt.

Enforcement: The school staff will determine if there is a violation of the uniform policy, either in fact or attitude. Students not complying with the uniform policy will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

Parents will be notified when a K-6th grade student is out of compliance with the uniform policy. After six violations, the teacher will conduct a parent conference. After nine violations, the Head of School will meet with the parent.

A 7-12th grade student who fails to comply with any of the uniform regulations may receive the following consequences:

Infractions 1-5: Warning

Infractions 6-8: Parent Contact, Loss of Spirit Day/ Dress, Lunch Detention

Infractions 9-10: Parent Contact, Loss of Spirit Day/Free Dress, Other Consequences

Any additional infractions will result in consequences determined by the Head of School. If a student is out of dress code, he/she must take necessary steps to come into compliance, e.g., (removing/storing of non-uniform outerwear). If a student is immodest, he/she will be required to change.

3.7 Lunch

Lunch with a Parent or Grandparent

Parents or grandparents who wish to have lunch with their child are required to sign in with the receptionist and meet their child in the office.

Birthdays

When a student has a birthday, parents may bring individually portioned special treats to be shared with the student's class at a time designated by the classroom teacher. Please check the with the child's teacher prior to the child's birthday to coordinate the treat and timing.

Logic-Rhetoric Groups/Clubs

Clubs or different groups, if necessary, will be able to meet in classrooms during lunch. Students will follow the same lunch guidelines.

Logic-Rhetoric Student Visitors

Logic-Rhetoric School students are not permitted to have lunch visitors without prior permission from the Head of School. Visitors are in the care of the student host, are subject to regular school rules, and must be neatly and modestly attired. Visitors should report to the office upon entering school.

3.8 Food and Drink

The following guidelines provide the parameters for consuming food and drinks during the school day. The purpose of these rules is to minimize distractions in the classroom and maintain care for the facilities.

-Food is only permitted in the classroom when it is for the entire class and approved by the teacher

- No gum or candy is allowed in class
- Water is the only beverage permitted in classrooms without prior permission from teacher
- Parents may not deliver treats or drinks during the school day without prior permission from teacher

3.9 Electronics

General Guidelines

A telephone is provided for students to use upon request in the school office at the receptionist's desk. Using cell phones, iPods, headphones, tablets (such as iPads), and other electronics (with the exception of calculators) is prohibited during the school day.

If a student brings electronics (including cell phones) to school, they must remain turned off and kept out of sight. If cell phones, iPods, headphones, watches, or other electronics are seen or heard by a teacher on the school campus during the school day, the policy listed in the discipline section will apply.

Students must obtain prior approval from the teacher to use other academic electronic devices such as laptop computers (or tablets used in the same manner as laptops), etc., which are necessary for designated classes. Games should not be played on computers. Failure to comply will result in forfeiture of the equipment until it is retrieved by the student's parents.

Students who receive prior approval to bring computers (or tablets used in the same manner as laptops) to school must use them for educational purposes only. "Educational purposes" include classroom work, assignments, academic advisor, and self-directed learning in keeping with the mission and purpose of CCS. Except in rare cases, "educational purposes" do not include using the internet. Students may not use messaging systems or social networking on personal or school computers during the school day. The use of the school's computers or permission to use personally owned laptops is a privilege that will be revoked from a student. All electronic policies apply during exams.

3.10 Acceptable Use Policy

CCS Computer Acceptable Use Policy

Students must understand that access to the Internet originating at Covenant Christian School is a privilege, not a right. Therefore, students will respect and honor the conditions and expectations of the school in regards to computer usage.

- Follow all written and verbal instructions given by designated CCS faculty and staff regarding the proper use of CCS computers and the Internet.
- Use CCS computers and internet services only for academic purposes to support the educational and instructional program of CCS and shall not use such for any purpose other than that which is directly related to school assignments or activities (this includes all games).
- Go online only through the CCS provided network.
- Show all storage media coming from outside the school to a designated faculty or staff member for approval if requested.
- Abide by local, state, national, and international regulations in using this resource.
- Use this service in support of education and research consistent with the school's policy.
- Make available for inspection by an administrator or teacher any messages sent or received over the network.
- Abide by the copyright laws, copying or transferring only copyrighted materials for which copying or transferring is authorized.
- Use appropriate language in all communications.
- Use his/her real name in all activities associated with this resource.
- Respect the privacy of others (the original author's prior consent is always required to re-post communications).

