

COVENANT CHRISTIAN SCHOOL



*NON NOBIS DOMINE, DOMINE
NON NOBIS DOMINE
SED NOMINI, SED NOMINI
TUO DA GLORIAM*

*Not unto us, O Lord,
not unto us,
but unto Thy name,
give glory*

Psalm 115:1

FACULTY AND STAFF HANDBOOK

2011-2012

Contents

I.	Educational Philosophy.....	4
	a. School Vision.....	4
	b. School Goals.....	4
	c. Statement of Faith.....	5
	d. Philosophy of Education.....	6
	e. Classical Defined.....	7
	f. The Lost Tools of learning.....	8
	g. Organizational Structure.....	9
	h. Loco Parentis.....	10
	i. Code of Ethics.....	10
	j. Secondary Doctrine.....	10
II.	Personnel Policies.....	10
	a. Teacher Job Description.....	11
	b. Church Membership & Attendance.....	13
	c. The Required Work Day.....	13
	d. Personnel Files	14
	e. Pay & Benefits	14
	f. Leave Accrual	16
	g. Faculty Dress	17
	h. Professional Development	18
	i. Teacher Evaluations	18
	j. Lesson Planning	19
	k. Substitute Teachers	19
	l. Release of Students & Student Information	19
	m. Grievance Policy	20
III.	Educational Program & Curriculum	22
	a. Grading Guidelines	22
	b. Homework Philosophy & Guidelines	24
	c. Promotion / Retention Policy	24
	d. Controversial Subjects Policy	25
IV.	Classroom Operations & Annual Schedules	26
	a. Behavior Policy	26
	b. God's Rules	27
	c. House Rules	28
	d. Uniform Dress Code	31
	e. Purchasing Protocol	31
	f. Classroom Maintenance & Care	32
	g. Parent -Teacher Conference / Communication	32
	h. Observance of Holidays	33
	i. Master Calendar / Special Events	33
	j. Faculty Meeting Schedule	33

V. Educational Philosophy

a. School Vision

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

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

b. School Goals

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

CHRISTIAN

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

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

CLASSICAL

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

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

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

c. Statement of Faith

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

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

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

- We believe the Bible is the written word of God, inspired by the Holy Spirit and without error in the original manuscripts. The Bible is the revelation of God's truth and is infallible and authoritative in all matters of faith and practice.

- We believe in the Holy Trinity. There is one God, who eternally exists in three persons: the Father, the Son, and the Holy Spirit.
- We believe that all are sinners and totally unable to save themselves from God's displeasure, except by His mercy.
- We believe that Jesus Christ is the eternal Son of God, who through His perfect life and sacrificial death atoned for the sins of all who will trust in Him, alone, for salvation
- We believe that the Holy Spirit indwells God's people and gives them the strength and wisdom to trust Christ and follow Him.
- We believe that Jesus Christ will return, bodily and visibly, to judge all of mankind and to receive to His people to Himself.
- We believe that all aspects of our lives are to be lived to the glory of God under the Lordship of Jesus Christ.

d. Philosophy of Education

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

- We believe that the Bible clearly instructs *parents*, not the Church or State, to "bring children up in the discipline and instruction of the Lord." Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
- We believe that God's character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.
- God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin.
- We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
- We believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

Above all, parents can be confident that their student, at every stage of his

development in school, will be loved with Christ's love at Covenant Christian School.

e. Classical Defined

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

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

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

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

f. The Lost Tools of Learning

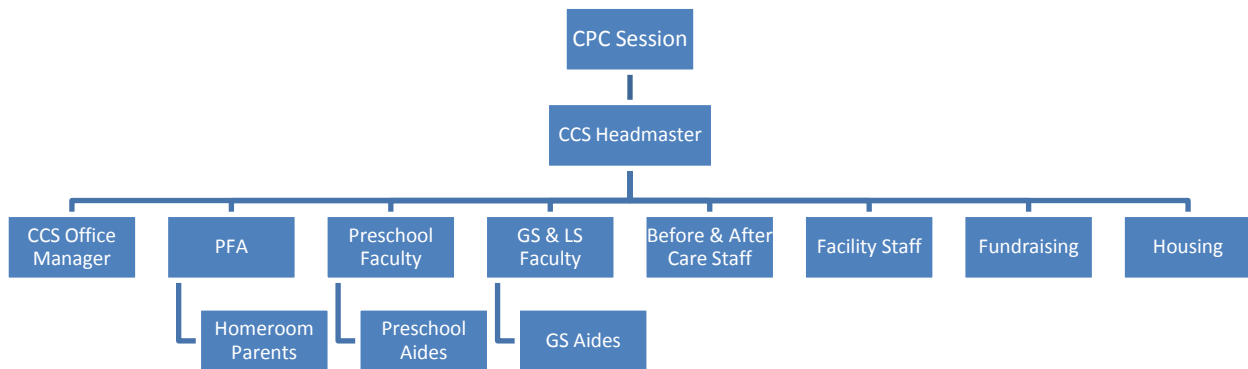
LOST TOOLS OF LEARNING CHART

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

<i>Beginning Grammar (Pre-Polly)</i>	<i>GRAMMAR (Poll-Parrot)</i>	<i>LOGIC (Pert)</i>	<i>RHETORIC (Poetic)</i>
Grades K-2	Grades 3-6	Grades 6-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 6. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 9. Lay conceptual understanding of letters, numbers, associated meanings 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/written papers

g. Organizational Structure

CCS is a ministry of Covenant Presbyterian Church. As such, the school falls under the ultimate authority of the CPC Session. (elders) The Session is responsible for the overall vision and mission of the school. The Session appoints and hires the CCS Headmaster to oversee the day-to-day operation of the school and to provide timely information to the Session regarding long-term decisions on curriculum, policy, budgeting, and facility planning. All school employees are interviewed and hired by the Headmaster.



h. Loco Parentis

Objective: To ensure that parental authority over the education of their children is respected at Covenant Christian School.

