

# COVENANT CLASSICAL SCHOOL

IN ALL THINGS CHRIST PREEMINENT

## Parent and Student Handbook

Dear Families,

It is a great privilege to serve your family as partners in education. We desire that our community is joy-filled, peaceful, dignified, and orderly, and this handbook is an expression of the school's intent to deliver on our mission and provides guidelines for how parents and students should expect the school to operate. We hope you read this as a sensible description of the common ground in a well-functioning community rather than as a stale list of rules. We have sought to form sensible practices, expectations, and understandings that will support an atmosphere of thriving as we pursue worthwhile things together. In rare moments, wisdom demands a unique response to new circumstances and perhaps even a change in practice. Should such a moment occur, we endeavor to be transparent and communicate in a timely manner. If you have questions or concerns about specific portions of this handbook, please feel free to visit with us.

It is expected that every parent and student review this handbook annually and read any changes or highlighted portions as prompted. Although we will no longer ask for a handbook acknowledgment to be signed, as stated in the enrollment contract, your voluntary enrollment at Covenant is a commitment to submit to the expectations laid out in this document and an aspiration to pursue wisdom and virtue together.

In Christ,

| | | |
|---|---|---|
| Troy Schuknecht | Dennis Doty | Matt Jasinski |
| Head of School | Head of Lower School | Head of Upper School |

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# 1. Mission and Identity

## 1.1. Mission Statement

Covenant Classical School's mission is to train our students to live and think according to a biblical, Christ-centered worldview. We accomplish this by partnering with parents to provide a rigorous, classical education that instills a lifelong love of learning.

## 1.2. Vision Statement

In all things Christ preeminent (Col. 1:18).

## 1.3. General Philosophy

A Christian classical education provides a unique and time-tested approach to teaching and learning that has produced some of the most influential Christian leaders in the history of the church. It is our desire that Covenant Classical School (CCS) train students to become mature, wise, and eloquent Christian leaders in our own generation. Our goal is to equip them with the tools to engage the world for the cause of Christ and to articulate the Christian message persuasively, with clarity, conviction, integrity, and humility. We also strive to furnish students with an understanding of how to love their neighbor and serve others for the glory of God. CCS believes that the best way to pursue this noble vision is through a Christian and classical education.

## 1.4. Christ-Centered Education

Covenant Classical School exists to provide an education that makes Christ preeminent in all things. The phrase, “In all things Christ preeminent,” is the encompassing vision of CCS. It is drawn from the first chapter of Colossians, which demonstrates the superiority of Christ over idols and false teaching. As the apostle Paul sought to persuade the Colossians of the excellency of Christ, we also desire to extol His glory in everything we pursue. Maintaining a distinctly Christ-centered focus at CCS impacts our educational philosophy by informing our understanding of human nature, providing a framework for knowledge, and establishing our educational goals.

First, being Christ-centered at CCS informs our educational model by providing a solid foundation for understanding human nature. The Scriptures teach that man was created in the image of God and is thus infused with a desire to know and worship (Gen. 1:26). However, because of sin, man’s ability to understand truth and worship God is marred and misguided (Eph. 4:17-18). Man is made for worship and communion with his Maker, but he is a sinner. Both of these, creation in the image of God and the sinfulness of man, inform our educational practice. Because man is made to know and to worship God, we direct all our educational goals around this ultimate purpose. However, because of the sinfulness of man, we know that discipleship and learning will be a struggle. We will continually be in conflict with the flesh. Understanding this basic premise about the nature of humanity is essential to our view of education. It compels us to be gospel-oriented, teaching students who man is, why he needs Christ, and how he can live in peace and fellowship with God and man.

Second, Christ-centered education means CCS has a crucial framework for properly understanding knowledge. Solomon said, “The fear of the Lord is the beginning of knowledge” (Prov. 1:7). The starting point of knowledge is relational. It begins with a humble submission to the Lord. The relational aspect of knowledge is far-reaching. Knowledge is not simply the cognitive acquisition of information. Rather, knowing Christ is a prerequisite for properly understanding Truth. The apostle Paul expresses this in Ephesians when he states that the Gentiles, who had rejected Christ, became “futile in their thinking” and “darkened in their understanding” (Eph. 4:17-18). In contrast, the Scriptures teach that when persons submit themselves in reverence and fear to the Lord, they are enlightened with understanding and wisdom;

they know Truth in the person of Christ (Col. 1). It is our aim to cultivate that disposition of honor in our students so that they live wisely and demonstrate true knowledge (Jn. 17:3).

The Christian understanding of knowledge also implies that all truth is an integrated whole. Therefore, subjects are not compartmentalized or isolated from one another. Rather, we strive to see all of reality through the perspective of God's sovereignty and providence over all things. Christ is the Logos, the unifying and synthesizing truth in the diversity of human experience (Jn. 1). He is the centerpiece of history, the Creator of the universe, the Redeemer of mankind, and the Sustainer of all things. He speaks through all of creation to teach us who He is so that we may glorify Him in all things.

Finally, a Christ-centered education means that the person of Christ is our educational ideal. Education is ultimately about who we are as human beings and not what we "do" for a living (our vocation); it is about who we become, not what skill we can perform. Therefore, our educational goals are rooted in a person, Jesus Christ. Jesus is the full expression of what it means to be human and thus is the ultimate aim of education. He is Truth and Wisdom incarnate. In Christ, the apostle Paul says, are "all the treasures of wisdom and knowledge" (Col. 2:8). He embodies Truth and virtue. Therefore, we seek to conform our lives, our families, and our school to knowing Him and being like Him.

Christ-centered education at CCS can be thought of in three ways:

*Content*

Given that all truth is God's truth and all of reality is the creation of God, at CCS we teach a variety of subjects, all of which reveal the nature and glory of God. Furthermore, the Scriptures are the infallible revelation of God's truth. Therefore, students at CCS consistently learn and memorize passages of Scripture. They read the Bible, study church history, and take theology and philosophy courses.

*Method*

At CCS, we seek to "take every thought captive" for Christ (2 Cor. 10:5). This means that we aim to shape our curriculum and instruction by the reality of God's Truth. History, science, literature, math, the arts, and every other subject are taught from a Christian worldview. Because Christ is Lord, everything within the school is a teaching method, an opportunity to instruct students in the ways of the Lord.

*Disposition*

Disposition simply means the character and presence of the teacher. It is our goal as teachers to incarnate Christ for our students by being a living example of the truths we profess. We seek to create an atmosphere of grace and love that demonstrates our faith. At CCS, we believe that often the most persuasive and powerful instruction is demonstrated by a life well lived.

## **1.5.** Classical Education

CCS stands firmly in the Great Tradition of classical and Christian culture. The rich inheritance of Western literature, languages, ideas, and educational principles is vital to our mission. Classical education means we are seeking to cultivate wisdom and virtue in our students, not simply provide career preparation. The ancients referred to classical education as "liberal" and "humane," emphasizing virtuous participation in a free society. By living wise and virtuous lives, one would fulfill the purpose of humanity (thus the term "humane"). The ultimate goal of education was to live a life that accorded with truth and displayed exceptional character. Seeking to develop wise men who could persuade others by their insight, force of logic, and compelling rhetoric, the ancients were men who combined wisdom with eloquence. The curriculum historically employed for a liberal arts education is known as the trivium and quadrivium.

The trivium is the foundation for mastering language. It encapsulates the language arts of grammar, logic (or dialectic), and rhetoric. Grammar teaches the structure and power of language; logic teaches the student

to carefully define, synthesize, and analyze language. Rhetoric instructs the student to speak persuasively, formulate arguments, and express themselves cogently. These foundational skills prepare the student to effectively understand and communicate truth. The trivium also provides a basis for discerning truth from error. It is the means for instructing the virtues of restraint, humility, discretion, and many others.

The second component of a classical curriculum is derived from the quadrivium. It includes the four mathematical disciplines of arithmetic, geometry, astronomy, and music. The quadrivium can be conceived of as four categories of mathematical thinking: arithmetic concerns number or discrete quantities, geometry concerns space or continuous quantities, music concerns number changing in time, and astronomy concerns space changing in time. A study and contemplation of the discrete and continuous as well as the static and dynamic is integrated throughout the Covenant math and science curriculum. Through observation tempered by objective mathematical principles and methods of induction, students come to understand the universe to be rationally ordered. Although the quadrivium is the more theoretical aspect of the curriculum, the ancients viewed it as crucial for cultivating wisdom and enriching the soul. For example, music "calms the passions" and math teaches proportion and balance. Studying math and science as a path to wisdom and virtue is central to our philosophy.

Equally important to the classical curriculum is the concept of paideia. Paideia is a Greek term (used by the Apostle Paul in Eph. 6:4) that entails enculturation. In the case of Greek society, it involved preparing learners for full participation in society through an all-encompassing, formative education. In terms of Christian thought, it points to the Lordship of Christ and the calling of Christians to order their lives around the ways of the Lord (Deut. 6). Early Christians believed "Christianity was the true paideia, fulfilling education's ethical purpose to a higher degree than ever before, because the Incarnate Logos was God's wise and powerful rhetoric addressed to all." From chapel to lunch to the décor of the school, students are being shaped by the habits and practices of school life. Therefore, to cultivate Christian wisdom and virtue in students, CCS aims to provide a school culture that is as rich and character-forming as its curriculum. Indeed, the culture is as much the curriculum as the books and resources used for instruction. Christian paideia means instilling Christ-like character through every aspect of life.

Classical education may be summarized in three ways:

*Content*

The content of classical education at CCS emphasizes the classical languages, the classical cultures (Greece and Rome), and the classical texts of Western history. The content of classical education also involves teaching the trivium (grammar, logic, and rhetoric) as the basis of a rich language arts curriculum. We also teach some subjects from the traditional quadrivium, broadly the math and sciences, as well as a variety of the classical liberal arts. As we read great books and discuss great ideas, students learn to master language, think critically, and articulate their ideas persuasively.

*Method*

The classical method we employ utilizes the trivium both as a language arts curriculum and as a method. That is to say, grammar, logic, and rhetoric are subjects that are taught, but they also serve as instructional modes. In the grammar mode, students are taught in chants, songs, and memorization. In the logic mode, students synthesize and compare ideas, study logic, and learn to debate. In the rhetoric mode, students learn to formulate and articulate their own ideas and to speak eloquently and persuasively through formal presentations. By means of these methods, students acquire the tools of learning and thus are enabled to become lifelong learners. They are taught how to learn and think, not merely what they should learn and think.

*Disposition*

Finally, and most importantly, classical education means that teachers incarnate the ideals they teach. Their presence and character serve as the "text" in the classroom. While the great texts of the Western tradition can speak for themselves, they speak most clearly, powerfully, and effectually through great teachers who

embody their timeless truth, goodness, and beauty. Because students learn by imitation, the example of the teacher is paramount. This is why the ancient classical model involved students who lived with their teacher, so they could examine and ultimately imitate their lives. Nothing can replace the presence of an exceptional teacher. So, while the curriculum chosen and the methods used to teach the curriculum are important, the role of the teacher is most significant. The classical teacher is one who loves learning, truth, and the subject he/she teaches; he embodies the spirit of inquiry and the Spirit of Christ. The relationship he or she has with students makes the vision of classical Christian education real.

Our goal at Covenant Classical School is to provide a rich academic and spiritual environment in which students can be challenged to think and live in a God-honoring way. In short, we strive to train our students to live and think according to a biblical, Christ-centered worldview through a rigorous classical education.

## **1.6.** Rigor

The word "rigor" is in the Covenant mission statement. It is an often misunderstood word that merits some consideration. In short, we want rigor to be experienced as richness, not rigidity.

The first and greatest commandment is to love the Lord our God with all our heart, soul, mind, and strength. Our school seeks to grow in our love of God in all these ways. We seek to love God with all our heart as we treasure Him above all else and direct our thoughts, intentions, and decisions to Him. We seek to love God with all our soul as we desire and delight in Him, on the path toward being satisfied by Him alone. We also seek to love God with all our mind. Out of our desire to grow in love for God, we cultivate virtuous minds, and we are curious, reflective, analytical, and studious. Finally, we seek to love God with all our strength. Our application of effort and our diligence flow from a love of God and motivate our perseverance and endurance.

Covenant partners with Christian parents who desire an education that seeks to grow a love for God in all four of these ways and acknowledge that this is a demanding pursuit. We lead with heart and soul, but also see great value in the intentional cultivation of the mind and in the application of diligence. The word rigor in our mission statement means that we do not seek to provide the easiest path through a K-12 education. Through meaningful, age-appropriate challenge, students are stretched in ways that grow them. The value of a Covenant education is that our aims extend far beyond just admission to college.

With that said, we want to be rigorous in the right ways. When we think of rigor, we are not thinking about quantity of work, but quality. We hold high expectations of our students, but we want to do so in a time-constrained way. What we seek in terms of rigor are things like depth of thought, quality of writing, and an orientation toward and skill in problem-solving. While there are periods of time when students will experience a high volume of work, the ability to hold such expectations often requires less work to be assigned, not more. Additionally, classroom activities train students for such rigor and our high expectations are accompanied by an even higher level of support.

We must also be thoughtful in our assessments. We focus on what matters most so that our assessment strategies enhance our mission instead of co-opting it. How we assess directly impacts the approach of students toward their studies. Mere memorization and recitation without understanding promote a cram-pass-forget cycle that is not aligned with our mission. Instead, in age-appropriate ways throughout a student's K-12 education, we are aiming to plan class activities centered on mission-aligned rigor and assess a curated and well-trained set of knowledge and skills in a manner that promotes depth of thought and a sustained grasp of the big ideas being explored.

## **1.7.** Structure of the School

CCS is structured on the basis of our conviction that students learn best according to their developmental characteristics and strengths. Accordingly, certain instructional methods are emphasized (as stated above) at different grade levels. Below is a basic mode or orientation of instruction that indicates the approach to learning at various grade levels. These are not intended to be isolated instructional methods, but emphases.

*Grammar: Grades K-6*

In the Grammar stage, roughly equivalent to the elementary years, we capture a young child's innate capacity to memorize and retain information by teaching underlying facts and relationships in each subject. Teaching methods used at this stage of learning include chants, jingles, rhymes, and songs that make facts easier to memorize and remember, as well as learning experiences that nurture curiosity and creativity. During this period, we focus on "the basics;" that is, the fundamental teaching of Holy Scripture, phonetic reading, mathematics, grammar, history, language studies, the arts, and introductory science.

*Logic: Grades 7-8*

In the middle school years, we emphasize connections and interrelations. We study the why and how of each subject. The study of formal logic (fallacies and syllogisms) and the art of debate begin. Students in these years develop the capacity for more abstract thought, as they expand on the knowledge base acquired during the grammar stage. Now, however, emphasis is placed on using these facts to create proper sentences, to define terms and eliminate ambiguity, and to detect fallacies. Students at this age love to question and debate. To equip them to argue correctly, we teach students properly to construct and critique valid arguments, to recognize logical fallacies, to identify critical underlying assumptions, and to develop sound reasoning skills.

*Rhetoric: Grades 9-12*

In the Rhetoric (high school) stage, students synthesize their acquired knowledge and skills by articulate expression of their own ideas. Classical education is incomplete without the final phase of acquiring wisdom and developing the capacity for beauty and clarity of expression. Students in this stage take positions on issues and argue for these positions using cogent, articulate, and persuasive communication. Discussion and analysis of controversial and fundamental issues and philosophies will continue from the Logic School. Students will be required to critically examine the assumptions and conclusions intrinsic to their own philosophies and those of the world around them. They will be immersed in the best of literature, the arts, history, theology, philosophy, science, and mathematics. The Rhetoric stage culminates with the Senior Thesis project, which requires each student to write, present, and defend a carefully researched persuasive paper.