-Understand that information obtained via the Internet may or may not be accurate.

Students shall not:

Make use of materials or attempt to locate material unacceptable in a school setting. The criteria for acceptability is demonstrated by the types of materials made available to students by administrators and teachers.

-Attempt to discover passwords or other measures CCS uses to control access to this resource. If a student should inadvertently discover passwords or other measures used to control access to this resource, he/she agrees to report this to whoever may be in charge at the time.

-Change or attempt to change the configuration of the software which controls access to the Internet.

-Use profane, obscene, offensive, or inflammatory speech.

-Make personal attacks on anyone using this resource or engage in other tortuous activities (libel, harassment, assault, etc.) which injure others.

-Use this resource for any illegal or commercial activity. This includes but is not limited to tampering with computer hardware or software, unauthorized entry into computers, vandalism, or destruction of computer files. Such activity is a crime under state and federal laws.

-Introduce or knowingly allow the introduction of any computer virus into a computer from this resource.

-Use intellectual property for plagiarism or any other form of academic dishonesty. The student understands that he/she is expected to properly document any resources found on the Internet according to accepted writing protocol.

If any student's use violates any acceptable use provision(s) outlined, his/her access may be terminated. School and administrators may prevent individual access at any time and will have the final judgment as to inappropriate use. Termination could also result in disciplinary action. The School reserves the right to revise this policy from time to time with prior notification to users.

Student Life

4.1 Chapel

Chapel is a time set apart during the day for worship. Students regularly join with faculty and with their peers in focusing upon the Lord through worshipping together each morning.

Chapel Schedule:

8:00 a.m. Welcome, Psalm Reading, Prayer

8:05 a.m. Hymn

8:10 a.m. Devotion

8:20 a.m. Dismiss

All school chapel is held every Friday, 8:50 AM – 9:10 AM.

Student dress will include khaki bottoms and cobalt (royal) blue polo shirts. Preschool students will wear class shirts.

4.2 Exordium

Exordium means "introduction". As part of our all school chapel on Fridays, we will include an introduction to what students are doing on a daily basis in their classrooms.

4.3 Field Trips

The Covenant experience is designed to extend beyond the classroom. In the Grammar school years, field trips are an important part of the education program. Each class will participate in a number of field trips each year. Faculty members and parents supervise these excursions, and parents may provide transportation in private cars or ride the school bus.

School sponsored activities, such as after-school parties, are also excellent ways for students to get to know others and for building relationships in more relaxed environments. Faculty members and parents are encouraged to assist in sponsoring activities that foster these values in our students.

All adults participating in a field trip or similar school sponsored activity, either as volunteers, chaperones, drivers, or attendees, agree to the following standards:

- Parents must sign an Parental Consent Form at the beginning of the year, which will be kept on file.
- Appropriate attire and decorum is required on all field trips and school-sponsored activities for students, teachers, and parents.
- Siblings or children other than those enrolled in the class are not permitted on school-sponsored trips or activities without administrative approval.
- Volunteer drivers and their cars will be used unless the school has arranged special group transportation.
- The official leader of each field trip or school-sponsored activity shall be the teacher or other staff member approved by the administration.
- Parent chaperones have the responsibility for the students assigned to him/her by the teacher, including their safety and conduct, and must ensure that students are chaperoned at all times during the trip or activity. Parents may not alter teacher plans.
- All drivers must be pre-approved, be at least 21 years of age, and must have a good driving record.
- Adult drivers must ensure that all occupants wear proper restraints and must maintain posted speed limits. Each driver assumes full legal and financial responsibility for the operation of the vehicle and for the safety of the passengers.
- Personal electronics may not be brought to any school-sponsored trip or event. Movies, etc. may not be used in vehicles without specific teacher approval. If staying in hotels, televisions may not be used without direct adult supervision. Television programming and movies must have a "G" rating, and written parental consent must be provided.
- Students, parents, and teachers are expected to conduct themselves as in the presence of God and in harmony with the standards and policies of Covenant Christian School.
- Parent chaperones are role models to students at all times. All adults are to adhere to planned activities and not encourage spontaneous activities without the permission of the teacher in charge. Chaperones are expected to assist the teacher in holding students to the standard of behavior that is acceptable as in the classroom. Students are expected to listen attentively, speak and act respectfully, and cheerfully and promptly obey the instructions of the teacher, the parent chaperones, and the tour leaders.

4.4 Community Fellowships

Community is important to the life of a school and an essential part of the ongoing development of the relationship between family and school. Community is something we take seriously. To encourage this ongoing development, fellowship events will be planned. This could include cookouts, tailgate parties, dances, coffee meetings, Fall Festival, and more. Your participation is encouraged and valued.

4.5 Coach Post Run

The mission of the Coach Post 10k/5k Run is to raise support for the Covenant Christian School Foundations and visionary projects, such as expansion of facilities, technology, science and Fine Arts programs, tuition-based scholarships, athletics, and classroom budgetary needs. The Coach Post Run is held in April. For more information on this event and Coach Post, visit <http://coachpostrun.net/>

4.6 Senior Privileges and Responsibilities

Seniors at Covenant enjoy a number of privileges that go along with the leadership responsibilities incumbent upon them. These privileges are subject to administrative discretion and can be granted or revoked at any time based on the compliance of the class as a whole.

4.7 Houses

CCS utilizes a House system for the enhancement of student/staff engagement and to build the culture of the school. Logic/Rhetoric student will have opportunities to develop leadership skills and experience in House activities. CCS Houses consist of the following virtues:
Courage, Honor, Truth, and Wisdom.

4.8 Athletics

CCS believes that training the body is important to the spiritual development of a child as well as training the mind and hear. CCS is able to offer a variety of athletic opportunities at all levels.

Grammar Sports (Extreme Sports) Grades K-5th

Fall-Flag Football

Winter-Basketball

Spring-Soccer

Logic/Rhetoric (Grades 6th-12th)

J.V./Varsity Girls Volleyball

J.V./Varsity Boys Basketball

4.9 Arts

The Arts are very important in the development of the mind and heart of a student. A proper, biblical understanding to Truth, Goodness, and Beauty is critical for our students. The understanding of Beauty is a challenging aspect in a culture of relativity. The understanding of Beauty is solidified in the area of Arts.

The Arts program is developing every year at CCS. Students will have weekly training in visual art and music at the grammar level. Other opportunities are also available for Logic/Rhetoric students. These opportunities include:

Drama

Fine Arts

Music

Literary

Chorus

4.10 Extracurricular Activities

Extracurricular opportunities will be provided throughout the year. These opportunities will be determined by student interest as well as staff/volunteer leadership.

Students must be in good academic and cultural standing.

4.11 Protocol

The word protocol means “the official procedure or system of rules governing occasions.” We believe it is important to help prepare our students for the occasions of life. As part of this training, Logic/Rhetoric students will have the opportunity to participate in different formal protocol events. This may include a formal dinner, formal dancing, presentations, and more.

Admissions

5.1 Philosophy

Students applying for admission to CCS for the first time in grades PK3 – 12th will complete all required forms and provide records from previous schools. Admission decisions are primarily the responsibility of the Head of School supported by the office staff who will verify the accuracy and completeness of the records. Both parents/guardians and the student will interview with the Head of School prior to being

approved for admission. Head of School has the authority to admit or refuse admission for students/families who meet or fail to meet the guidelines below.

5.2 Re-Enrollment

Re-enrollment for the next academic year is offered to current Covenant students each January prior to opening enrollment to prospective, new students. A seat is secured for all returning students once the Parental Enrollment Contract and (non-refundable) tuition deposit are received. Any overdue tuition balances must be paid prior to re-enrollment. Current families who do not meet the re-enrollment deadline assume the risk of losing their child's seat to a new applicant. Advancement to the next grade will be contingent upon the student's successful completion of all requirements at the current grade.

Covenant siblings are offered priority in the admission process. Applications for sibling enrollment are accepted during the Re-enrollment period. Siblings are given early admission testing dates, and available seats are first offered to Covenant siblings who demonstrate academic readiness before they are offered to prospective or new families. Parent interviews are not required for sibling applicants.

5.3 Financial Matters

Tuition and Tuition Assistance

Tuition and other fees are set on an annual basis by the CCS Board of Directors. The Tuition schedule is posted on the website and included in re-enrollment and new application packets.

Covenant currently partners with Step Up for Students on a limited basis. See the front office for information regarding the application process. The school does also provide a need-based Tuition Assistance program to aid families who desire classical, Christian schooling for their children but whose financial resources may prevent enrollment at the full rate of tuition. Tuition Assistance awards are offered first to returning students and then to new applicants until the budgeted amount is reached. Applications for tuition assistance can be made online and are required from interested new families at the time that they submit their application for enrollment. Returning CCS families must comply with the Tuition Assistance application deadlines established each year.