## **1.8.** Parent Partnership

At Covenant, we believe that the school exists to assist parents in their God-given responsibility to rear their children in the discipline and instruction of the Lord (Eph. 6:4). Therefore, our school unites with the family to form a culture in which our studies, relationships, and activities all revolve around the Lord 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 acting with these goals:

Recognizing the power of the tongue (Prov. 15:4)
Listening and thinking before we speak (Prov 18:3, 15:28; James 3:3-8)
Making our words appropriate and timely (Prov. 15:23)
Speaking the truth (Prov. 12:22)

Using words that edify (Eph. 4:29-32)
Remembering that we give account for the words we speak (Mt. 12:36)
Recognizing the parents' primary responsibility to educate their children
Recognizing the priority of the family
Meeting with and listening to parents as the experts on their children
Welcoming communication with parents on issues related to their children
Initiating communication and providing multiple avenues for parents to get information
Collaborating in executing the vision of the school
Determining ways for meaningful participation in the learning experience
Praying for and with families

*Parents*

CCS encourages parental involvement. Each parent agrees that they will serve the needs of the children and the school. This covenant between CCS and its parents is intended to create a collaborative effort toward serving the children. Some ways that the school encourages parents to be involved may include:

Visit the school
Assist in the classroom when invited
Serve as a Contact Parent
Assist a Contact Parent
Drive and/or chaperone for a field trip
Volunteer to help at school functions
Attend all special school events
Serve on board committees when invited
Provide financial support to the school
Monitor your child's academic progress by checking papers, newsletters, RenWeb, WAS, etc.
Maintain open and constructive lines of communication with teachers.

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
Families will regularly attend, in person, a local Christian church aligned with the CCS statement of faith
Parents agree to donate time (schedule and circumstances permitting) to assist the school
Parents attend parent partnership meetings and read assigned readings
Parents concur with the classical and Christian philosophy of education
Parents accept financial responsibility according to contractual obligations
Parents agree to abide by the policies and procedures of Covenant Classical School
Parent volunteers agree to complete *Ministry Safe* training each year

## **1.9.** Statement of Faith

The Statement of Faith and Statement on Marriage and Family (collectively, the "Statement of Faith") is the theological foundation on which Covenant is based. It reflects the key elements of Christianity that are taught in various ways throughout the school. The substance of these statements is considered primary doctrine in Covenant Classical School. All employees at CCS must give assent to these statements:

We believe the Bible to be the only inerrant, authoritative Word of God.
We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit.
We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.

We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
We believe that salvation is by grace through faith alone.
We believe that faith without works is dead.
We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
We believe in the spiritual unity of all believers in our Lord Jesus Christ.

*Purpose and Application of Our Statement of Faith*

God's Word forms the basis of the Christian's life and work, and our Statement of Faith is an interpretation of God's Word which is consistent with the doctrines of the early Protestant Reformers. Our intention in teaching the Bible is not to indoctrinate students with our Statement of Faith, but to teach them to evaluate its truth claims in the light of Scripture and to discern error when it is present in their own thinking and the thinking of others. We also want our students to understand the central place which Christian doctrine, and the many controversies it inspires, has held in the history of Western culture. We would also like our students to be able to articulate their understanding of the larger human issues which the Scriptures and Christian theology address.

As we teach, we strive to present these doctrines in their appropriate scriptural and historical contexts, and we encourage the kind of discussion and debate which the church has enjoyed for the last two thousand years. Other issues of importance not addressed explicitly in our Statement of Faith are further fuel for discussion and help our students to develop a more disciplined approach to interpreting the Bible. In the end, we encourage our students to seek the counsel of their parents and churches on matters of genuine discrepancy within Christ's Body.

## **1.10.** Sexuality, Marriage and the Family

Covenant Classical School's mission is to train our students to live and think according to a biblical, Christ-centered worldview. We accomplish this by partnering with parents to provide a rigorous, classical education that instills a lifelong love of learning.

We believe that parents are the primary educators of their children. Our school unites with the family to form a collaborative culture in which our studies, relationships, and activities all revolve around the Lord Jesus Christ.

The best education is anchored in an environment that recognizes all truth as God's truth. Education is never neutral. The curriculum we choose, and the instructional methods we utilize reflect our values and assumptions about truth and knowledge. At Covenant Classical School, the starting and ending point for all studies is the Word of God. Christ is the One in whom all the "treasures of wisdom and knowledge" are hidden. Therefore, we strive to be Christ-centered in everything we do.
For these reasons, it is important that Covenant Classical School and its families be unified in certain fundamental elements of Christian faith and practice, including a biblical view of marriage. Based on Holy Scripture and the constant moral teaching of the universal Christian Church, Covenant Classical School affirms the following:

*Marriage*

The Bible teaches that God created and ordered marriage as the permanent, exclusive, comprehensive, and conjugal "one flesh" union of one man and one woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. (Genesis 1:27-28; Genesis 2:18-24; Matthew 19:4-9; Mark 10:5-9; Ephesians 5: 31-33)

*Sexual Immorality*

The Bible teaches that sexual acts outside marriage are prohibited as sinful. Consequently, Christians must resist and refrain from any and all sexual acts outside marriage. (Exodus 20:14; Leviticus 18: 7-23; Leviticus 20: 10-21; Deuteronomy 5:18; Matthew 15:19; Matthew 5:27-28; Romans 1:26-32; I Corinthians 6:9-13; I Corinthians 7:1-9; Galatians 5:19; Ephesians 4:17-10; Colossians 3:5; I Thessalonians 4:3; Hebrews 13:4)

*Sexual Identity*

The Bible teaches that God created mankind in His image: male (man) and female (woman), sexually different but with equal personal dignity. Consequently, Christians must affirm their biological sex and refrain from attempts to physically change, alter, or disagree with their biological sex. (Genesis 1:26-28; Romans 1:26-32; I Corinthians 6:9-11)

*Sexual Orientation*

The Bible teaches that God created and ordered human sexuality to the permanent, exclusive, comprehensive, and conjugal "one flesh" union of man and woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. Consequently, Christians must affirm the sexual complementarity of man and woman and resist same-sex sexual attractions and refrain from same-sex sexual acts or conduct, which are inconsistent with Biblical teaching. (Genesis 1:27; Genesis 2:24; Matthew 19:4-6; Mark 10:5-9; Romans 1:26-27; I Corinthians 6:9-11; Ephesians 5:25-33)

*Celibacy*

The Bible teaches two life-enhancing options for human sexual behavior: (1) the conjugal "one flesh" marital union of one man and one woman, and (2) celibacy. Either is a gift from God, given as He wills for His glory and the good of those who receive and rejoice in His gift to them. Celibacy and faithful singleness is to be celebrated and affirmed. (Genesis 1:27-28; 2:18-24; Matthew 19:4-6; Mark 10:5-8; Hebrews 13:4; I Corinthians 7:1-9; Matthew 19:12; I Timothy 5:1-2)

*Sexual Redemption*

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

## **1.11.** Public Position Regarding Current Events

Covenant exists for the purpose of educating students in accordance with our mission. Increasingly, many people look to institutions to make statements or take positions on issues that are outside the institution's core mission. Covenant tries very hard not to do so. Covenant is a school, not a church, political action group, public safety provider, hospital or mental health clinic. We avoid making institutional statements about issues that do not directly affect our students and our ability to provide the Christ-centered, classical education that we have promised them. As a school, it is our desire to approach important current or past events in a manner that supports the formation of our students. As such, we strive to model and practice thoughtful and bold engagement as citizens of our great country, which may include age-appropriate conversations in our classrooms and gatherings. Engagement and participation in public policy, theological and political debates, and attempts to influence culture are critical and a part of our

portrait of a graduate. We also delight to partner with parents, who have the primary role in such important shepherding moments.

## 1.12. Affiliations and Accreditation

Covenant is accredited through the Society for Classical Learning (SCL) and Cognia, and is a member of the Texas Association of Private and Parochial Schools (TAPPS), the Texas Private Schools Association (TPSA), and the Texas Association for College Admission and Counseling (TACAC).

## 1.13. History of the School

Covenant Classical School began with the vision of a small group of Fort Worth families in 1999. These families recognized the need for a Christ-centered, academically rigorous school that valued the biblical role of parents in the education of children. As the number of interested families grew, a distinctly Christian and classical vision for education emerged, and Covenant opened its doors that fall with just fourteen students in a rented church building.

Significant growth in the early years was evidence of God's profound grace and the community's interest in this distinct style of education. Covenant's enrollment increased, and our student population quickly outgrew both the first and second rented facilities. As the third school location was secured, Covenant's leadership accelerated their search for a permanent "home" for the school and continued to increase grade-level offerings to the expanding schools of Logic and Rhetoric.

2007 was a momentous year for the school. Covenant purchased a 36-acre tract of land for a permanent campus and two weeks later celebrated the school's first graduation ceremony: The future never looked brighter! As increasing enrollment continued to "burst the seams" of the third temporary location, a capital campaign commenced. In a remarkable one-year span of time, funds were raised to complete the land purchase, prepare the site, and break ground for Phase One of a multi-year construction plan.

By the grace of God, the generosity of Covenant donors, and the tireless work of many volunteers, our campus and facilities have been developed over time. After years of holding classes in rented facilities, the 2009-2010 school year began on Covenant's permanent campus with three classroom buildings, an administration building, a football field, and a playground. Our permanent Upper School building was constructed in 2013, and after years of enrollment growth, an addition to that building was completed in 2022, including new classrooms, a dining hall, a research library, and an outdoor amphitheater and courtyard. As our school and programs continue to grow, we plan to add a permanent Grammar School and expand the athletics facilities on our campus.

## 1.14. Brand Standards & Logo Usage

Covenant Classical School's name, logos, mascot, and other identity assets have intrinsic, reputational, and marketing value. Our school's brand standard guidelines have been established to protect the brand of the school and to ensure the appropriate use of all identity assets. Prior written permission from the Chief Advancement Officer is required for any use of Covenant Classical School's name, logos, mascot, and other identity assets. Unauthorized reproduction or use of our identity assets is strictly prohibited.

Student-run social media accounts must clearly indicate that they are not affiliated with the school. To prevent confusion, each account must include a non-affiliation statement, such as: "Not affiliated with CCS." Students may not use the school's name or branding assets without prior written permission from the Chief Advancement Officer, as unapproved content could negatively impact the school's image. Additionally, accounts with names similar to the school's official social media profiles can interfere with searches for authorized accounts and should be avoided.

## **1.15.** Covenant Tempora

Grammar School Schedule: Grades K-6 Monday – Thursday

| | |
|---|---|
| 7:30 – 7:45 AM | Teachers Arrive |
| 7:55 – 8:10 AM | Students Arrive |
| 8:15 AM | Classes Begin |
| 8:20 AM – 8:40 AM | Chapel |
| 11:00 AM – 11:30 AM | Grades K-2 Lunch |
| 11:30 AM – 12:00 PM | Grades 3-6 Lunch |
| 3:15 PM | Classes Dismissed |

Grammar School Schedule: Grades 3-6 Friday

| | |
|---|---|
| 7:30 – 7:45 AM | Teachers Arrive |
| 7:55 – 8:10 AM | Students Arrive |
| 8:15 AM | Classes Begin |
| 12:30 PM | Classes Dismissed |

Logic-Rhetoric School Schedule: Monday – Thursday

| | |
|---|---|
| 7:30 – 7:45 AM | Teachers Arrive |
| 7:55 - 8:10 AM | Students Arrive |
| 8:15 AM – 9:00 AM | Period 1 |
| 9:05 AM - 9:25 AM | Chapel, Advisory, or House |
| 9:30 AM – 10:15 AM | Period 2 |
| 10:20 AM – 11:05 AM | Period 3 |
| 11:10 AM – 11:55 AM | Period 4 or Grades 7-8 Lunch |
| 12:00 PM – 12:45 PM | Period 5 or Grades 9-12 Lunch |
| 12:50 PM – 1:35 PM | Period 6 |
| 1:40 PM – 2:25 PM | Period 7 |
| 2:30 PM – 3:15 PM | Period 8 |

Logic-Rhetoric School Schedule: Friday

| | |
|---|---|
| 7:30 – 7:45 AM | Teachers Arrive |
| 7:55 AM - 8:10 AM | Students Arrive |
| 8:15 AM – 9:00 AM | Period 1 |
| 9:05 AM – 9:50 AM | Period 2 |
| 9:50 AM – 10:05 AM | Break |
| 10:05 AM – 10:50 AM | Period 3 |
| 10:55 AM – 11:40 AM | Period 4 |
| 11:45 AM – 12:30 PM | Period 5 |

*School Hours*

Covenant will conduct classes Monday through Thursday from 8:15 A.M. until 3:15 P.M. Classes will also be conducted from 8:15 A.M. until 12:30 P.M. on Friday for grades 3-12. Students are expected to be on time for all classes.

*Calendar*

Please refer to the calendar available under the Resource tab on our school website (www.covenantfw.org) for an up-to-date and accurate school calendar.

# 2. Academic Information

## 2.1. Curriculum

A complete K-12 scope and sequence can be found under the Academics tab on our school website (www.covenantfw.org).

## 2.2. 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.

## 2.3. Character and Work Habits

Parent-teacher conferences at all levels include teachers describing the work habits and character of the student. In the Grammar school, the following characteristics and habits are included on each student's report card and are awarded a score of E (excellent), S (satisfactory), or U (unsatisfactory).

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

## 2.4. Letter Grades and Grade Point Averages

As each child progresses through our curriculum, it is our aim that they will mature in character as well as wisdom. This includes each child's appreciation and understanding of truth, goodness, and beauty in a variety of subject areas. Academic achievement in each subject area/course is measured numerically and reported using letter grades on student report cards. Letter grades are determined by either the traditional ABCDF scale or alternative ESU scale shown below. For students in grades 9-12, grade point averages (GPAs) are also calculated.

| | | |
|---|---|---|
| A | 93-100% | 4.00 |
| A- | 90-92% | 3.67 |
| B+ | 87-89% | 3.33 |
| B | 83-86% | 3.00 |
| B- | 80-82% | 2.67 |
| C+ | 77-79% | 2.33 |
| C | 73-76% | 2.00 |
| C- | 70-72% | 1.67 |
| D+ | 67-69% | 1.33 |
| D | 63-66% | 1.00 |
| D- | 60-62% | 0.67 |

| | | |
|---|---|---|
| F | 0-60% | 0.00 |

Students are encouraged to reflect upon their grades without comparison or competition with others and should refrain from asking other students about their results. So long as such comparison can be reasonably avoided, it is helpful for students to know the class average for major assessments. As such, our Upper School faculty is encouraged to share this information.

## **2.5.** Semester Grades Determined by Two Categories

Over the course of a semester, scores earned in two weighted categories determine the numerical grade. These categories are titled *Assessments* and *Participation*.

The assessments category includes those items that measure a student's understanding and mastery of the core content of the subject area or course. A student's grades in this category often but do not always reflect a student's work ethic, attitude, and/or interest displayed in the subject. Items in this category typically include tests, quizzes, essays, presentations, graded Socratic discussions, graded debates, and laboratory reports.

The participation category includes those items that reflect a student's fulfillment of *ordinary* course expectations such as regularly completing homework assignments, completing assigned readings, note-taking, volunteering to show work at the whiteboard, and arriving to class with appropriate materials and an eagerness and readiness to engage. These two categories are weighted at each grade level as described below. Note that teachers are afforded some flexibility in weighting as allowed by the set minimum and maximum weights.

| *Grades* | *Assessments* | *Participation* |
|---|---|---|
| K-4 | min 70% | max 30% |
| 5-8 | min 80% | max 20% |
| 9-12 | min 90% | max 10% |

The incremental increase in the weight of the assessments category reflects the increasing importance of students demonstrating understanding and mastery of core content when they progress from one grade level or course to the next.

## **2.6.** Valuing Entries within Each Category

Within each weighted category, individual entries can also be weighted or "valued" in order to reflect the importance/impact of a particular kind of item relative to others in the same category. For example, a test entry might be weighted at a value four times that of a quiz.

Consider the example given below of a 7$^{th}$-8$^{th}$ grade class. In this example, the teacher has decided that every test a student takes has the same value (same impact on the overall numerical grade) as every essay a student writes, whereas every quiz a student takes has ¼ of the value/impact of a test or essay and every graded discussion has ½ of the value/impact of a test or essay.

| *Category (Weight)* | *Individual Entries within the Category (Value)* |
|---|---|
| Assessments (80%) | Test (4); Quiz (1); Essay (4); Graded Discussion (2) |
| Participation (20%) | Notes (1); Readings (2); Homework (2) |

## **2.7.** Number of Grade Book Entries

In order to avoid one particular grade book entry by itself making or breaking a semester grade for a student, it is important to maintain a particular number and frequency of grade book entries.

*Grammar School | Grades K-6*

In the *assessment* category, the total number of entries in the category must be great enough to prevent any single entry from ever exceeding 15% of the student's overall semester grade.

*Upper School | Grades 7-12*

In the *assessment* category, a minimum of four major equally weighted assessment items should be entered for each student per semester, and the total number of entries in the category must be great enough to prevent any single entry from ever exceeding 20% of the student's overall semester grade. Note that sometimes major assessments will be divided into parts occurring over consecutive days. In such cases, the corresponding gradebook entry will occur in multiple columns, but the total weight of the columns will be equivalent to a major assessment.