Financial Responsibility

A part of the family responsibility to Christian education is to faithfully and responsibly honor the financial obligation that was made when enrolling the children. When one family does not meet their financial obligations it impacts the school operation and all other families. If a family has experienced unforeseen financial difficulties, they must immediately contact the school bookkeeper or school administrator to discuss an alternate payment schedule. Please realize that communication is essential to a cooperative working relationship.

Our fee schedule is based on our total program; therefore, we do not offer reductions for illness, vacations, or holidays.

When tuition and fees are in arrears by 30 days, no report cards, grades, transcripts, or school records shall be transferred or provided. Students will be eligible for immediate suspension until a satisfactory arrangement is made with the administration. If an account is delinquent by 90 days, the student(s) shall be dismissed from CCS. Students so dismissed may reapply for admission when the year's tuition is paid in full.

5.4 Statement of Non-Discrimination

Covenant Christian School admits students of any race, color, national and ethnic origin to all rights, privileges, and activities generally accorded or made available to students in the school. It does not discriminate on the basis of color or national and ethnic origin in the administration of its educational

policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

Communication

6.1 Philosophy

A student's successful experience at CCS depends upon successful partnership, which means open communication between the parents and the school. This requires persistent effort on both sides combined with mutual trust and respect. Regular communication between the teacher and the parents is critical for the success of the student and for building a supportive relationship with the family. Teachers will do whatever is reasonable to foster open and helpful communication between the home and classroom.

Classroom teachers will have a class phone that can be used for messages and phone calls. Phone calls may be recorded.

6.2 Calendar

Calendars are evaluated and set for the upcoming year by February. This can be accessed through the calendar document provided in the front office and website. The CCS Google calendar is encouraged for more updated and detailed information. This can be accessed through the school website.

6.3 Email

Parents are encouraged to email teachers with questions regarding class or student concerns, questions, or encouragements. Teachers will respond to parent emails in timely manner. The goal is for teachers to respond within 24 hours, but please be patient if teachers are not able to do every time. Teachers are instructed not to engage in conflict over email. If they receive an email that they sense is inflammatory or potentially adversarial, they will call to talk or set up a meeting. If parents have a sensitive issue to discuss with a teacher, they should set up a meeting or phone conference rather than email.

6.4 FACTS (formerly known as RenWeb)

FACTS is the database and grading system used by the school. Parents Web is available for all parents to access their child's grades, contact information, and to make lunch orders. Grades are posted weekly by teachers. Parents are asked to monitor their child's progress, discuss pertinent information with their child, and contact the teacher if necessary. Emails from the school, including administrators and teachers, are also sometimes sent via RenWeb. Students may also access RenWeb to monitor their grades and progress. RenWeb will be inaccessible to parents at the end of grading periods to allow time for teachers to enter final grades and provide the most accurate information possible.

6.5 Parent-Teacher Conferences

It is very important for the relationship with parents and school to be strong as we strive to serve you in training your child. As part of the relationship developing process, every family will have two opportunities to meet with your child's teachers. Days will be scheduled during the year to accommodate for these conferences. If you are not able to meet with your child's teacher during the established date, an alternate meeting will be scheduled.

6.6 Website

The primary place for parents to get information about the school is from the website. Many questions are quickly and completely answered through this medium. In addition to the school office postings of announcements, the school website contains schedules, calendars, articles, and other helpful information.

6.7 Weekly School Email

The Weekly School Email is an email sent from the school weekly to provide reminders of the week's

activities and events.

6.8 Text Alert System

The CCS Parent Alert System is an emergency communication system delivered via your cell phone's SMS messaging system. Time-sensitive communication of school closures and weather emergencies are pushed to registered phones when the system is implemented.

6.9 Conflict Resolution and Grievance Policy

Objective: As Christians, we believe that the Bible commands us to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community. The objective of this policy is to establish biblical guidelines for the resolution of disputes in the operation of CCS.

Scope: These guidelines are to be followed whenever there is a dispute concerning any aspect of CCS operations between any two parties connected in a direct way to the school, if the dispute is not successfully resolved first directly between the individuals involved. This includes students, parents, staff, volunteers, administration, and Board.

Definitions:

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of CCS objectives and goals.

Appeal: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

General Guidelines and Procedures

It is understood that if any disputes arise which are not covered by this policy, the Head of School will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18:15-20 and James 3 will be followed. A respectful demeanor is required at all times.

Any dispute or grievance shall remain confidential among the parties. Failure to follow these guidelines and procedures for resolution could lead to unnecessary gossip that would dishonor our Lord and disrupt the peace and purity that should be enjoyed by the Body of Christ.

Students/Parents to Teachers

All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the problem is not resolved and concerns curriculum and pedagogy, the parents or student may bring the issue to the Head of School. If the student brings the concern, he or she must have permission from his or her parents to do so.

Parents to Head of School

If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Head of School. If, after meeting with the Head of School, parents wish to appeal to the Board, they may write a statement on two pages or fewer, sign their names, and date the statement, then submit it to the Chair of the Board.

Institutional Policies

7.1 Appointments and Visitors

Appointments

Parents are asked to email or call a teacher to set up a meeting if a significant issue or concern needs to be discussed. Teachers are often helping other students, going to meetings, planning, etc. after school. Therefore, it is best to notify the teacher of the concern and schedule a time to meet rather than “pop in” after school. If parents desire a meeting with the Academic Advisor, Classical Beginnings Director, or Head of School, they should make arrangements through the Front Office.

Guests/Visitors

A guest is defined as a school-age student who is not enrolled at CCS, but is visiting CCS and potentially attending classes with an enrolled student at CCS. A visitor is any adult who is not a CCS Staff/Faculty member. Parents of CCS students are considered visitors.

For the protection of the students and security in the school, it is required that all guests and visitors during the school day come directly to the office before going to any other part of the school.

Guests/Visitors shall then be required to sign in, receive a Visitor Badge to wear during the duration of the stay, then sign out and return the badge to the office prior to departure. A guest must receive permission from the administration prior to the visit. All guests are required to follow the Covenant Family Handbook rules with the exception that they must wear polo shirts, but the polo shirts are not required to have the CCS logo on them. The enrolled student shall have the responsibility of informing the guest of the Family Handbook rules in advance of the visit.

No students shall be permitted to leave with a guest/visitor unless the student’s parent has cleared it through the school office.

7.2 Logic-Rhetoric School Lockers

Each student is assigned a locker for school books or supplies, lunches, and personal items, which are needed for school. It is the student’s responsibility to see that his/her belongings are kept secure at all times. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Administration may inspect any locker at any time when the safety and/or welfare of the school or student body are in question. Lockers remain the property of the school.

Students may use: magnets to hang items and plastic locker shelving. Students may not use: tape to hang items, sticky-tack (to hang items), stickers or anything with an adhesive backing. Additional guidelines are listed below.

- Lockers are to be used to store school supplies and personal items necessary for use at school.
- Do not share the locker with another person.
- Do not share a locker combination with another person.
- Do not write or mark on the inner or outer surfaces of the locker.
- Do not place any contents in the locker that may spill or leak, or any item that may damage or affect the property of others.
- Do not store perishable foods in the locker that will spoil or cause odors (only the lunch for the day).
- Do not leave soiled clothing or shoes that will cause unpleasant odors.
- Report any abuse of privilege or acts of vandalism to a teacher or administrator immediately.

7.3 Arrival and Dismissal

Students may not enter buildings until 7:50 AM. Before care is available for students who need to arrive prior to 7:30 a.m. Students may gather in the front entrance area from 7:30-7:50 a.m. Students are to be dropped off at the canopy at the main school entrance.

All students should be picked up promptly at dismissal time. Students in 8th grade and below who are not picked up at dismissal time are checked into the After School Program.

A student whose plans have changed at the last minute due to cancellation of extra-curricular activities or appointments with teachers, shall call his/her parents and shall be admitted to the after school program. Parents can pick their child up as soon as possible and no fee shall be added to their bill. All other students who are unsupervised after 3:30 PM on campus shall be admitted to the program appropriate for their age level.

Parents are asked to observe traffic flow patterns as established.

Observe speed limit signs in the parking lot.

Do not leave your children unattended in your vehicle or leave your vehicle with the engine running.

7.4 Before/After Care

The Covenant Before & After Care program is a ministry to our school families. It is not a day care program. Our program is a safe environment for continued learning and accountability for CCS students from 7:00 AM until 5:30 pm.