## **2.8.** Semester Exams

In grades 5 through 12, certain subjects/courses include a cumulative exam at the end of each semester. These subject/courses are:

| *Grades 5-6* | *Grades 7-12* |
|---|---|
| Mathematics | Mathematics |
| Latin | Latin or Greek |
| | History |
| | Literature |
| | Science |

The final letter grade for a subject/course that includes a semester exam is determined by weighting the student's grade prior to the exam at 80% and the student's score on the exam itself at 20%.

*Reviewing for Exams*

For 5th-6th grade students, the mathematics and Latin exams will be scheduled for the mornings (8:30 AM – 10:00 AM) of two consecutive school days. Dismissal on exam days is 12:30 PM. Teachers devote class time prior to exams to reviewing for the exams. Teachers also eliminate or minimize homework expectations in other subject areas on the days prior to the exams.

For 7th-12th grade students, no other classes will meet on exam days. Dismissal on exam days is 12:30 PM. Teachers dedicate at least three complete class sessions 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 (for a course with a semester exam) during the review days prior to the exam.

*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" or "A-."

## **2.9.** 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

We also must ensure that our grading and assessment practices are sound. End of semester course averages are tracked by division heads to ensure that they remain within an appropriate range. Additionally, teachers will analyze the results of major assessments and reflect on how the unit went. Many factors will always be present anytime an assessment average is low. There will never be a moment when all students in a class were perfectly engaged for the duration of the unit and did everything necessary to be prepared. Additionally, there will never be a moment when any teacher perfectly teaches, perfectly manages the class, and writes a perfect assessment. In recognition of this, our faculty will reflect after each assessment and seek to consider what they could have done better, and what tips they can provide for student improvement. At times, this reflection will prompt a teacher to offer a remedy that allows the class, (or in extenuating circumstances a portion of the class), to demonstrate mastery of the material and to improve their grade.

## **2.10.** 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 are revealed in the ideas, events, master works, and great conversations that compose our curriculum. At the same time, the pace, scope, and sequence of the curriculum is moderated by the nature of the learner at each grade level. 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 untenable 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. Fourth, Covenant seeks—under the Word of God and in partnership with families and the church—to form students in Christlike virtue with reverence toward God, charity toward neighbor, integrity in speech and work, and the requisite humility to receive all truth as Christ's gift and use these gifts for faithful service.

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 generally 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 are 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:* Homework may occasionally include an investigation, motivated by students' expressed curiosity, into a topic that was deliberately only given a limited or introductory treatment in the classroom.

Homework is not assigned for the sake of simply doing more, nor given on the assumption that significant quantities of work are 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.

## **2.11.** Homework Minutes, Assessments, and Time Management

*Homework Minutes*

Homework is prioritized around areas that require outside practice and repetition or time to prepare for in-class discussion (e.g., reading). Test and exam preparation, projects, and writing assignments also compose a large portion of what students are asked to do outside of class. Some classes, such as Bible, Logic, and Rhetoric, are oriented so that the content is sufficiently delivered within the school day. The table below describes the number of minutes that an average student can expect to spend devoted to homework and assessments per school day. Mirroring the ebb and flow of real life, there will be some ebb and flow to homework. Most days will be less than the total accumulated minutes of all subjects, as not all teachers will assign work every night. It is helpful to keep in mind that not all of these minutes land in the home, as opportunities to complete work exist within the school day.

| K | 1-2 | 3-4 | 5-6 | 7-8 | 9-11 | 12 | Subject or Course |
|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | - | - | - | Physical Education |
| 0 | 0 | 0 | 0 | 10 | 15 | - | Bible, Theology, Philosophy, Logic, Rhetoric |
| 0 | 0 | 0 | 0 | 10 | 10 | 10 | Art, Music, Choir |
| - | 0 | 0 | 0 | 10 | 20 | 20 | Geography, History |
| - | 0 | 0 | 0 | 10 | 20 | 20 | Science |
| 0 | 5 | 5 | 5 | - | - | - | Phonics, Spelling |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| - | - | 5 | 20 | 20 | 20 | 20 | Latin, Greek |
| - | - | 10 | 15 | - | - | - | Grammar and Composition |
| 0 | 15 | 20 | 20 | 20 | 20 | 20 | Mathematics |
| 10 | 10/15 | 20 | 100 pages/ week | 20 | 20 | 20 | Reading, Literature |
| - | - | - | - | - | - | 20 | Senior Thesis |

*Assessments*

Students in all grades may expect to take regular and periodic tests in all subjects and skill areas. Preparation for these and other major assessments (i.e., papers, projects, labs) will make some days heavier than others. 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.

Teachers will normally, but not always, avoid testing on Mondays. Monday is the only available day for assessments for only a few subjects. Upper school teachers schedule assessments so that there are no more than two tests on a given school day. However, there are certain times, such as the end of a semester, in which there will be a cluster of tests that land in fairly close proximity. While there are efforts made to avoid an unreasonable expectation of the student, there are seasons in which the study time is more significant than others. Teachers understand these variables and sometimes make adjustments to the timing of their assessments.

*Time Management*

In the Logic/Rhetoric schools, students are responsible for budgeting their homework time and planning for their own family and church activities accordingly. Many Logic/Rhetoric School assignments spread over more than one night, so students will need to adjust their time accordingly. In some cases, time spent on a long-term project may exceed the nightly limit but should not exceed the weekly limit.

Parents who are convinced that their child is regularly exceeding the levels noted above should keep a record of time spent (actual undistracted diligent study time, not dawdling, daydreaming, etc.) for a two-week period and contact the classroom teacher. At that point, it can be determined if the student falls within the norm of the class, and if so, adjustments will be made. If a student is below average in performance, every attempt will be made to offer study habit suggestions to improve efficiency.

No homework will be given over the major school breaks of Thanksgiving Break, Christmas Break, and Spring Break. In other words, no papers or projects will be due the day students return to school after one of these three breaks. Take-home tests will normally not be administered. Teachers may make rare exceptions, as is often the case with the Senior Thesis Project.

## **2.12.** Office Hours

Regular Upper School office hours for all teachers are from 7:45 am - 8:10 am M-F and 3:15 pm-3:45 pm M-Th.

## **2.13.** Late Work and Make-Up Test Policy

Although we desire that students turn in all of their work on time, we do realize that there will be times when this will not or cannot occur.

Assignments submitted late due to an excused absence will be accepted upon the student's return to class without penalty. Students are particularly *encouraged* but not required to submit major assignments due on the day(s) of the absence to their teacher(s) electronically or via a parent or sibling, even before returning to the classroom.

When major assessments (papers, projects, etc.) are turned in late without an excused absence, a penalty of 10% will be incurred for each school day that has passed since the major assessment was due. Major assessments that are submitted more than two days late will not be awarded credit. Exceptions to this policy may be made with the approval of the respective divisional head.

Teachers may choose not to award any credit for an item in the participation category that is turned in late without an excused absence.

For our Senior Thesis class in particular, all assignments are completed via Google Docs and will be graded in the form in which they exist (however complete, incomplete, refined, etc) at the exact time at which they are due. Effectively, no assignments will be accepted late unless prior permission has been given by the Thesis Director.

Tests missed due to an excused absence must be made up at a time appointed by the teacher not to exceed three class days of returning to school. In situations in which the student has extended absences, the teacher may allow more time.

## **2.14.** Graduation Requirements

In order to graduate, students must earn all of the credits described below with the following exception: seniors may opt out of 1.0 credit in math, 1.0 credit in science, 1.0 credit in foreign language, or 0.5 credits in the fine arts their senior year. This means that all students must earn at least 25.5 credits to graduate.

| *Credits* | *Subject* | *Course (Credit)* |
|---|---|---|
| 4.0 | History | Medieval, Modern, 19th-20th Century, American (1.0 each) |
| 4.0 | Literature | Medieval, Modern, 19th-20th Century, American (1.0 each) |
| 4.0 | Math | Algebra I[1], Geometry, Algebra II, Pre-Calculus, Calculus (1.0 each) |
| 4.0 | Science | Physics, Biology, Chemistry, Anatomy & Physiology (1.0 each) |
| 4.0 | Language | Latin Readings I, II, III, IV; Greek I, II, III (1.0 each) |
| 2.0 | Theo/Philo | Theology I, Theology II (0.5 each); Philosophy (1.0) |
| 2.0 | Rhetoric | Rhetoric I, Rhetoric II (0.5 each); Senior Thesis (1.0) |
| 2.0 | Fine Arts | Choir, Studio Art I-IV (9th/10th 0.5 each, 11th/12th 1.0 each) |
| 1.0 | Athletics | One Season of a JV or Varsity Sport[2] |

## **2.15.** Enrollment Requirements

In order to remain enrolled at Covenant Classical School, students must have a full schedule of classes even if all graduation requirements have been met. Rare exceptions to this enrollment requirement are stated elsewhere in the handbook and limited to one course per year.

## **2.16.** Report Cards and Transcripts

[1] Students typically complete Algebra I in eighth grade. A student who fails a math class in grade 7 or 8 may, as a result, be enrolled in Algebra I in ninth grade. Successful completion of Algebra I in ninth grade will be awarded 1.0 credit.
[2] With the Athletic Director's approval in advance, a student also may meet the requirement by logging hours of physical training that requires discipline and growth in skill. To acquire approval, students must submit an Alternative PE Waiver form by the end of the first week of the corresponding school year.7:45 am

Report cards are issued to students for delivery to the parent/guardian at the conclusion of each semester. 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. Transcripts are most often requested for the purpose of college admissions and scholarship applications. Transcripts may be held until all financial accounts with Covenant Classical School are paid in full.

Transcripts show course names, letter grades, credit, annual GPA, and cumulative GPA for all courses completed at Covenant Classical School. Because all upper school classes are taught at an honors level, a weighted annual GPA and weighted cumulative GPA are also shown.

## **2.17.** Honors and Awards

Honors and awards are given for the purpose of holding up specific values and virtues. This is in keeping with the classical tradition that holds up artifacts and archetypes as a means of inspiring our community to pursue the good, not for the sake of the award, but for the sake of enjoying the good itself. They are also intended to recognize and celebrate exceptional accomplishments. As such, awards are rare. Though a student may graduate from Covenant without ever receiving a public award, we aspire to a culture wherein every student is known and honored.

*Dean's List*

Students in grades 9-12 earn a *Dean's List* designation for each school year ending with an unweighted GPA score of 3.50 or greater. This designation is announced and recognized via a congratulatory letter from the Academic Dean.

*Rhetoric School Awards*

- Virtus Award: This award is given to the student in the Rhetoric School who most consistently demonstrates exceptional Christian character in all areas of student life.
- Eruditio Award: This award is given to the student in the Rhetoric School who most consistently demonstrates excellence in all academic disciplines.
- Diligentia Award: This award is given to the student in the Rhetoric School who most consistently demonstrates diligence and perseverance in all areas of student life.
- *Senior Thesis Award*: This award is given to the senior who writes and presents the most outstanding senior thesis. The criteria for the award include quality of the final written thesis, effective public presentation and defense of the thesis, and diligence during the research and writing process.
- *Valedictorian and Salutatorian*: Valedictorian and Salutatorian awards are given at the end of the senior year to students who demonstrate academic excellence in courses at CCS as reflected on the students' transcript.
- *Leadership Award*: This award is given to the Senior who most consistently demonstrates exceptional leadership in all areas of student life.

## **2.18.** Class Rank and Tie-Breaking Criteria

Covenant recognizes two instances when identifying student rank provides value. One instance is identifying our Valedictorian and Salutatorian in the Spring of Senior year, and includes an examination of the students' cumulative Covenant high school transcripts. The other instance occurs at the conclusion of Junior year, as students begin the college application process. This identifies Covenant students eligible for automatic acceptance into a Texas state institution as defined in Texas Education Code Section 51.803(a). It also allows for communication of student rank to institutions requiring it, such as our U.S. military academies.

Class rank is determined by the student's cumulative GPA as reported on our official school transcript. The official school transcript only includes those courses completed at Covenant. Students who transfer to Covenant Classical School in grades 10-12 submit a supplementary transcript in the college admissions process showing classes completed at other institutions prior to attending Covenant. Grades for courses appearing on supplementary transcripts are not factored into the calculation of the cumulative GPA on the official Covenant school transcript and are also not considered in the determination of class rank.

The final cumulative GPA to appear on the official school transcript of each graduate is calculated at the conclusion of their senior year. This GPA is used to rank graduates and, more particularly, determine the recipient of the Valedictorian and Salutatorian awards.

When determining class rank for any reason, including the Valedictorian and Salutatorian awards, it is often necessary to break a tie occurring between students with exactly the same cumulative GPA. Ties will be broken according to the following criteria:

- If both students have the same cumulative GPA, then the student who has attended CCS for all of grades 9-12 will be ranked above the student who has not attended CCS for all of grades 9-12.
- If both students have attended CCS for all of grades 9-12, ranking will be determined by each student's cumulative average percentage grade.
- If both students have attended CCS for all of grades 9-12 and both students also have the same cumulative average percentage grade, then the tie in rank will remain a tie. If a tie of this kind occurs when considering the Valedictorian or Salutatorian award, either award may be given to more than one student.

Apart from the circumstance described above, Covenant will not report ranking of students' academic achievements in circumstances including but not limited to standardized test scores and individual scores on course assignments and assessments.

## **2.19.** School Profile

The Covenant Classical 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.

## **2.20.** Standardized Tests

CLT 3-6 | Grades 3-6

All students in grades 3-6 take the Classic Learning Test (CLT).

CLT 8, CLT 10, CLT | Grades 7-12

Covenant students in grades 7 and 8 will take the CLT8 each spring. Students in other grades may register to take a CLT exam through the CLT website. CLT exams are taken online at home and proctored virtually.

PSAT | Grades 10-11

All students in grades 10-11 will take this practice version of the SAT once annually in October during the school day.

SAT I and ACT | Grades 11-12

All juniors are encouraged to take the SAT I and/or ACT in preparation for the college admission process. Both the SAT and ACT are offered on several Saturdays. The full calendar of testing dates is available at collegeboard.org and act.org.

ACT | Grades 11-12

The ACT is an alternate test to the SAT I and is used by a number of colleges and universities. 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 their junior or senior year.

AP Exams | Grades 11-12

The College Board offers AP exams in more than 30 subject areas and can serve as a way to earn college credit or to demonstrate a unique academic interest. There are a select number of exams for which the correlation between the content of the exam and the content of a course at Covenant is sufficient to warrant offering students the opportunity to take the exam. Students interested in sitting for an AP exam should consult with the relevant department chair when deciding whether or not to take an exam. The Testing Coordinator will then assist students in registering for the AP exams and proctor the exams on the Covenant campus during the fixed testing dates in May. Throughout the years, diligent CCS students have a track record of success with these tests.

## **2.21.** Student Records

The school maintains cumulative academic, attendance, serious discipline, 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 other schools, colleges, universities, and military services in accord with ethical admissions practices
- To police by parental permission or by warrant. Records will not be released to parents if tuition accounts (which include book replacement fees) are not current.

## **2.22.** Senior Add/Drop Policy

Seniors may opt out of 1.0 credit in math, 1.0 credit in science, 1.0 credit in foreign language, or 0.5 credits in the fine arts their senior year (see section 2.13).

A senior who begins the school year having opted out of one of these credits may request to add a class by the end of the day on August 26. If a student does not begin the school year having opted out of one of these credits, then the student may drop one class by the end of the day on August 26. This date allows timely transfer of accurate paperwork in the college admissions process. Both adding and dropping a class require the completion of an add/drop form including parent, department chair, and college counselor signatures. Withdrawals after this date will be noted by a "W" on an updated official school transcript that will be sent to colleges.

In order to request an addition of a course and/or withdrawal from a senior course, the student must submit a Senior Course Add/Drop Form. This form requires the student to consult with and obtain signatures from their parent, college counselor, and the corresponding department chair(s) confirming that they were consulted on the decision. Completed forms must be submitted to the Head of Upper School for final approval. Approval will not be unreasonably withheld.

Students in grades 9-11 who wish to request a course change after the beginning of the school year need to pick up and complete a Student Add/Drop form from the Head of Upper School office. The form needs to be completed, signed by the student, the parents, and appropriate teachers, and returned to the Head of Upper School office by the end of the 5th day of school.