Before & After Care Agreement

1. I understand that the Before and After Care hours of operation are from 7:00 am to 5:30 pm.
2. I agree to notify the office or my child's teacher if my child should attend the Before and After Care program and I will be billed at the current hourly rate.
3. I understand that if my student is on the CCS campus without parental supervision more than 20 minutes prior to the beginning of school or 15 minutes after their dismissal time, he/she will be automatically enrolled in the Before and After Care program.
4. I understand all the Before and After Care program policies and procedures as defined on the opposite side of this page and agree to abide by them.

7.5 Vehicles on Campus

Please do not leave your vehicle unattended when in the drop-off and pick-up lanes. Arrival and dismissal procedures are more efficient when everyone is focused. When picking up a Grammar school student, please hold the placard with your family name in the front windshield when you enter the pick-up lane. This is very helpful, especially during the early weeks of the school year, in recognizing vehicles.

Take extra care when children are in the parking lot. To ensure the safety of our students, park all vehicles appropriately in the school parking lot. Be sure that your children are properly secured in your vehicle

before moving your vehicle forward.

7.6 Health and Safety

Physical Examinations and Immunizations

CCS requires each student to have records of physical examinations and required immunizations. Immunizations must be up to date in accordance with Florida State laws.

First time students entering Covenant's preschool must submit a copy of their birth certificate and show proof of current immunizations. The student must also submit proof of having a physical exam within six (6) months prior to the start of school. It should be completed and turned in by the first day of school.

All students entering K5 must have proof of a physical exam within twelve months and a copy of their birth certificate prior to the start of school. Immunization Certificate HRS 680 or waiver must accompany the physical and be current in all immunizations and be turned in before a student can be admitted to class.

Emergency Professional Treatment

Medical Forms: CCS requires a signed, notarized medical release form for each student. This form permits physicians to perform treatment for students in the event it is impossible to reach the parents. No hospitals or doctors (except in a life-or-limb emergency) will treat a patient under 18 without parental consent. A school official shall use this form when a parent cannot be contacted. In any event, every effort shall be made to reach the parents and follow their instructions.

Phone Contact

Covenant requires phone numbers (home, cell, and/or work) where parents can be reached during the school day. In addition, Covenant requires the number (home, cell and/or work) where a close friend or relative can be reached in case of a serious problem and the parents cannot be reached. Please notify the school office when there is any change to your contact information.

First Aid

Faculty or staff with proper training shall render first aid treatment to students who receive minor injuries.

Illness

CCS does not have facilities to treat sick students. Students who become ill at school are isolated and made as comfortable as possible while parents are notified and arrangements made to have the sick student picked up. Students must be free of contagious disease, fever (cannot be taking medication to reduce fever), diarrhea, or vomiting for at least 24 hours before being readmitted to CCS or provide a written note, signed by a doctor, explaining that the student is not contagious. Fever is defined as any temperature equal to, or in excess of 100.0°F (37.8°C).

Physical Education Excuses

All students are expected to participate in Physical Education. They are also required to wear proper athletic shoes. Students in 6th -12th grades must wear a P.E. uniform. Students may wear plain gray sweatshirts and/or sweatpants on cold weather days (sweats are not available for purchase through the school office).

Students may be excused from participating in P.E. classes under the following conditions:

- Doctor's written excuse
- Parent's written excuse (These notes should ask the instructor to take into consideration the student's

condition. A student may not automatically be excused from going to P.E., as there are often some activities that can be participated in that will not aggravate a problem but will help the student.)
-Instructor's prerogative: The instructor may excuse any student when it is deemed best for the student not to participate in a given activity.

Communicable Disease Control

CCS cooperates with Bay County and/or Florida State agencies to enforce and adhere to the Statutory Health Codes for prevention, control, and containment of communicable disease. The school administration must exclude any student who is out of compliance with the required immunization schedule. School personnel complete and coordinate all immunization data, waivers, and exclusions, including those necessary to provide for preventable communicable disease control. The communicable disease panel will assist the school administration and may exclude students and/or personnel from school who are suspected or diagnosed with communicable disease, or whose exposure to a communicable disease may threaten the wellbeing of that individual. All reportable communicable diseases shall be referred to the local health unit by the school administration.

All students determined to be running a fever (equal to or in excess of 100.0°F (37.8°C) shall be sent home.