## **2.23.** Promotion and Remediation Requirements for Students in Grades K-6

A student who earns a letter grade of C- or above (70-100%) for the semester one or semester two grade for every required subject will automatically be promoted to the next grade level. If a student earns a letter grade of D+ or below (0-69%) for a semester one or semester two grade, then summer remediation may be recommended. Recommended remediation is guided by the following principles:

- Remedial work must be pre-approved by the Head of Grammar School. Approval will be based on comparability with CCS's scope and sequence for the subject.
- At the very least, remedial work must target weaknesses in a student's understanding of content that is prerequisite to success in the next grade level. Remedial work will often include more than a targeting of prerequisites to future studies but may also include content representing the greater scope of the subject across the completed school year.
- Remedial work must include two or more summative proctored assessments.
- Parents may seek a private arrangement with a CCS staff member who may choose to provide tutoring and oversee remedial work for a fee. No CCS staff will be required to participate in this type of extra work.
- All summer remedial work must be complete and corresponding documents submitted to the Head of Grammar School by July 31st.
- A signed agreement will be established between the family, student, and school. The agreement will specify the remedial work to be completed, instructor, materials and other resources, and a timeline for completing portions of the work.

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.

## **2.24.** Promotion and Remediation Requirements for Students in Grades 7-11

Upper school students must earn a final grade of 70% in every course in order to be promoted to the next course. If a student earns a final grade of 60-69% in any course, the student must successfully remediate the course over the summer. Upon completing remediation, the final grade is changed to exactly 70%. Remedial coursework will be developed according to the following criteria:

- Coursework must be pre-approved by the corresponding department chair.
- Coursework must include content equivalent to all major assessments and semester exams.
- The student must earn a score of 70% or greater on all coursework and assessments.
- Parents must pay a fee to CCS for management of the remediation experience.
- Parents may also compensate a CCS teacher for tutoring or seek a private tutor.
- The first half of summer remediation must be completed by June 30th.
- The second half of summer remediation must be completed by July 31st.

Ordinarily, students earning a score below 70% in more than one required course will not be promoted through remedial coursework. However, all appeals for diverging from or waiving the requirements of this

policy may be submitted to the appropriate administrator. Examples of divergence include allowing a student to forgo remediation of a math course and repeat the course instead or allowing a student to remediate two courses over the summer. The administrator may seek whatever counsel he or she deems necessary to render a proper judgment. Parents of students in academic jeopardy are encouraged to consult administration regarding this policy before making any critical enrollment decisions.

If a student's final grade for a course is below 60%, the student must repeat the course in the next academic year. Both grades will be shown on the transcript for their respective years. However, only the second (higher) grade will be awarded credit and calculated in the student's GPA. It is not a guarantee that the master schedule will allow for one or more courses to be repeated. In such cases, it may be necessary for the student to repeat the entire grade. It is also necessary to make certain that the student is able to meet graduation requirements. To meet graduation requirements, it may be necessary for the student to repeat the entire grade.

## **2.25.** Services for Students with Learning Disabilities

We understand that there may be circumstances when a parent may request that the School provide an adjustment or accommodation for a student's medical needs or physical, mental, or learning disability. As the range of requests has grown over the years, the School believes that it is appropriate at this time to outline the School's policy and general guidelines for addressing such requests.

*General Policy*

In general, it is our School's policy to provide accommodations for a student's minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in a significant disruption to the teacher's ability to instruct other students, to classroom or school order and discipline, will not pose a threat of harm to the safety of other students or employees, will not require a fundamental change to our educational environment or mission, and will not impose responsibilities on school employees for which they are not trained. We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

*Teacher Initiated Support*

There will naturally be moments when a teacher observes a particular student consistently struggling in a way that can best be addressed by a strategy beyond those regularly employed for all students. CCS maintains a list of targeted instructional strategies that can be used to address the needs of a struggling student regardless of whether or not a formal support plan is in place or may be needed in the future. Even after a teacher implements one or more of these strategies, a student may continue to struggle and be in real need of remediation, reteaching, or review through one-on-one tutoring. In such cases, a teacher will communicate concern directly to the student's parents and arrange a series of tutoring sessions with the student for a short span of time. Just a few tutoring sessions may be all the student needs, but a few sessions could also be just enough for the teacher to discern a need for one-on-one tutoring for an extended or even indefinite amount of time. Now, further informed by a few sessions with the student, it is appropriate for a teacher to communicate concern to parents again and recommend outside tutoring.

*Student Support Protocol*

Teachers and administrators will work very closely with students, parents, and appropriate outside agencies to identify learning difficulties and work toward solutions. Detailed Student Support Plans (SSPs) are created to assist students when appropriate, and support is coordinated through our Director of Student Support. Covenant is committed to partnering with parents to provide the best learning environment while maintaining high expectations for all students. Covenant is also committed to encouraging students who

struggle academically (or in other ways) by loving them and cultivating an environment where students can learn from one another.

*Parent Initiated Request for Accommodation*

To request any type of accommodation (including administration of medication at school), the parent must contact either the School Nurse or Director of Student Support. In general, for accommodations more directly related to a physical illness or disability, the parent should contact the School Nurse. However, for accommodations more directly related to a psychological illness or learning difference, the parent should contact the Director of Student Support. In either case, it is often necessary for the School Nurse and Director of Student Support to collaboratively discern the nature of the student's condition. In certain cases, the School Nurse will then advise the parent of the type of medical documentation needed, which generally will state the student's diagnosis, how the condition limits the student, the recommended accommodations, and the length of time that the accommodation(s) will be needed. The particular accommodations offered will be determined by the School Nurse or Director of Student Support.

*Release for Communications with Physician*

Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. For that reason, the parent(s) must sign a Release of Information form, permitting the School to contact the medical professional when necessary. In addition, if there is any cost associated with the physician's cooperation (i.e., to answer a set of questions submitted, etc.), the parent must agree to bear the cost of such a process.

*Assessment of Request*

Once the parent's request and medical documentation have been received by the School, appropriate persons within the administration will meet with the parents to clarify information and to discuss whether the School will be able to implement the accommodation requested. In some cases, the parent may be asked to provide (at the parent's cost) any special equipment needed, training for the school's staff, or other associated matters. In addition, the School may advise the parent that the School will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested or have certain types of medicines administered during the day that the School or nurse believes are beyond the scope of the School's responsibility, the School may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

*Limitations on Requests*

Please understand that the School is not a medical facility and does not have the personnel, training, or equipment to handle certain types of medical procedures best left to the student, parent, or physician. In addition, the School reserves the right to deny a request for accommodation or to modify any consent to previously granted accommodation requests.

*Responsibilities for Implementing Accommodations*

Depending on the nature of the request, the School may agree to provide the accommodation directly; may require the student to provide the accommodation (such as taking prescribed medications with observation by the nurse), or may require that the parent provide all aspects of the accommodation. In addition, to the extent that a student may need some type of adjustment or accommodation during off-campus activities, the School may condition the student's participation in such activities upon the parent agreeing to participate in the activity for purposes of monitoring and addressing the student's needs.

*Release and Waiver*

Depending on the nature of the request and the type of the accommodations, the School may require the parent to execute a release and waiver in favor of the School as a condition to providing the accommodations.

## **2.26.** Athletic/Extracurricular Eligibility for Students in Grades 6-12

Upon a scheduled check for eligibility, a student is declared ineligible if the student either has a current grade below 60% in any one course or a current grade below 70% in two or more courses. Eligibility to participate in athletic competitions and school performances will be assumed at the start of the first semester regardless of a student's grades at the end of the previous school year. Gradebooks will be checked on Monday on the following dates, communicated on Tuesday, and go into effect on Tuesday. Eligibility will be determined based on grades from the Monday morning check.

| *Date* | *Type* |
|---|---|
| Sep 21 | Official review of semester one grades to warn of potential ineligibility |
| Oct 19 | Official review of semester one grades **to determine** eligibility |
| Nov 16 | Official review of semester one grades to warn of potential ineligibility<br>Official review of semester one grades **to re-establish** eligibility |
| Jan 5 | Official review of semester one report card **to determine** eligibility |
| Feb 8 | Official review of semester two grades to warn of potential ineligibility<br>Official review of semester two grades **to re-establish** eligibility |
| Mar 22 | Official check of semester two grades **to determine** eligibility |
| Apr 19 | Official review of semester two grades **to re-establish** eligibility |

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In all cases, eligibility can be established upon the next official gradebook check.

## **2.27.** 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 skills 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.

## 2.28. College Counseling

College Counseling at Covenant supports students and families as students continue the pursuit of the excellence of their callings in Christ after they graduate.

College Counseling formally begins in the ninth grade and serves families in a variety of formats including: parent and student information events, on-campus conversations with admissions representatives from institutions for which our students might be a good fit, and the individual coaching and counseling of students and families through the entire college search and application process.

While the majority of our students matriculate directly to a college or university, we partner with families as we recognize the unique, Kingdom-minded calling of each student.

## 2.29. 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 literature of high quality, 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.

Grammar school teachers may exercise their own discretion in determining how to review and/or incorporate summer reading assignments into the school year.

Logic/Rhetoric students will be asked to read deeply and think critically about their texts during the summer without the expectation of summer assignments. During the first week of school, teachers will guide students through activities, discussions, and assessments designed to evaluate reading comprehension while encouraging interaction with the material in collaborative and engaging ways. This will help students explore important themes, historical contexts, and ideas. Building upon this shared foundation at the start of the year will strengthen understanding and prepare students to encounter additional texts and concepts throughout the year.

## 2.30. Plagiarism and AI

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 acknowledgment. All published and unpublished material, whether in manuscript, printed, or electronic form, is covered under this definition. Plagiarism may be intentional, reckless, or unintentional.[3]

Plagiarism is considered a form of cheating and will result in disciplinary action to be determined by the appropriate Division Head. 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.

In the fall of 2023, academia was disrupted by the introduction of ChatGPT and other artificial intelligence tools able to quickly generate complete sentences, paragraphs, essays, and reports in response to prompts of almost any kind. This technology has developed over time and has increasingly become a more regular part of our lives. Students at Covenant will inevitably come in contact with and, in some cases, be expected to use AI in both academic and professional settings after graduation.

However, we strongly believe that while the use of AI may be inevitable in advanced educational and professional settings, using AI to shortcut or supplement initial learning that takes place in a K-12 education can seriously harm the educational foundation of a student. As such, students should refrain

[3] Retrieved 05.28.16, University of Oxford website: https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1

from using AI in any way that would undermine the unavoidable work that always has and always will be required for a true educational experience.

The use of AI (ChatGPT, Claude, Copilot, Gemini, etc.) to compose, create, or modify a student's work is prohibited, is considered academic dishonesty, and will result in disciplinary action determined by the appropriate Division Head, which can include academic penalties. The use of editing tools embedded within word processing programs to adjust spelling or grammar is permissible so long as the student is actively making the decision to accept or reject each suggested change. AI detection software may be used at the teacher's discretion to determine possible AI use. In a situation where AI use is suspected, the student will enter into conversation with the appropriate teacher and Division Head to determine appropriate penalties and consequences.

# 3. Discipline and Etiquette

## **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 an individual's 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. The School reserves the right to discipline students, and to adjust the order of steps it takes with regard to discipline, in its discretion based on the circumstances of the conduct at issue. The same observable behavior may not always result in the same consequence because there is more than the observable behavior at stake.

## **3.2.** 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. Most 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

In the Grammar school, these classroom expectations have been translated into a set of three rules posted in all grammar school classrooms. These are:

- Obey instructions immediately, cheerfully, even if no one is looking (Hebrews 13:17)
- Be respectful and kind to one another (Ephesians 4:29, 32)
- Be prepared for class

## **3.3.** Consequences of Misbehavior

*Grades K-4*

Teachers make daily use of the following initials-name-checks system to determine consequences of misbehavior of a non-egregious kind. All initials, names, and checks are erased at the end of each day.

| # | *Mark* | *Consequence* |
|---|---|---|
| 1st | Initials | Grace warning |
| 2nd | Name | 5 minutes off next recess |
| 3rd | Name + 1 Check | 10 minutes off next recess |
| 4th | Name + 2 Checks | 15 minutes off next recess; phone call to father |
| 5th | Name + 3 Checks | Removal from class; no recess; phone call to father |

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 father.

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.

In communicating discipline issues with the student's parent(s), the teacher should endeavor to communicate with the father/head of household. In applying any of these methods, the teacher is expected to remind the student that being found in disobedience and being subject to discipline is a manifestation of God's grace toward him/her.

*Grade 5 and 6*

Teachers make daily use of the following initials-name-checks system to determine consequences of misbehavior of a non-egregious kind. All initials, names, and checks are erased at the end of each day.

Teachers are also free to exercise discretion in addressing misbehavior through those disciplinary actions and consequences

| # | *Mark* | *Consequence* |
|---|---|---|
| 1st | Initials | Warning |
| 2nd | Name | 5 min off next recess; communication to parents at teacher's discretion |
| 3rd | Name + 1 Check | 10 min off next recess; teacher communicates to head of household |
| 4th | Name + 2 Checks | 15 min off next recess; lunch detention with the Dean of Students; |
| 5th | Name + 3 Checks | 15 mins off next recess; administrative detention |

Upon a severe disruption and/or act of disobedience, the teacher may choose for the student to be immediately removed from the classroom. In such cases, the head of household will be immediately called by administration.

*Grades 7-12*

It is expected that an Upper School student has the maturity to conduct himself/herself appropriately in the classroom. Therefore, if a student behaves in a manner inconsistent with the expectations outlined above, he or she will be addressed by the teacher in one or more of the following ways. Depending upon the nature, severity, frequency, etc. of the offense(s), the teacher will utilize the following to communicate the escalation of discipline to the student, but not necessarily in any particular order. It is to the discretion of the teacher and/or administration which mode of redirection or consequence is appropriate at the time:

- Warning
- After class conversation
- Temporary removal from class
- Student sent to office
- Lunch detention (may be escalated to after school detention by admin)
- Call or email home

In order to address behavior appropriately, there may be situations in which a student receives lunch detention or other consequences without prior warnings. Teacher discretion will be used in these circumstances to determine the appropriate action. Administration may escalate the consequence after learning more about the severity and/or frequency of a behavior. For example, an accumulation of consequences may result in an escalation of response (i.e., a suspension may result after repeated detentions).

Because we desire to help Upper School students develop and grow in responsibility and self-accountability, consequences for non-repeated, low-level offenses (i.e., after-class conversation for talking, warnings for being off task, etc.) may not be communicated home as we want to give students the opportunity to self-correct. However, most repeat offenses or one-time, moderate to major offenses will include communication with parents.

## **3.4.** Administrative Involvement in Discipline

*Grammar School*

The Grammar Head, with support from the Assistant Grammar Head, 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 Grammar Head will meet with students and teachers, call parents (the head of household), 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 Grammar Head (or his designee) 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.

*Logic-Rhetoric School*

The Upper School Head and Dean of Students (or their designee) are involved in the classroom discipline process in an ongoing way as a coach and encourager. They 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, they will meet with students and teachers, call parents (the head of household), and conference with teachers and parents as needed.

In the case of persistent disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, the Upper School Head or Dean of Students (or their designee) 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.

*Discipline*

Five basic behaviors will automatically necessitate the inclusion of administration in the discipline process. These behaviors are:

- *Disrespect shown to any staff member*
- *Dishonesty in any situation while at school, including lying, cheating, and stealing*
- *Rebellion, i.e., outright disobedience in response to instructions*
- *Fighting, i.e., striking in anger with the intention to harm the other student(s)*
- *Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain*

Persistent disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, warrant more significant disciplinary consequences provided by the school administration. Examples of such behavior include, but are not limited to the following:

- *Willful acts that endanger or threaten the lives or property of other students or staff members;*
- *Vandalism of school property or the property of others;*
- *Violation of local, state, or federal law;*
- *Sexual misconduct;*
- *Possession, use, or distribution of alcohol, e-cigarettes, tobacco products, illegal drugs, a controlled substance, or any related paraphernalia;*
- *Possession of a weapon on the CCS campus.*

The Head of School, Upper School Head, Dean of Students, or Grammar School Head (or their designee) may issue any of the consequences listed below regardless of the location or time of the offense. In cases of serious misconduct, a student may be suspended from all school activities while the situation is under review. All discipline will be administered in light of the individual student's issue, attitude, and other relevant information. Discipline will be based on biblical principles, e.g., restitution, seeking forgiveness,

restoration of fellowship, no lingering attitudes, and so forth. Covenant Classical School will not administer corporal punishment.

- *Detention:* Persistent or significant infractions may result in an after-school or lunch detention. Lunch may be eaten during detention. After-school detention may also be required. Students who are assigned a detention must report on time and stay for its entirety. Time in detention will be spent addressing the misbehavior. This could mean writing an apology letter, applying Scripture to the incident, an assigned reading, janitorial work, etc.
- *Suspension:* A suspended student is not allowed to attend classes, participate in any athletic or extracurricular events, or represent the school in any manner during the term of his or her suspension. In-school suspension will be served on campus. Out-of-school suspension students will not be allowed on campus during the term of suspension. A suspension has a minimum length of the remainder of the school day and a maximum length of two weeks. Students are required to complete all assignments by the due dates set by the Head of School. Late assignments will be subject to the ordinary penalties.
- *Probation:* For especially serious problems, the Head of School may place a student on probation. Probation is an extended period in which the student is subject to specified conditions in order to remain at the school (e.g., an action plan). Probation typically lasts for six weeks, though it may be for the remainder of the school year. Student activities will be limited during the probation period at the discretion of the Head of School.
- *Dismissal:* In the event that none of the methods available to either teacher or the Head of School are effective in correcting a student's behavior or attitude, or if a first offense is of serious magnitude, the Head of School may dismiss the student. A student is separated from the School for the remainder of the school year. In certain cases, a dismissal may be for the following school year. Dismissed students are not permitted on campus during regular school hours or to participate in organized school activities. A dismissed student may apply for readmission to the Head of School, though acceptance is not guaranteed.
- *Expulsion:* In more serious cases, a student may be separated from the school permanently.

## **3.5.** Illegal Activity

If a student is suspected of illegal activity, the school must discern wise, ethical, and legal actions it should take. In some circumstances, CCS may immediately contact legal authorities, even when there may be no legal obligation to report. It may also be the case that parents of the student may not be informed of the report. The nature and severity of the offense, and impact on other students and the school community are among the factors that will inform such decisions.

## **3.6.** Stewardship of Property

All members of the CCS community are to be respectful of the school property and its contents. If damage occurs, the person(s) responsible are expected to notify a member of the CCS faculty or staff. The cost of replacement or repair of the damaged property, whether intentional or unintentional, may be passed on to the responsible person’s family.

## **3.7.** Spectator Expectations

*Decorum & Sportsmanship:* During home contests, CCS serves as host to the visiting team and its spectators. They are our guests, and they should be treated accordingly. During away contests, we are expected to act as invited guests. We will treat the personnel and facilities of the home school with care and respect.

As participants and spectators, we want to cheer for our team, not against the opponent, being modest in victory and gracious in defeat. Additionally, we will regard the rules of the game as an agreement, the spirit and letter of which we shall not break. Players play the game; coaches coach the game. An official never loses a game for a team. Much like we do not readily credit an official for a win, we will not blame an

official for a loss. Officials will be treated with respect, and we will accept absolutely and without quarrel the final decision of any official.

Any member of the Covenant community who is a participant or spectator at an event, who uses profanity, engages in inappropriate behaviors, such as fighting or other misconduct, may be dismissed from the event and is subject to disciplinary action by the school.

*Attendance Guidelines:* Families are always welcome to attend together, and Upper School students may continue to enjoy the privilege of attending home games without their parents. Grammar School students, however, must be accompanied by an adult 18 or over. Please note that you – or another adult – are responsible for actively monitoring your Grammar School students at all times when they are on campus for a home game.

*Campus Safety:* Please note that the rest of the campus – including the playground – will remain closed, and that fans should remain in the area of the football field unless using the restrooms in the K/1 Building. Children will be accompanied by a parent when accessing the restrooms in the K/1 Building.

## **3.8.** Sexual Harassment

The vision of CCS includes a work environment that treats each individual with dignity, decency, and respect. Mutual trust must characterize our school. We strive for a supportive, safe, and stimulating atmosphere; therefore, we do not tolerate harassment. Subject to the Constitution of the United States and all applicable state and federal laws, CCS prohibits unbiblical harassment (including sexual harassment) of any person. We will actively prevent, correct, and discipline behavior that violates this policy (up to and including termination).

CCS reserves the right to operate according to its sincerely held religious beliefs about biblical marriage and sexuality and therefore does not define "harassment" as including any enforcement of, or adherence to, its biblical principles and expectations in the areas of marriage, sexuality, dress, and discipline.

## **3.9.** Search and Seizure Policy

In order to maintain the safety of students and staff members, the parents authorize CCS to inspect and conduct a search of any place or item on School campus or at a School-related event, including, but not limited to**,** a student's locker, purse, book bag, backpack, vehicle, computer, or personal electronic devices. Students may also be required to empty pockets and remove outer layers of clothing for inspection. Inspections and searches may be conducted on a routine or random basis or as deemed necessary. Students must provide any passwords or other access required to inspect such places or items upon request by a school administrator. Inspection of electronic devices includes laptops, phones, cameras, and any other electronics, including the contents of same (texts, emails, photos, images, address books, etc., whether such message or information was sent over the school's system or any personal account such as Yahoo, AOL, Gmail, etc.). The storage or destruction of such items is at the sole discretion of the Head of School or the Head of School's designated agent.

## **3.10.** Weapons Policy

It is expressly forbidden for any student to have a weapon in their possession on CCS property, regardless of whether said weapon is on their person, in a locker, or stored in their vehicle. Firearms, guns, explosives, knives, tasers, lookalike weapons, and other weapons are prohibited on campus, including in all buildings and on driveways, streets, sidewalks or walkways, parking lots, or other parking areas. Guns are also prohibited from being in locked vehicles or trunks while parked or driving on campus. Employees, students, parents and visitors shall not interfere with normal activities, occupancy, or use of any building or portion of the campus by exhibiting, using, or threatening to exhibit or use a firearm, gun, explosive, knife or other weapon. A weapon may be defined as any object designed for the express purpose of bodily harm. Examples of a weapon include, but are not limited to, any edged or bladed object such as a knife, dagger, or

sword, any blunted object such as a nightstick, club, or cudgel, an incendiary device, or any stunning/shocking device. Additionally, no student may have a firearm on the CCS campus. A firearm may be defined as any object designed to propel a projectile mechanically, via compressed air, carbon dioxide, or any other gas. The storage or destruction of such items is at the sole discretion of the Head of School or the Head of School's designated agent. Violations of this policy may result in discipline at the discretion of the School.

## **3.11.** Threats

The School takes all threats seriously, even when students make comments in jest, on the Internet, by text, or away from School toward or about another student, employee, or the School.

All members of our community are required to immediately report any comment, posting, text, or other form of communication or information that they receive or learn about that reflects that someone has made a threat toward or about another student, an employee, or the School. If there is any communication or behavior that concerns you, report it to the Upper School Head or to any administrator.

Threats of violence or acts of violence by a student, employee, parent or other individual may be reported to law enforcement and any other authorities the School deems appropriate. The School will cooperate with investigations by authorities, and the School may also conduct its own investigation. With respect to such threats or acts by students, the School may report such threats or acts of violence to future schools, camps, athletic programs, and other organizations in which the student participates. The student's transcript or report card may also note the threat or act. In determining whether to report such threats or acts of violence, the School may consider, among other factors, the gravity and nature of the threat or act of violence, the disciplinary history of the individual, academic or work performance, behavioral history, social profile, other information available to the school (i.e. access to weapons, mental health information, family situation, etc.), and/or the outcome of any investigations.

## **3.12.** Drugs and Alcohol

Students are prohibited from possessing, using, selling, or purchasing any alcoholic beverages or other mind-altering substances (or other substances), or possessing drug paraphernalia on or near School property or at School-related activities. "Mind-altering" substances include any type of substance ingested, snorted, smoked, or inserted into one's body that may impact the individual in some way. Such substances include, without limitation, alcohol, legal or illegal substances, or other similar items. Off-premises possession, use, sale, or purchase of [illegal] mind-altering substances and off-premises alcohol use is also prohibited.

Testing**:** Students may be required to submit to urinalysis drug screens, blood alcohol tests, breathalyzer tests and/or medical examinations under the following circumstances: when a student is suspected of attending School or School-related activities with intoxicants or mind-altering substances in his or her system; or when a student is placed under disciplinary contract and such screenings or examinations are terms of the contract. The presence of alcohol or the presence of any other intoxicants or mind-altering substances in the body is a violation of this policy. Refusal of a student (by the student or the student's parent) to undergo testing or to cooperate fully with any of these tests (including signing consent forms or providing testing results promptly to the school) is also a violation of our policy and may result in expulsion.

This policy does not prohibit the proper use of medication under the direction of a physician, although the use of medical marijuana is prohibited in all circumstances. However, the misuse or abuse of such drugs is prohibited. Students who are taking prescription or nonprescription drugs must follow the school's policy regarding medications, which requires medication to be administered through the office and forbids students from possessing medication during the school day or any school event/activity. In collaboration with parents, there may be some circumstances that warrant a student administering their own medication. Under these circumstances, an agreement of the terms will be signed by the parents.

In addition to determining the appropriate disciplinary action pursuant to the School's Disciplinary Rules, the School reserves the right to impose the following additional or different requirements as appropriate for the circumstances: determination of possible legal action; required professional and/or pastoral counseling approved by the administration; removal from all elected or appointed positions of leadership in the School; required random and/or regularly scheduled drug and/or alcohol testing at a School-approved local clinic or doctor's office for a time period and at intervals to be determined by the School's administration. Refusal of a student (directly or through a parent/guardian) to undergo testing or to cooperate fully with any of these tests is considered a positive result and may result in expulsion.

## **3.13.** Smoking/Vaping/Tobacco Products

School policy expressly forbids students from smoking, vaping, juuling, or using tobacco products, as well as possessing such products (as well as oils or liquids associated with the same), at any time in or on School property, buses or other School vehicles, adjacent properties, or School-sponsored trips. All cigarettes (including electronic), vaping devices, smokeless tobacco, lighters, matches, etc., or other devices similar to cigarettes, lighters, matches, etc. brought on campus by students will be confiscated. Discipline will be imposed based on the circumstances existing at the time and may include suspension, probation, dismissal, or expulsion. Depending on the circumstances existing at the time, a violation of this policy may also be a violation of the School's Drugs and Alcohol Policy and reportable to law enforcement.

## **3.14.** Energy Drinks

The detrimental impacts on learning and health that result from the consumption of energy drinks should be avoided. Energy drinks are not permitted on campus during school hours. Open energy drinks found on campus will be discarded. Unopened energy drinks will be collected and put away until the end of the school day.

## **3.15.** Investigations

Students are expected to cooperate in investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor, and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, or to require the student to withdraw from school.

## **3.16.** Right to Involve and Cooperate with Government Agencies

The School has a duty to report certain situations to the Department of Family and Protective Services and/or law enforcement. The School also may contact law enforcement personnel or other governmental agencies if the School, in its sole discretion, believes it is warranted in a particular situation. The School may assess disciplinary consequences for student conduct, even if a criminal investigation or other legal action is ongoing.

**F**aculty and staff are expected to fully cooperate with CPS and any other law enforcement agency in investigations of suspected abuse and/or other illegal activities. In keeping with MinistrySafe protocols, a faculty or staff member will endeavor to visually monitor any CPS or law enforcement interviews with students. The Head of School (or his/her designee) will endeavor to inform the student's parents of any

such interviews except in cases in which doing so would cause imminent danger to the child or be contrary to the direction of CPS or law enforcement.

## **3.17.** On and Off Campus Behaviors

Parents have chosen to partner with Covenant Classical School, and should therefore hold their children and themselves accountable for maintaining a public presence, including online, that is consistent with this handbook. The School does not seek to unnecessarily involve itself in a student's off-campus behavior or earn the reputation of a watchdog, tattle-tale community. In keeping with the principles found in Matthew 18, we encourage others in the community with a relationship with that person to address the concerns with them directly without involving school administration. In the event that a member of our community has been personally wronged by such behaviors, parents and students should pursue repentance, reconciliation, and restoration without (or before) involving the school.

Navigating these concerns is difficult for all parties, including students, parents, teachers, other employees, and especially those who are both an employee and a parent. School leaders welcome careful conversations to help discern the most appropriate path forward.

The School reserves the right to take action with respect to off-campus behavior when it deems necessary, including, without limitation, when that off-campus behavior impacts the student's ability to continue at School, compromises the welfare of other students, or damages the reputation of the School. Parents, as partners with the school, should seek to embrace these consequences and incorporate them into the discipleship of their student.

The policies and standards apply at all times a student is enrolled in the School. This includes evenings, weekends, and during school breaks, including summer break.

In addition, the School regards any behavior prejudicial to the best interests of the School, its students, and its employees whether at School or elsewhere, as sufficient grounds for a disciplinary response, including up to expulsion.

# 4. Activities in Student Life

## **4.1.** Policy

The dress code is designed to:

- Help maintain student behavior and productivity.
- Cultivate a sense of proper decorum.
- Instill in students a sense of belonging and loyalty to the school.
- Diminish fashion and socioeconomic cliques.
- Promote a positive impression of CCS within our community.
- Encourage a biblical attitude of modesty and humility, exemplified through outward presentation.
- Make expectations as clear as possible in order to minimize the appearance of arbitrary enforcement.

Please refer to the school website for the most accurate and current explanation of the CCS dress code. Students should carefully abide by CCS uniform regulations as set forth on the school website. Students

should at all times dress according to their biological sex as consistent with CCS's religious beliefs as set forth in the Statement of Faith and Statement on Marriage and Family.

*Grammar School Enforcement of Dress Code*

Parents will be notified when a K-4th grade student is out of compliance with the uniform policy. Repeated incidents may also result in the lowering of a student's character grade. If a student is dressed immodestly or out of uniform, he/she will be required to change clothes as soon as possible, which may necessitate a call to a parent to bring correct uniform pieces.

5th-6th grade enforcement will mirror Logic-Rhetoric as described below.

*Logic-Rhetoric School Enforcement of Dress Code*

A 7th-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/Free Dress |
| Infractions 9+ | Parent Contact, Loss of Spirit Day/Free Dress, Lunch Detention, conversation with Dean of Students |

Any additional infractions will result in consequences determined by the Dean of Students. 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 out of compliance, he/she will be required to change. If it is determined that a student is willfully disregarding the dress code, consequences may escalate more quickly.

*Spirit Wear Thursdays*
Students may wear T-shirts or sweatshirts purchased from the Spirit Shop and either blue jeans or a uniform skirt (girls) or uniform pants or shorts (boys). Full-length blue jeans must be in good condition, with no holes, frayed ends, or embellishments. Students may wear boots, tennis shoes, socks, and hair accessories in a wider variety of colors.

*Upper School House Shirts*
Upper School students may wear their House T-shirt on Thursdays, as well as on Fridays if their House was the most recent quarterly winner in the House competitions.

*State Championship Send-Offs*
On the day a team departs for a state championship, the entire school may wear spirit wear to celebrate with them. This does not apply for state competitions for which annual participation is guaranteed.

*Alternative Leggings for Girls*
While it is our preference that leggings for cold weather days be sourced from Ivy School Uniforms, we offer a second option from The Children's Place in a very close color match called Tidal. Leggings may be purchased via the company's online store, via Amazon, or in one of The Children's Place storefronts. Please note that leggings may be worn with dress uniforms, but only if a student is not on stage. Once off stage, students may change into their leggings.

*Outerwear*
Daily outerwear to be worn in the classroom must have been purchased from Ivy School Uniforms, but please note that all previously purchased daily outerwear is grandfathered in, as well. This is limited, however, to items featuring the school's crest, not to items purchased from the Spirit Shop. (Those items may be worn on Thursdays only.) Non-uniform rain jackets and heavy winter coats may be worn outside of class, during arrival and dismissal, and during PE and recess.

*Hair Policy*

Hair should be consistent with other aspects of school decorum that promote seriousness of purpose and avoidance of distraction. Students must keep their hair a natural color, clean, well-groomed for school, and out of the face and eyes.

*Additional Information*
Shirts must be tucked in and buttoned up (the top button may remain unbuttoned). Skirts, jumpers, and shorts should be no more than two inches above the knee. There should be no tears or holes in any clothing items, and there should be no visible labels or personal monogramming. Only girls may wear traditional hair accessories in school colors and small earrings. No other piercings or tattoos are allowed. Boys and girls may wear one simple bracelet and/or necklace, as well as a watch (no smartwatches). Upper School girls may wear natural-looking makeup.