The decision to close school due to communicable disease outbreak is at the discretion of the school administration in consultation with appropriate health officials.

Lice/Nits

Covenant has a nit-free policy. If it has been determined by the school office that your child has lice and/or nits, you shall be called to pick up your child. Students may not be readmitted until they have been treated with a lice specific pediculocide (Bay County Health Department recommends oil treatment), are rechecked by the office personnel, and are free of the problem. However, a doctor's report indicating that the student is nit-free shall be an acceptable substitute in lieu of reexamination by school personnel.

Emergency School Closings, Emergency Drills, and Severe Weather

In the event of weather emergencies (hurricanes, severe freeze, etc.), CCS shall close as necessary. This includes all grade levels and the Before and After School Programs. Covenant shall normally follow the lead of county officials in the declaration of emergencies. The closing and/or reopening of classes and the Before and After School Program shall be announced and shall be posted on the school web site (www.ccs-pc.net). This information may also be obtained by contacting the school office.

Covenant regularly conducts drills for fires and other emergencies so that our students are prepared should an emergency arise.

7.7 Attendance

When a student is absent the student's parent shall notify the teacher(s) or the school office (in writing or by phone) of the absence and its reason.

All absences shall be considered and recorded as unexcused unless formal notification is received as to it being excused. Work or assignments for grades that are missed during an unexcused absence may not be made up, earning a "0" for the work. The administration alone may grant exceptions to this policy.

All (excused & unexcused) absences count toward the limit of twenty (20) per year maximum for promotion. Exceptions to the Absence Policy may only be granted by the Head of School. Request for exceptions should be made in writing by the student's parents. The Head of School may appoint an appeals task force to hear the appeal and make a recommended judgment.

Students enrolling in school after the official opening date shall be allotted a prorated absence limit. A student must be in attendance at least half the day or until 11:30 am to be counted present for the day and more than half the class period to be counted as present for that particular period.

Students who do not meet the requirement for being counted present for the day shall not be permitted to participate in any extra-curricular activities for that day. Administration can approve student participation based on circumstances.

Make-up Work

It is the student's responsibility to ask for work missed due to absences. The teacher shall determine a reasonable date and time, not less than the number of days the student was absent, make-up assignments shall be due and tests shall be administered. Due to the demands on the teachers during the school day, it may be necessary for the work to be made up before or after normal school hours.

Parents who wish to obtain assignments for a sick child in Grammar School may first refer to FACTS or may call the office in the morning so the teacher may be notified. Pick up time shall be assigned for after school hours.

When a student is absent for an excused reason (defined exclusively as "illness or emergency") that student will be given as many days as he or she was absent to make up the work as determined by the teacher or turn in assignments without penalty. For example, a student who was out for three school days with the flu will have three school days to make up the work after returning to school. Planned absences, however, should be arranged so that a student is able to turn in work, take tests, or complete assignments prior to the absence or immediately upon return. Students are expected to attend all field trips and special school sponsored events and may be required to complete additional work if they miss these events. Students missing work due to athletics are required to coordinate makeup work with their teachers ahead of time. This only applies to excused and planned absences.

Weekly assignments may be viewed on FACTS. Students should also check with their individual teachers for any changes that may have been made to these assignments during their absence. Teachers reserve the right to add, delete, change or modify assignments and/or lesson plans when necessary.

7.8 Tardies and Absences

The school day begins at 8:00 am for 1st – 12th grade and 8:30 am for Kindergarten. 1st – 12th grade students not present in the classroom by 8:00 a.m. are considered tardy. **Three tardies does equal one absence, which does count toward the total allowable absences for the year.** Tardies and absences will be assigned to individual classes at the Logic and Rhetoric School.

7.9 Missed Classwork and Assessments

In the event of an excused tardy or absence, missed classwork and/or assessments are to be made up in a timely manner. A student is allowed the same amount of time or number of class meetings to complete missed classwork as he/she missed due to a tardy or absence. A quiz or test that is missed due to an excused tardy or absence should be made up at a time appointed by the teacher not to exceed three class days of returning to school. In situations where the student has extended absences the teacher may allow more time. Quizzes and tests not made up in a timely fashion will be assigned a grade of zero. It is the responsibility of the student to arrange for making up missed assessments within the prescribed time period.