## **4.2.** Deliveries

In the interest of campus security, personal deliveries are not allowed, including on special occasions.

## **4.3.** Lunch

CCS partners with a third-party provider to enable our families to order a freshly prepared lunch each full school day. However, this is optional and is offered as an additional service to families. Families are encouraged to make the wisest and most effective choice for their circumstances. If families choose to send lunch with their students on any given day, they should follow these guidelines:

- Send a sack lunch for your child without glass containers
- Avoid foods and drinks that are high in sugar content, since these foods make it difficult for some students to stay focused in the classroom
- Send items that will not require assistance from the teacher. Students in 6th through 12th Grade have access to microwaves.

*Lunchroom Behavior*

Students are to follow a set of reasonable rules in order for the lunchroom to operate smoothly and allow all students to eat in as pleasant a setting as possible. Students will be expected to:

- Walk to the Auditorium in a calm manner.
- Get in line in an orderly fashion.
- Cooperate with requests of teachers, lunch workers, staff, and parents in a polite way (yes ma'am, please, thank you)
- Eat food in the Auditorium only, not in other areas of the building (unless permission is given)
- Clean up after oneself and push in one's chair neatly before leaving the Auditorium. Houses will be assigned cleaning responsibilities on a rotating cycle
- Refrain from throwing food or other objects

*Forgotten Lunch*

If a student forgets to bring lunch to school, parents are welcome to drop off a lunch to the appropriate school office or purchase a lunch for their student through our third-party provider.

*Lunch with a Parent or Grandparent*

Parents or grandparents who wish to have lunch with their child are required to sign in with the Upper School Receptionist and meet their child in the Auditorium.

*Birthdays*

Families are welcome to celebrate student birthdays by bringing individually portioned, store-bought treats for the entire class, and should coordinate timing with the homeroom teacher (Grammar School) or Dean of Students (Upper School) in advance. Parents or grandparents are also welcome to bring lunch for their child or grandchild, but cannot include other children in those lunch plans. Please remember to sign in at the Grammar School or Upper School Office and meet your student in the lunchroom so you can enjoy lunch together. Families who have students with special dietary needs or restrictions should bring treats to be eaten on these special occasions.

*Grammar*

All food intended for sharing in the classrooms or events should not be homemade. Administration will work with the School Nurse to see if exceptions can be made for special occasions where food items have been homemade. In such cases, parents must supply an exhaustive ingredient list and the steps for preparation to the School Nurse.

*Logic-Rhetoric Lunch Meetings*

Teachers or administrators may call, facilitate, or lead a meeting in a classroom during lunch. In such cases, students will follow the same lunch guidelines when eating in classrooms as in the lunchroom.

*Logic-Rhetoric Student Visitors*

Logic-Rhetoric School students are not permitted to have visitors during lunch without prior permission from the Upper School Head. A request form may be obtained from the front office. 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. Students are required to fill out a request form and submit it at least one day in advance of the visit. Last-minute requests will not be granted. Church staff may come without filling out a request form but must check in at the office.

## **4.4.** Recess and Play

Modern schools increasingly adopt policies aligned with what some call safetyism, where if any child *might* get hurt, then *no* child may participate. Covenant does not wish for any child to get hurt, but being convinced by extensive literature describing fragility caused by risk aversion, we accept reasonable risks in the types of recess equipment permitted on campus and the scope of allowable recess activities. This statement of our philosophy of recess and play is not intended as an endorsement of behaviors that damage or misuse school property or reflect poor stewardship or a lack of decorum.

## **4.5.** 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 grades 7-11 classrooms without prior permission from the teacher
- Parents may not deliver treats or drinks during the school day without prior permission from the teacher

## **4.6.** Electronics

*General Guidelines*

A telephone is provided for students to use upon request in both school offices at the receptionist's desk. Students are discouraged from bringing any electronic device to school. Using cell phones, iPods, headphones, smart watches, tablets (such as iPads), and other electronics (with the exception of calculators) is prohibited from the moment a student arrives on campus until the end of the school day.

Unless an electronic device has been approved for classroom use, it must remain turned off and stored in their locker as soon as the student arrives on campus and until the time of dismissal at the end of the school day. If any unapproved electronics are seen or heard by a teacher on the school campus when they are supposed to be stored away, they will be surrendered and held in the office and can only be retrieved by a parent. After a second offense within a semester, a student will surrender the phone/device for one week. After a full calendar week from the time of surrender, the parent of the student may retrieve the device. Additional infractions may result in administrative disciplinary consequences listed above.

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 (see CCS Computer Acceptable Use Agreement). 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 under the direct supervision of a teacher or administrator. "Educational purposes" include classroom work, assignments, guidance counseling, 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 who violates the CCS Computer Acceptable Use Agreement (see below).

All electronic policies apply during exams.

Students may not use the copiers or printers. Students are responsible for making any copies and prints on their own devices and at their own time.

*CCS Computer Acceptable Use Policy*

Students must understand that access to the Internet originating at Covenant Classical School is a privilege, not a right. Therefore, students will respect and honor the conditions and expectations of the school regarding computer usage. The full AUP is located in Appendix A. A summary of the principles of the AUP is located below.

**In summary, students shall:**

- 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 are 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 tortious 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 in the AUP, his/her access may be terminated. School and computer system 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.

## **4.7.** 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 worshiping together each morning. Grammar School Chapel is held Monday through Thursday, 8:20 AM – 8:40 AM, in the Auditorium. On Fridays, individual classes or groups of classes may gather for prayer and a time of devotion as determined by the teacher(s).

Logic-Rhetoric school chapels are held Monday through Thursday, 9:05 AM – 9:25 AM, and abide by the following schedule:

- Monday: a more liturgical service that includes singing a hymn or contemporary worship song
- Tuesday: teachers and guest speakers share devotions
- Wednesday: 7-12th grade students meet in small groups with an advisor
- Thursday: time is designated for students to pray in their assigned Houses

All-School Chapel typically occurs the last Wednesday of each month.

## **4.8.** Field Trips

The Covenant experience is designed to extend beyond the classroom. Field trips are an important part of the education program. 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.

In addition to trip-specific policies set forth by the School or the sponsors and chaperones of any trip, all of the School's regular policies and procedures, including those set forth in this handbook, apply while a student is on school-related travel of any kind. Discipline will generally be handled through the School's regular disciplinary process. The School may at any time require parent(s), at their own expense, to arrange for return travel for a student due to injury, illness, or behavior.

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

- Appropriate attire and decorum are 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.
- 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. It is expected that parent chaperones (which constitutes all CCS parents attending the trip driving children or not) begin at the school together to receive instructions and directives. CCS parent chaperones may leave for home from the event with only their child and only with prior permission from the field trip or event organizer.
- All drivers must be pre-approved, be at least 21 years of age, and must have a good driving record. Each driver must have completed MinistrySafe training. A copy of the driver's proof of insurance and driver's license must be on file.

- 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 receive approval from the Grammar Head, Assistant Grammar Head, Upper School Head, or Dean of Students for viewing as well as notification and consent from parents of students attending the trip or event.
- 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 Classical 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.

*Overnight Trips*

Coaches, teachers, chaperones, and students should not enter a hotel/lodging room that has not been assigned to them without permission in advance from the trip leader. School-designated chaperones should not consume alcohol unless they are away from students and officially off duty, as designated by the trip leader, for the remainder of the day.

## **4.9.** Stay & Play

The Grammar School playground will remain open until 4 p.m. on Mondays through Thursdays, and until 1 p.m. on Fridays for parent-supervised playtime. Parents should park first, and then walk to the Grammar School pick-up area to get their children. The school does not provide supervision during this time, and parents are responsible for actively watching their children. Students should observe the rules of the playground, which include not climbing on the shade structures and not climbing to the very top of the climbing structure. Our buildings – and water fountains and restrooms – close at the times listed above, and families are responsible for picking up their trash so the playground is ready for the next school day.

## **4.10.** Senior Privileges

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.

- Seniors may have beverages other than water in class without prior permission from the teacher
- Along with juniors, seniors may leave campus for lunch if permission from parents is on file
- Seniors may earn the privilege to wear branded college outerwear

## **4.11.** Multiple Sports and Activities

*Note: This same policy appears in our Athletics Handbook.*

We encourage students to participate in multiple activities, both in the realm of academia and of athletics, and acknowledge that this benefits the student-athlete as well as our programs. Individual skills learned

from different activities transcend the activity itself, and the result is a better, well-rounded individual. We also believe that young athletes need to experience new sports in order to discover where their true talents may lie. Athletes are also encouraged to expand their experiences by participating in other school-sponsored activities.

*Multiple Sport or Activity Participation:* Students may participate in a combination of multiple sports or extracurricular activities at the same time. Athletes may not participate in multiple sports at the same time unless approved by the Athletic Director. However, student-athletes may participate in a lifetime sport (cross-country, golf, tennis, track) and a team sport if agreed upon by both head coaches. In the event of a conflict between a scheduled competition and a scheduled practice, the competition will always be prioritized.

# 5. Admissions

## **5.1.** Philosophy

Covenant is an institution established to provide academic training in an atmosphere wherein Christ is acknowledged and honored. Consequently, admission guidelines and policies are established to ensure that all CCS families share common beliefs about both God and education. Because of the conviction that parents are the primary educators of their children, CCS strives to partner with parents to reinforce and supplement the spiritual training given in the home. CCS requires that at least one parent be a professing Christian, that at least one parent and the child regularly attend and actively participate in a local church where the Bible is sincerely believed and faithfully taught, that at least one parent has stated agreement with Covenant's Statement of Faith and Statement on Marriage and Family, and that parents agree with the mission and philosophy of the school. Based on this like-mindedness and evidence of their potential academic success, students are admitted to Covenant Classical School.

## **5.2.** Enrollment

CCS is a continuous enrollment school. This simply means that once your student enrolls, he or she will continue to be enrolled unless you complete and submit a withdrawal form before the annual opt-out date. Parents will be informed in advance about impending deadlines and will be provided with the annual tuition schedule or changes to the Contract for consideration before the opt-out date. The continuous nature of this Contract is not a guarantee of future enrollment or admission. CCS further reserves the right to change the terms of the Contract from time to time.

Covenant siblings are offered priority in the admission process, and parent interviews are not required for each additional child. Families wishing to withdraw outside of the opt-out period should contact their Division Head to request a meeting.

## **5.3.** Financial Matters

*Tuition & Tuition Assistance*

Tuition and other fees are set on an annual basis by the Board, and are shared with all families before the annual opt-out date for enrollment. The school provides 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.

*Payment of Tuition*

Tuition payments are due according to the payment plan option selected by the family in FACTS, May through April. If you have any questions regarding tuition and/or payment plans, please contact the Business Office.

*Fees*

A $25 late fee will be assessed for all overdue tuition and incidental charges. If the tuition payment is not received by the end of the month, student(s) may not be allowed to continue to attend school. Parents are asked to contact the Business Office if they anticipate a late payment.

*Incidental Charges*

Payment for incidental charges, such as extracurricular activities, is due within 30 days. If the balance for an extracurricular activity is more than 30 days past due, the student may not participate in future extracurricular activities until the account is brought current.

*Coaching at Covenant*

All coaches, including those who are also parents, are classified as school employees and paid as such. Volunteering as a coach is welcome. However, parents may not offer volunteer services as a payment for a student's athletic or extracurricular participation fee.

## **5.4.** Statement of Non-Discrimination

Subject to the Constitution of the United States and all applicable state and federal laws, CCS does not discriminate against applicants or students on the basis of race, color, and national or ethnic origin in its admissions or in the administration of its education policies, programs, or activities. In addition, subject to the Constitution of the United States and all applicable state and federal laws, CCS does not discriminate in its employment practices on the basis of race, color, and national or ethnic origin.

# 6. Communication

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.

## **6.1.** Annual Information Forms

The school is dependent upon information provided by our families via the Annual Information Forms to build classroom, grade-level, and schoolwide communication lists. Requests to update this information are sent each summer and must be completed before communication lists and class lists can be completed. Parents should contact the Registrar if they need to make a mid-year change to any of this information so that all relevant communication lists can be updated.

## **6.2.** Email

Parents are encouraged to email teachers with questions regarding class or student concerns, questions, or encouragement. Teachers will respond to parent emails in a timely manner. Teachers will strive to respond

within 24 hours during the workweek, but please be patient if teachers are not able to do this 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.

## 6.3. ParentSquare

ParentSquare is the communication tool used by the school to facilitate communication from teachers, coaches, program directors, and contact parents to sections/classes, grade-levels, teams, and groups. All classroom-level, grade-level, and team-level communication will be sent using this platform. New families will receive an invitation to join the platform and create an account prior to the start of the school year, and returning families will automatically be rolled over each year.

## 6.4. Website

The school's website – www.covenantfw.org – is a valuable resource for our families, and the "Parent Resources" tab under "School Life" contains answers to the most commonly asked questions we receive. You will also find schedules, calendars, admission timelines, and more on the school's website.

## 6.5. Covenant Connection eBlast

The eBlast is an email sent from the school weekly (typically every Monday) to provide information about upcoming activities and events. Rhetoric School students are allowed to opt into receiving the eBlast, and should contact the Chief Advancement Officer if they would like to be added to the distribution list.

## 6.6. TextAlert System

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

## 6.7. FACTS

FACTS is the database and grading system used by the school. It 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. Students may also access FACTS to monitor their grades and progress. The system 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.

## 6.8. Invitations or Notes to Other Parents

No party invitations, notes to parents, or any other handouts should be sent to school with the expectation that the teachers will distribute and send them home with the students.

## 6.9. Reconciliation

In moments where relationships are strained, families should pursue reconciliation. As needed, they can request that the school be involved to help achieve that goal. The school is willing to press in, hold difficult meetings, model and expect apologies, and employ methods for biblical peacemaking.

All involved parties will be expected, as recipients of grace and mercy in the cross of Christ, to extend grace and mercy to others, including the grace and mercy of accountability. We will remember that each person in our school was made in the image of God and deserves to be treated with dignity. We will also remember that each person in our school is a sinner and will not expect perfection. We will be quick to acknowledge our own shortcomings before exacting judgment on another. We will operate with the hope of restoration and resist the urge to categorize another as the sole source of the problem. We will be charitable in our dealings with others as Christ has been charitable with us.

## **6.10.** Conflict Resolution

*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 department chair or Dean of Academics first, who will then collaborate with the corresponding division head and/or student support services staff if necessary to resolve the problem; if it does not concern curriculum or pedagogy, then the parents or student should communicate with the Division Head and finally 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/Patrons 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 Division Head or 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.

**Student/Adult Interaction and Communication**

Our students and adults (teachers, administrators, staff members, parents, and visitors) are expected to interact with each other in a professional and respectful manner based on mutual respect and trust with an understanding of appropriate boundaries between adults and students. Although our adults can and should be friendly with the students, becoming too friendly with each other sometimes results in confusion and anxiety.

If a student or the student's parents become aware of any adult's communications or actions toward one or more students that seem unusual, overly friendly, or otherwise inappropriate, such information should immediately be reported to the Division Head.

Further, students and their parents should promptly notify an administrator of the division if they believe an employee has engaged in any of the following prohibited behaviors or similar activities (regardless of the age of the student):

- Initiating or continuing communications with students for a non-school matter, including oral or written communications; telephone calls; electronic communications (emails, texts); social media communications, etc.; for non-school matters, school staff may use group text or include the parent in the communication
- Touching students or their clothing in non-professional ways or inappropriate places, or touching a student with aggression or in frustration;
- Making comments that are too personal (about a student's clothing, hair, personal habits, etc.);
- Giving gifts to a student or exchanging cards and letters;
- Inviting a student into their home;
- Taking students off school property other than for approved field trips and school activities;
- Flirting or asking a student on a date;
- Excessive attention shown toward a particular student or students or calling or referring to students by pet names or inappropriate nicknames;
- Visiting students to "hang out" in their hotel/lodging rooms when on overnight field trips or sporting events;
- Visiting a student in their home or another location;
- Socializing or spending time with students (including but not limited to activities such as going out for meals, movies, shopping, traveling and recreational activities) outside of class or school-sponsored events;
- Asking students to sit on a teacher's lap;
- Telling secrets or telling the student not to tell something that's a secret;
- Swearing, making inappropriate sexual, racial/or ethnic comments;
- Inviting students to visit the employee's social networking profile or become a "friend" or "follower" on a social network;
- Telling off-color or other inappropriate jokes or stories, or showing pornography to students;
- Providing students with alcohol or other mind-altering substances; or
- Vaping, smoking, or drinking with students

# 7. Institutional Policies

## 7.1. 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 Assistant Grammar Head, Grammar Head, Upper School Head, Dean of Students, or the Head of School, they should make arrangements through the corresponding office.

## 7.2. Hooks, Shelves, and Lockers

*Grammar School*

Each student is assigned a hook/shelf or locker for the storage of lunches and personal items. Students may not bring toys or trading cards (i.e., Pokémon cards or the like) to school and may not store toys on their assigned shelves. Students may not decorate hooks/shelves with personal items. 5th and 6th grade students are permitted to decorate the inside of their locker. Since hooks/shelves and lockers are permanent parts of the building, students are expected to keep them in good, usable condition.

*Logic-Rhetoric School*

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.

*Locker Signs and Decorations (on the outside)*

Extra-Curricular Activities - Signs will be coordinated between the activity leader (i.e., coach), House leadership, and the Dean of Students. To ensure consistency, only half-sheet designs will be provided by the Advancement Team and then laminated and hung on lockers by House leaders. Magnets will be used to affix the signs – not adhesives. Costs will be covered by the general supplies budget. Signs may be displayed for the duration of the activity or season only.

Birthday Decorations – Students are permitted to decorate their lockers during the week of their birthday, but any decorations must be removed by the end of the day on Friday.

*Backpack Storage*

At all times, student backpacks should either be with the student or in their locker. Backpacks should be kept out of the auditorium.

## **7.3.** Arrival and Dismissal

### *Entering Campus*

The Amber Ridge gate opens at 7:45 a.m., and families may enter campus at that time to join the Grammar School or Upper School drop-off lanes. (Families dropping off students on both sides should drop off their Upper School students first and then merge into the Grammar School drop-off lane.) The Amber Ridge gate will be closed between 8:20 a.m. and 2:30 p.m., so if you arrive on campus between those times, you will need to check in with the gate attendant. During afternoon dismissal, please enter the gate and join the appropriate pick-up lanes.

*Grammar School Arrival & Dismissal*

Families should follow route signage and join the pick-up line that ends on the north side of our campus adjacent to the 2-4 Building. Parents should pull up all the way to the front of the drop-off area – instead of stopping near any other buildings or entrances – to prevent backups and allow morning attendants to greet all of our students and parents. Beginning at 7:50 a.m., students may exit their vehicles, where attendants will provide supervision under the awning of the 2-4 Building closest to the exit until the buildings open at 7:55 a.m. Please note that earlier drop-offs are prohibited because they leave students unattended. Upon entering their buildings, all students should report immediately to their classrooms.

If a family arrives after 8:10 a.m., attendants will have moved indoors to prepare for the start of the school day, and drop-offs will no longer be permitted. Drop-offs are never allowed when an attendant is not present. If you arrive at or after this time, please observe our tardy procedures by parking your vehicle and walking your students into the Grammar Admin Building. Depending upon the time of arrival, students will be instructed to join their class as they walk to Chapel or will be walked to the Auditorium by a parent.

The same route will be used for dismissal, and a double-lane system with walking attendants is used in the afternoons to maximize efficiency and keep students safe. Parents are welcome to begin lining up as early as 2:30 p.m., and their numbered pick-up cards must be on display so that administrators can enter them into our dismissal system. Whenever possible, please arrange to pick up your students on the driver's side of the car so we can avoid having students walk away from the view of the attendants. Parents are also welcome to park and walk up to the dismissal area to retrieve their children, but are discouraged from picking up their children from the classroom directly. Students still waiting for their parents after 3:35 p.m. will be taken to the Grammar School Administration Building, where they will be supervised as they wait. Students must be supervised after school, and "hanging out" unsupervised is not permitted. The school will not assume responsibility for students who remain after 3:45 p.m. unless they are on campus for an organized activity under the supervision of a CCS employee.

If you need to pick up your child early for an appointment, you will need to do so before 3 p.m. so that our dismissal procedures can work as efficiently as possible. Please park and go to the Grammar School Admin Building to pick up your student.

*Upper School Arrival & Dismissal*

Families should use the right lane adjacent to the Upper School to drop off their students, who are welcome to enter the Upper School on their own as early as 7:45 a.m. (unless arriving earlier to attend a school activity). Upon entering the Upper School, students should report to their lockers, if necessary, and get materials, socialize, and/or go to the restroom. At 8:10 a.m., students should go to their First Period class.

Students arriving late will report to the Front Office to obtain a tardy pass.

After school, the same route will be used for dismissal. Parents are welcome to begin lining up as early as 2:30 p.m. Students are permitted to use their headphones or cell phones after dismissal, and may change into non-uniform clothing after school. However, any non-uniform clothing must meet modest dress requirements (as determined by teachers). Students must be supervised after school, and "hanging out" unsupervised is not permitted. The school will not assume responsibility for students who remain after 3:45 p.m. unless they are on campus for an organized activity under the supervision of a CCS employee.

If you need to pick up your child early for an appointment, you will need to do so before 3 p.m. so that our dismissal procedures can work as efficiently as possible. Please park and go to the Upper School Building to pick up your student.

## **7.4.** 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.

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.

Students may not use skateboards (or things similar) on campus at any time.

## **7.5.** Attendance

Class attendance is essential for success as a student. Even justifiable absences often result in lower grades because of class time that is missed. Since absence from class is potentially detrimental to a student's academic performance, and since students often find it difficult to catch up on missed work, parents should allow their children to miss school only for the most worthy reasons.

A student enrolled in Covenant Classical School is expected to be present and on time every day that school is in session. Students who arrive after 11:00 AM on Monday through Thursday will be considered absent for half of a day.

## **7.6.** Tardies and Absences

*Unexcused Tardies*

The academic day begins at 8:15 a.m. To be considered on time for class, students must be seated at their desks and appropriately prepared to begin class. Please plan extra time for travel each day. It is better to be early than late. It is also better to be late than drive in a dangerous manner.

Parents who arrive with their K-6th grade children after 8:10 a.m. will need to accompany their child and report to the Grammar School Administration Building to obtain a tardy slip before the child can go to the classroom. If a child arrives during Grammar chapel, the parent may choose to remain with the child in the office until the child's class returns from chapel or the parent may take the child to chapel and leave them with the attendant on duty. Students entering chapel late will not join their class but wait with the attendant at the entrance.

Students in 7th through 12th grades who arrive after 8:15 a.m. will need to report to the Receptionist with a parental note stating the reason for the tardiness. The student will sign in and receive a pass to class with the understanding that they will be marked with an unexcused tardy (TU) if less than half of the class period has elapsed; they may be marked with an unexcused absence (AU).

Students must be in their assigned places throughout the day. Students not in their desks and prepared for class at the beginning of each class period may be considered tardy. The following describes the actions that may be taken for student tardiness within each semester:

| *Tardies* | *K-6th Consequence* | *7-12th Consequence* |
|---|---|---|
| 1-5 | Parent contact | Parent contact and/or Warning to student |
| 6-10 | Parent conference | Parent contact + student lunch detention |

Any additional infractions will result in a conference with parents as well as consequences determined by either the Grammar Head, Upper School Head, or Dean of Students. Infractions are not cumulative from semester to semester.

*Excused Tardies and Absences*

Because each instructional minute is designed to contribute significantly to the curriculum objectives of Covenant Classical School, and because the instructional program is progressive and sequential, absences are strongly discouraged. Under certain conditions, however, students are permitted to make up work missed or to complete work ahead of schedule for full credit.

The following circumstances are those under which an absence or tardy is considered excused:

- Student illness.
- Family emergencies, such as a death in the family.
- Unanticipated hardship (circumstances which present an insurmountable obstruction to a student's attendance). A note from the parents and/or a doctor is required.
- Planned extended absences.
- Participation in a Covenant Classical School extracurricular activity.

Teachers should be notified of planned absences in the following manner:

- Short-Term Absences: If a student needs to be absent from school for one to two days, for any reason including college visits, the teacher should be contacted by note, phone, or email as soon as possible, preferably with a week's notice, and make arrangements to complete missed work.
- Long-Term Absences: If a student needs to be absent for three or more consecutive days, the teacher should be contacted prior to the absence explaining the circumstances. Notification

should be made as soon as possible, preferably with a week's notice, to limit the amount of missed schoolwork.

- Extended Absences: CCS faculty and administration will cooperate with families taking their children from school for vacations, conferences, and similar events. However, all assignments during the absence must be completed. Notification should be provided as soon as possible, preferably with a week's notice.

In the event that a planned extended absence will result in missed exams, written notification must be given to the office at least five days prior to the absence. At the discretion of the teacher, exams may be taken prior to a planned absence.

## 7.7. 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.

## 7.8. Early Dismissals

Parents picking up a child during the school day should notify the teacher through email or in a note accompanying the child. Parents should also notify the school office of an early pick-up. Arrangements will be made so that the child will be waiting for pick-up.

## 7.9. Excessive Absences

All instructional days are incredibly valuable for the purpose of moving students through the core content of our courses. For this reason, we desire for students to maintain close to 100% attendance of all class sessions. An excessive amount of absences from any particular class threatens to undermine the integrity of the learning experience and severely compromises a student's potential for success. Student attendance is regularly monitored by our administration so that we are able to notice patterns of frequent absence as early as possible. Upon observing such a pattern, administration will be quick to express concern to parents and communicate a plan that includes strategies for the student to regularly attend all classes. Should a pattern continue, administration may issue a warning to the student that credit for a particular class or classes may not be awarded. If the pattern still continues, administration reserves the right to not award credit for a class, thereby resulting in required summer remediation or a requirement to repeat the class in its entirety the following school year. Seniors falling into such a persistent pattern may lose credit for a class and even find themselves unable to meet graduation requirements.

## 7.10. Bible Translation

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. Holidays

The guiding principle for determining how a particular holiday or event may be celebrated is "whatever you do, do all to the glory of God" (I Corinthians 10:31b). We recognize that although the guiding principle is beyond dispute, Christians disagree on some aspects of the application of this principle concerning certain holidays. In adopting this particular policy, CCS does not imply that other policies would be necessarily sinful.

Halloween: CCS does not celebrate Halloween at school.

Thanksgiving: School is closed for Thanksgiving week. In the days prior to the holiday, teachers are encouraged to instruct their students about the historical and biblical foundations of the day.

Valentine's Day: CCS does not celebrate Valentine's Day at school.

Christmas: School is closed for two weeks during Christmas. Teachers are encouraged to remind students about the events surrounding Christ's birth and about the purpose of His incarnation. Class decorations will not include Santa Claus, reindeer, elves, stockings, or other secular references.

Good Friday and Easter Monday: School is closed. Teachers are encouraged to emphasize the events surrounding Christ's death, burial, and resurrection, and to discuss the importance of those events. Decorations and activities associated with the secular observance of Easter (such as the Easter bunny and egg hunts) are not permitted.

## 7.12. Inclement Weather

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 that they are doing so. In the event of inclement weather, CCS may make adjustments to our morning drop-off or delay an afternoon pick-up. In those cases, the school plans to communicate via TextAlert. Please note that if lightning is present during drop-off, there will be no tardies if parents elect to keep students in their vehicle until the lightning passes. Faculty may not be curbside on those mornings, but will greet your students at the door as they arrive.

We value time with your students, and if it is possible to safely have school, we will do so. When making weather-related decisions, we consider weather forecasts, unique conditions of our campus, area road conditions, advice from local authorities, geographical spread of our faculty and families, the number of faculty who will need to miss school, our ability to find subs, and decisions by other area schools. We prefer a delayed start to total cancellation so long as there is enough time for Upper School classes of at least 25 minutes to be held.

## 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 expressed permission from a parent to ride with a student driver. Juniors and seniors are permitted to leave campus for lunch, provided they have a permanent note in the office from their parents permitting them to do so. 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.** Health Information Sharing

Parents and student agree, as a condition of continued enrollment, to consent to the release of any of the student's health related information, including information relating to drug treatment, testing, medical and mental health records, to authorized representatives of the school, as determined by the Head of School or his or her designee, to meet the medical or safety needs of the student and the community or the legal responsibilities of the school.

The school will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody. While it is the obligation of the school to safeguard student medical information, we must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, parents/guardians and students consent to allow authorized representatives of the school, who have a need to know, to receive and/or share medical and/or psychological information necessary to serve the best interests of the student and/or community. In the event of a disclosure required by law, every effort will be made to notify the student and/or parents/guardians in advance.

## **7.15.** Immunization and Medical Record Requirements

Each student must have a copy of his or her immunization record on file in the school office showing that he or she is up-to-date with all required immunizations. Immunization records are required at the time of original enrollment and as updated. Enrollment is considered incomplete until documentation is provided. Students without complete immunization records or a current notarized exemption form on file are not permitted to attend class.

If a student has not received immunizations for reasons of conscience, including religious beliefs, he/she may be excluded from school in times of emergency or epidemic declared by the commissioner of public health for a period of time recommended by the Centers for Disease Control.

Parents are required to provide student medical information and submit corresponding forms for each enrolled student through the Student Medical Information System (Magnus).

For the well-being of the student and to inform care, all forms must be complete prior to the first day of school. The student will not be allowed to attend class until the school nurse shows completion of said requirements. If a student comes to school with incomplete records, the student will be sent to the office for parent pickup and may resume class when the forms are complete.

## **7.16.** Medications

All medication must be administered under the oversight of the School Nurse. Students are not permitted to carry medicine except in instances where prescribed by a doctor. Over-the-counter medications will not be given without expressed permission from the parents. Any exceptions to the medication policy must be approved by the School Nurse.

The school has a limited supply of unassigned medicines for emergency use such as Epinephrine and Narcan. In keeping with state regulations, the School Nurse will report any administration of these medications to Texas Health and Human Services.

## **7.17.** Sick Policy

Students who have had a fever of 100° or who have been vomiting within the past 24 hours should not come to school. It is the responsibility of the student's parents to send a communication to the School Nurse and the student's teachers when a student is absent due to sickness or other medical reasons.

Students with a fever of 100° or above or who are vomiting at school will be sent home. CCS does not maintain facilities to care for sick students and will notify parents to pick them up from CCS immediately. It is the responsibility of the parent to pick up or make arrangements for alternate pickup of sick students within one hour of notification. If a student has an illness that a doctor determines to be contagious, consideration of other students must be given, and parents are to keep children at home until they are no longer contagious. A doctor's note for return may be required.

It is the responsibility of parents to inform the school if the child has a contagious disease or has been exposed to a contagious disease. In all instances of sickness, the health of the school community will be considered by the School Nurse and Administration, which will inform any additional requests or requirements by the school.

## **7.18.** Communicable Diseases

The school has a responsibility to provide a healthy environment for students, employees, parents, and visitors. Certain communicable diseases as named by the Centers for Disease Control may require an extended period of time away from school. It is the responsibility of a parent whose child has a confirmed communicable disease that might pose a risk to others in the school community to report that information to the School Nurse. In the event that a student presents with a communicable disease, a Health Practitioner's note with diagnosis and date of return will be required prior to the student returning to campus. If a student returns to campus without a note of clearance, parents will be required to pick their student up from the office. In instances where this policy is not adhered to, Administration may meet with parents. In the case of more global or local threats, the School will take all reasonable measures that may be necessary to protect the safety and health of members of the School community. The School's response depends on public health guidance for the specific communicable disease.

If a student has not received immunizations for reasons of conscience, including religious beliefs, he/she may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

The School will generally not identify an infected person, although public health guidance will guide the School's communications. It may be necessary to alert others in the community who were in certain areas or at certain times that exposure could have occurred. The School will disclose sensitive medical information of students no further than is necessary to ensure the health and safety of students, employees, parents, and visitors in a manner consistent with applicable law. The School will comply with all federal and state laws in regard to reporting, confidentiality, and privacy requirements.

## **7.19.** Virtual Learning Policy

Parents and students acknowledge and agree that the School may decide, in its discretion, to convert its classes, programs, and activities to be virtual. If the School converts to virtual learning and programming, the policies in this Handbook will apply whether students are on campus or engaging in distance learning.

If you do not want your student's voice and image recorded during virtual learning, we are relying on parents to take steps with their computer or the spacing of the child from the computer to block their child's image from being recorded. If you do not want your student's voice to be recorded, we would similarly ask that you instruct your child not to verbally participate and advise the teacher of such instruction.