All classwork missed due to an unexcused tardy or absence will normally receive a grade of zero. Exceptions may be determined by the administration. A quiz or a test that is missed due to an unexcused absence or tardy must be made up that same day or the student will receive a grade of zero.

7.10 Bible Translations

The English Standard Version (ESV) translation shall be used whenever Scripture is read aloud, studied, or recited in classes at Covenant Classical School. By choosing the ESV for use in the school, the school is not implying that no other translations could have been legitimately chosen or that the ESV is necessarily the best English translation. CCS is simply trying to reduce the potential for confusion in the classroom by choosing a single translation from among the possible candidates.

7.11 Inclement Weather

The gymnasium is opened at 7:30 AM for students on days with rain, or extreme cold. Adult supervision is provided. Before Care policies shall be implemented by the supervising staff as needed.

Because school transportation is not provided, parents must be responsible for getting children safely to and from school. Even if school is officially open, parents who do not believe that road conditions in their area permit safe travel should not attempt to get their children to school; they should keep their children at home and notify the school (by an email to the corresponding office) that they are doing so. Closing and other weather-related information will also be communicated via the Parent Alert emergency contact system, school wide email, school website, and the school's Facebook page.

7.12 Food Service

Covenant arranges with outside food service vendors to supply lunches for Covenant students. Lunch tickets do not carry over from one school year to another school year. Information on lunches shall be provided at the beginning of the school year. Parents are to provide lunch and drink (brown bag or catered lunch) for their students each day. A snack should also be included for students in preschool through kindergarten. Students who stay for the After School Program should bring an additional snack. All lunch boxes must be labeled with the student's name. Food or drink shall not be consumed during class periods unless authorized by the teacher.

Lunch tickets are available for purchase at the school office. Lunch tickets do not carry over from one school year to another school year.

The school provides the use of a microwave oven. Students may place food or drinks to be consumed the same day in the refrigerator. All items placed in the refrigerator must be labeled.

7.13 Student Drivers

Students with a valid driver's license are permitted to drive to school. Student drivers must register their vehicle(s) with the office. The registration includes a parent authorization and information about the automobile(s). Student drivers may not leave campus without written permission from a parent. Accompanying students also must have written permission from a parent to ride with a student driver. All students leaving campus during the school day are required to sign out of the office when they leave and sign back in when they return.

7.14 Safety and Security

Safety and security of all students, school community members, and property are a central priority of CCS. Detailed safety plans are reviewed with staff and students. Fire drills are held monthly and other drills as needed.

Visitors

All visitors to the campus must check in at office first, prior to entering any classroom. All visitors will wear a badge provided by administration indicating their visitor status. Keys will not be distributed to visitors on campus.

Medication

- Parents must provide all over the counter medication for their own children.
- These medications must be in their original, small containers, clearly labeled with the child's name.
- These medications must be kept in the office.
- No student may carry or administer medications. Special exceptions may be made for inhalers or other medications.

Emergencies/Accidents

All accidents, regardless of how slight the injury may be, must be reported to the teacher in charge of the class or activity. The Office Manager is trained in CPR and general First Aid. When students are ill or injured, parents will be notified as soon as possible. Minor scratches and bruises will be treated with ice and/or Band-Aids and antiseptic spray.

7.15 Textbooks

Each student is responsible for the condition of all his/her textbooks and will be held financially responsible for any excess damage or loss. Initial condition will be documented by the teachers. Normal wear and tear is expected.

The student will be charged the replacement price of the book. This damage includes, but is not limited to: mildew, missing pages, broken backs, glue, writing, graffiti, etc.

If a book is lost or stolen, the student will be assessed the full price (minus depreciation) of the book. Replacement book charges are 100% for the first two years of use, 90% for the third year of use, etc.

7.16 Parent Volunteers

Parent volunteers are welcome and appreciated. The success of CCS depends largely on effective partnership with parents. This means that CCS wants and needs parents to be involved.

When volunteering, please abide by the following guidelines:

- Schedule the volunteer activity ahead of time.
- Parent visitors or volunteers must sign in with the office in the administration building before entering classroom buildings at any time of the day.
- All parent volunteers who lead student groups and activities are required to complete training and background check prior working with students.

7.17 Gifts and Donations

Gifts and donations are greatly appreciated to the life and vision of CCS. Covenant has been blessed by the sacrificial giving from our families and community. As part of the Capital Funds Campaign for CCS, 20% of all gifts and donations will go towards overall school operations and marketing.