The School prohibits screenshots, photos, audio/video recordings, and distribution of any virtual learning experiences. This is in order to protect privacy, prevent cyberbullying, and reduce distribution of content from virtual learning experiences. Parents/guardians and other household members who normally are not privy to day-to-day classroom activities agree to respect and keep confidential any personal or private

information inadvertently discovered about other students due to their proximity to virtual learning. Parents and students must be mindful of anything in the background during virtual learning and activities, and the School is not responsible for any content shared during those sessions.

## **7.20.** School Closure or Modifications Due to a Force Majeure Event

Should events beyond the control of the School, including, but not limited to, any fire, act of God, hurricane, tornado, flood, extreme inclement weather, explosion, war or armed conflict, governmental action, act of terrorism, risk of infectious illness, epidemic, pandemic, shortage or disruption of necessary utilities, or any other event beyond the School's control, occur, the School has the discretion to close the School and/or modify its operations, curriculum, schedules (including, without limitation, the provision of instruction on Saturdays and/or Sundays), length of school day, length of school year, and/or means of learning and teaching methods. Parents may be required to sign a waiver as a condition of on-campus instruction. The family's contractual financial obligations for tuition and fees may remain in full force and effect. Should the School close, the School's duties and obligations shall be suspended immediately without notice until such time as the School, in its sole and reasonable discretion, may safely reopen. If the School cannot reopen due to a force majeure event, the School is under no obligation to refund any portion of tuition paid.

## **7.21.** Family Matters

The School requires that all parents (married, unmarried, divorced or separated) cooperate with one another in the best interests of their child's education at the School. Failure of parents to cooperate with one another in such a manner may lead to dismissal of their child(ren) from the School or non-renewal of enrollment for future academic years. The school may at any time require parents to seek a court order pertaining to any school matter as a condition of continued enrollment.

If your family has a court order in place, including but not limited to a divorce decree that includes custodial arrangements, a custody order, or a restraining order, you must provide the school with a complete and official file-stamped copy of the court order. We require parents and guardians to abide by any court order applicable to your child(ren). If a situation arises in which the custody or possession of a child is in question, a school representative may seek assistance from law enforcement.

If a School employee or trustee is required to testify, provide information for, or otherwise participate in a legal dispute or proceeding to which the school is not a party, relating to a custody matter or otherwise, the School shall be entitled to recover from, at the school's discretion, either or both parents, the School's attorneys' fees and costs incurred with such legal proceeding. This includes but is not limited to the cost of legal counsel as well as costs incurred by the School such as those associated with collecting documents and hiring substitute teachers or staff.

## **7.22.** Surveillance and Monitoring

The School may conduct monitoring to help ensure employee and student safety and security, including video surveillance of non-private areas to identify safety concerns, maintain security, detect theft and misconduct, and discourage and prevent acts of harassment and violence. Any surveillance and monitoring information belongs exclusively to the School.

## **7.23.** Safety

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 either the Grammar office or the Logic-Rhetoric 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.

## **7.24.** Textbooks - Guidelines for Usage and Fines

Each student is responsible for the condition of all his or her textbooks. Students will be held financially responsible for any excess damage or loss through our payment processing system. The initial condition will be documented by the teachers. Normal wear and tear is expected. Damage beyond normal wear and tear will be assessed in one of two ways. The student account in the payment processing system will be:

- Assessed a fee of one-fourth of the replacement cost for each book with repairable damage.
- Assessed the replacement price of the book for books that are not repairable or reusable.

Additionally, if a book is lost or stolen, the student will be assessed the replacement cost of the book.

## **7.25.** 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.
- If volunteering at the school, first drop off children and then park in the parking lot.
- Parent visitors or volunteers must sign in with the office in the administration building before entering classroom buildings at any time of the day.
- Siblings are not permitted in the classroom when parents are volunteering.
- All parent volunteers are required to take MinistrySafe training prior to working with students. The School reserves the right to require background clearances for volunteers.

## **7.26.** Computer and Systems Acceptable Use Policy

All persons using the School's computers, the School's computer systems, or personal computers on School property or over the School's systems are required to abide by the following rules. This policy also applies to the use of any personal electronic devices (computers, cameras, iPhones, iPads, smart watches, smart/cellular phones, video cameras, etc.) on School property or at a School-related event. Failure to abide by these rules will result in appropriate disciplinary action determined by the School administration. All computers and devices should be used in a responsible, ethical, and legal manner. Violations of the following guidelines may result in the revocation of access privileges and possible disciplinary responses, including expulsion for serious offenses.

Purpose: The purpose of providing access to the Internet and the School's computer systems is to support research and provide unique educational opportunities. The use of such resources should be limited to those activities that support the School's educational objectives.

Privilege**:** The use of the School's systems is a privilege and not a right. Inappropriate or illegal use of the School's systems or of the Internet will result in loss of the privilege and disciplinary action.
Internet Access**:** The School community has access to the Internet. The School encourages students to use the Internet to expand their knowledge. The Internet allows users to send and receive email, to log onto remote computers, and to browse databases of information. It also lets users send and receive files and programs contained on other computers. Files are not to be downloaded to the School's local or network hard drives.

Filtering: No filtering system is foolproof. Therefore, we expect users to act responsibly in their searches, to immediately disengage from any materials that are inappropriate, and to report the situation to the faculty member or administrator in charge of the activity. Although the School cannot effectively restrict the content of information obtained by students via the Internet, obtaining material that is explicitly labeled as not intended for minors will be considered a violation of School rules. Furthermore, making public or passing on any material that is pornographic, violent in nature, or otherwise harassing is totally unacceptable and will be dealt with immediately by the appropriate administrator.

Internet Safety: Students should never give out personal information (address, telephone number, name of School, address of School, date of birth, Social Security Number, credit card number, etc.) over the Internet. Students also should not meet with someone that they have contacted online without prior parental approval. Safety is the responsibility of the parent and student. The School is not liable in any way for irresponsible acts on the part of the student.

Pirated Software**:** The term "pirated software" refers to the use and transfer of stolen software. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The School will not, in any way, be held responsible for a student's own software brought to School for personal use.

Network Access/Passwords**:** Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the School's website is prohibited. Obtaining another's password or rights to another's directory or e-mail on the network is a violation of School rules as well as a form of theft. Taking advantage of a student who inadvertently leaves a computer without logging out is not appropriate. Using someone else's password or posting a message using another's log-in name is a form of dishonesty, just as is plagiarism or lying, and will be treated as a violation. Guard your password. You may be responsible for any activity done on the school's system under your password.

School's Right to Inspect**:** The School reserves the right to inspect user directories for inappropriate files and to remove them if found and to take other appropriate action if deemed necessary, including notification of parents. The School also reserves the right to inspect any personal electronic devices brought onto campus. In such a case, students must provide any passwords to inspect the device upon request by a School administrator. Do not assume that any messages or materials on your computer or the School's systems are private.

Viruses: Every effort is made by the School to keep our system virus-free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer. The School is not responsible for the transmission of any virus or for damage suffered from a virus.

Reporting Requirements/Discipline: Any student who accesses inappropriate material on the Internet, sends or receives harassing, threatening, or inappropriate materials via email, text, or on the Internet, must immediately report the concern to the teacher who is supervising the activity or to the Division Head so that the situation can be investigated and addressed appropriately. Students who violate any aspect of this Computer and Systems Usage Policy will be subject to appropriate discipline and loss of computer or Internet privileges.

**Reporting Lost Devices:** Students must immediately report the loss or theft of any School devices, or electronic devices that may contain School-related information. Lost or stolen devices should be reported to the Upper School Head.

## **7.27.** Social Media and Social Networking Policies and Procedures

Social media encompasses a broad array of online activity including social networks/media such as Twitter, Flickr, Instagram, Facebook, GroupMe, and Snapchat, blogs, and other similar online or Internet

communications. Because this form of communication is vast and growing, we feel it is important to communicate to you the School's position regarding a student's use of social media or networking.

**Use Away from School Property:** It is not our goal to regulate a student's personal online activities when not on School property or at a School-related event. Please understand, however, that certain activities might impact a student's relationships with other students or school employees or School rights that we do reserve the right to regulate. All students should ensure that they are familiar with the School's conduct policies to avoid any online communications that might violate those policies.

Students should not "follow" or be "friends" with any faculty member or other adult member of our community (other than the student's parent) on any of these social networking sites. Any violation of this prohibition must be reported to the Administration immediately.

In addition, postings on social networking or other Internet sites of students engaging in inappropriate behavior (such as drinking, smoking, sexual actions, etc.) are prohibited.

Students are not permitted to use the School's name, logo, trademark, or service mark in online activities without the permission of the School. Students are not permitted to create websites or social networking profiles to rate teachers, discuss aspects of the School, or otherwise disclose information online that the School would find offensive or inappropriate if posted in the School's newspaper. Finally, students are not permitted to disclose any confidential information of the School, employees, students, parents, or activities online.

**Your Identity Online:** You are responsible for any of your online activity conducted with a School email address, and/or which can be traced back to the School's domain, and/or which uses School assets.

What you publish on such personal online sites should never be attributed to the School and should not appear to be endorsed by or originated from the School.

**School's Right to Inspect:** The School reserves the right to inspect all electronic data and usage occurring over the School's network or on School property without prior notice. We also reserve the right to assess information in the public domain on the Internet and to discipline students for any violation of these guidelines.

## **7.28.** Facility Use

**For Private Events:** Parents of CCS students desiring to host a small, private event on campus should inquire via email to the facilities team. Priority in the use of our facilities will be given to the execution of the core mission of the school. Further, as any request for the use of our facilities creates a level of demand on our staff, CCS will carefully evaluate each request in light of these factors. Therefore, not all requests are able to be granted.

**All Facility Use Requests (Parents and Other Entities):** All facility use requests for non-school activities must adhere to our Facility Use Policy. This policy is available and can be emailed to you upon request. It outlines the expectations and procedures for the use of school facilities, ensuring all activities align with our mission and values.

To ensure a smooth process, initial inquiries must be made more than 21 days in advance of the proposed event. After receiving the initial email request, a Facility Use Questionnaire will be sent to the applicant, which must be returned more than 14 days prior to the proposed event. Please note that initial inquiries received less than 21 days ago and questionnaires returned less than 14 days before the event do not guarantee a response.

# APPENDIX A

**STANDARDS FOR ACCEPTABLE USE & SUPPORT OF THE CCS NETWORK, INTERNET, AND INTRANET AND THE CCS ACCEPTABLE USE POLICY (AUP) FORM**

For purposes of this document, a user is anyone who is authorized to gain access to the CCS Network, Internet, or Intranet. Unauthorized use or access is prohibited.

The Network is the connection between the WAN (Wide Area Network), the LANs (Local Area Networks), and the technology components at a school or building.

(For purposes of "Bring Your Own Device" ("BYOD")), "Technology" refers to privately and or personally owned wireless and/or portable electronic hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), hand held entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

The Internet is a worldwide collection of computer networks that serves as a conduit for communication and the global exchange of information. The Internet is not a single network; rather, it consists of thousands of individual networks that allow information to pass among them.

(For purposes of BYOD), only the Internet gateway provided by the school may be accessed while on school premises. This includes, but is not limited to, cell phones, cell network adapters, and other personal Internet connective devices, which may not be used to access the Internet at any time, while on school premises, except through the school Internet gateway.

BYOD Security and Damages: Security for any privately owned portable electronic devices is the sole responsibility of individual owners. Neither CCS nor its staff or employees is liable for any device stolen or damaged on school premises. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches be used to physically identify individually owned devices. Additionally, protective cases for technology are encouraged.

CCS has put security and content filtering measures into place, such that all content is reasonably monitored for anything that is inappropriate, objectionable, and/or harmful to children. However, users should understand that CCS cannot guarantee that every inappropriate website or content will be blocked from student access. CCS does not guarantee that all students will have access to computers, the Internet, or files stored on its network 100% of the time. Student access to traditional social media websites such as YouTube and Facebook will continue to be blocked from school networks.

**Terms and Conditions of the CCS Acceptable Use Policy (AUP)**

1. Personal Responsibility and Safety

    1.1. I know that school computers, private or personally owned devices, and Internet communication tools must be used properly and with respect.
    1.2. I understand that using the school's computers and accessing the Internet is a privilege that is earned.
    1.3. I understand that all the rules described in my school's discipline policy and this AUP apply when I am using computers at school.
    1.4. I understand that I must access the Internet only via the school’s network. I may not use a private connection to the Internet, e.g., via a private cellular connection instead of WiFi.
    1.5. I will immediately stop and tell the teacher or adult in charge if anything happens on the computer or on the Internet that does not seem right or makes me feel uncomfortable (inappropriate, offensive, illegal, any act of bullying or action that violates the AUP).

1.6. If I find something that is not appropriate on the Internet, I will leave it right away and tell a teacher or adult.
1.7. I will not show other students inappropriate content.
1.8. I will report any misuse of the computer, private or personally owned devices, or the network to a teacher or administrator.
1.9. I will take care of the computer and all technology equipment as if it belonged to me.
1.10. I understand that CCS may keep a record of everything that is done on the computers and that activities done on the network can be traced back to the person who did it.

2. Inappropriate Uses

2.1. I understand that school computers and private or personally owned devices shall be used only for educational purposes and learning.
2.2. I will only use school computers and private or personally owned devices for classroom work assigned by the teacher.
2.3. I will not damage the computer nor load any viruses or spyware onto the computer or network. I understand this would be considered a form of vandalism.
2.4. I will not attempt to bypass security measures on the school network, including the use of proxy servers, anonymizers, etc.
2.5. I will not log on to the teacher's network.
2.6. For purposes of BYOD, I understand that I am responsible for all repairs and support for my private or personally owned device.

3. Digital Citizenship

3.1. I will treat people with respect when using the computer and accessing the Internet.
3.2. I will not threaten, insult, gossip, tease, or treat others with cruelty while I am online or using a computer. I understand this type of behavior is a form of bullying and will not be tolerated and will be punished and result in the loss of privileges, as well as any other appropriate sanctions.
3.3. I will respect other students' work on all computer devices. I will not copy, change, or remove another student's work from any computer device, the school network, or the Internet.
3.4. I will tell a teacher or administrator whenever I encounter anything on the Internet that I think may be inappropriate or a violation of school policies.
3.5. I will not copy information and use it as if it were my own without giving credit to the author and/or source. I know that failure to properly cite my sources of information is considered plagiarism, a form of cheating, and, in some instances, also a violation of copyright laws.

4. Online Behavior

4.1. I will follow these guidelines when using the CCS network and the Internet, including electronic mail (email).
4.2. I understand that things I post on the Internet can be seen by everyone in the world.
4.3. I will not share personal information (either my own or another student's), including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number on the Internet, as required by COPPA.
4.4. I understand that once information has been posted online, or in a blog, it cannot be completely taken back. Even if a post is deleted, there could be older versions that were automatically saved that can be viewed, copied, and disseminated.
4.5. I will consider whom I am communicating with and think about how they might interpret my words.
4.6. I will give constructive criticism and comments in order to help people and not humiliate or offend them.
4.7. I will use respectful and appropriate language without swearing or name-calling. These are actions that could be considered harassment or bullying.
4.8. I understand that authorities have ways of tracking anything that is posted on the Internet back to the computer or person that posted it, even if the person never uses their own name or leaves any personal information. I understand that anything I post on the Internet could eventually be linked to me.
4.9. I will only post information that I can verify is true, and I will not spread gossip about other students.

4.10. I will not impersonate others nor try to trick people into thinking what I wrote was done by someone else. I understand that this could be a form of bullying and harassment.
4.11. I will ask my teacher for clarification whenever I am in doubt about any of the rules or guidelines.

5. Data Storage: I will always be prepared for the possibility that computers or access to the network may not function on any given day. I will be responsible for backing up my own files on my own media, as CCS does not store backups of the student files on its network. CCS does not provide, archive, or backup student email.

6. Privileges: I understand that using the computer network is a privilege I must earn and maintain. It is not a right. If I fail to use the computer properly or treat others respectfully online, I will lose that privilege and face disciplinary actions, and my parents will be notified.

7. Sanctions for Misuse: Use of the Internet and any private or personally owned devices is contingent upon compliance with state and federal laws, and the user responsibilities outlined in this document. Violations may result in a loss of some or all privileges. Specific disciplinary actions involving student misuse will be determined by the Administration.

8. Acceptable Use Policy: Each student user of the Network or Internet must have a signed Acceptable Use Policy form on file.