Scope: This policy applies to all teachers and staff who exercise authority of any kind over the students.

Definitions:

Loco parentis: this phrase means "in place of the parents."

Guidelines:

- At all levels, the CPC Session, CCS administration, teachers, and staff acknowledge that the school does not function above parental authority, but rather with delegated authority (in loco parentis) from the parents.
- Covenant Christian School's goals and vision represent the desired results which we believe will come from our educational support of godly homes. We intend to fulfill these established goals through supporting parents who are

already dedicated to such goals in their respective households.

- The school's implementation of our goals and vision statement is not intended to supplant the responsibility of parents before God for the nurture and education of their children.
- The school will seek to fulfill the obligations we have with regard to this policy, and both our goals and vision statement, primarily through careful admission procedures, faithfulness to our stated educational mission, and biblical discipline.

i. Code of Ethics

All teachers, staff members, and representatives of Covenant Christian School are expected to conform to biblical standards of behavior at all times.

j. Secondary Doctrine

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

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

Definitions:

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

Guidelines:

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

VI. Personnel Policies

All faculty and staff must be thoroughly informed regarding the policies and procedures in the family and faculty handbooks. So that we fairly and consistently maintain good order and discipline in our school, everyone should know the policies and enforce them to the best of our abilities. A unified, cooperative spirit in this area will be of great service in promoting a sound Christian learning environment for our students.

a. Teacher Job Description

This is not intended to be a complete delineation of all possible responsibilities of a Covenant Christian School Teacher. Rather, it is a general description of the basic task a CCS teacher will be normally required to perform. In addition, it is expected that the teacher will comply with all applicable school policies outlined in the CCS Family & Faculty Handbooks. This job description will be the basis for all formal and informal performance evaluations.

Spiritual Leadership

- Consistently exhibits love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.
- Demonstrates a love for the Bible and maintains a personal study of God's Word.
- Reveals the truth found in God's Word through the teaching of all subjects.
- Actively enjoys participation in faculty devotions and school assemblies.
- Actively participates in a local church body of evangelical believers.
- Is a life-time learner.

Classroom Management / Discipline

- Maintains a knowledge and understanding of all school policies, procedures, and guidelines.
- Consistently teaches and applies the "spirit" and the "letter" of the school's policies and guidelines.
- Encourages students to prefer others above themselves and promotes respectful student interaction.
- Encourages student participation in all daily classroom tasks and/or functions (i.e. reporting attendance, homework collection, daily cleaning schedules, material storage & distribution, etc...)
- Maintains an orderly (not always silent) working atmosphere in the classroom.
- Regularly reviews and enforces the contents found in the Family Handbook.
- Ensures that students are properly informed about school policies and encourages each to exercise self-control and discipline.
- Supports the Administration in all discipline matters (in spite of potential disagreements) and provides an accurate account of all student offenses.
- Manages the vast majority of corrective actions in the classroom.
- Maintains communication with parents (via face to face or by phone) in all matters of conduct and discipline in order to promote the parents participation in the training of their child and to correctly obey the Scriptures.

Classroom Decorum / Environment

- Maintains a neat, organized and stimulating classroom environment.
- Updates classroom decorum based on current class lessons.
- Involves and manages students in the daily cleaning and maintenance of the classroom.
- Delegates major maintenance issues and the cleaning of major messes to the proper support staff and/or capable students.

Lesson Preparation & Presentation

- Teaches the assigned lesson or subject in light of the Trivium.
- Demonstrates a thorough knowledge of and interest in the subject assigned to teach.
- Teaches all subjects utilizing objectives, materials, priorities, and methods prescribed in the CCS Curriculum Guide.
- Encourages students to see all subjects as interrelated, as part of God's integrated body of truth.
- Uses clear/appropriate language and a challenging vocabulary at all times.
- Employs a variety of creative, age-appropriate, classical teaching methods.
- Models, with few exceptions, each lesson after J.M. Gregory's *"The Seven Laws of Teaching."*

Student Learning

- Stimulates and maintains the students' interest in the lesson/material.
- Recognizes and addresses the individual needs of students in the classroom. Recognizes the need for administrative referral for needs beyond one's own ability to manage.
- Uses a wide variety of techniques (in addition to testing) to measure the student progress.
- Uses the CCS Curriculum Guide to measure the overall progress of the class and individual students.

Planning & Communication

- Submits weekly lesson plans as directed.
- Demonstrates a good use of class time in weekly lesson planning.
- Uses the CCS Curriculum Guide to establish weekly, quarterly, and semester plans.
- Effectively communicates with parents through the CCS Monthly Newsletter.
- Maintains ongoing communication (via face to face or phone) with parents. Emphasis should be placed on getting to know the families well and keeping them informed.
- Maintains an open door policy to parents who wish to observe and/or assist in the classroom. (Parent-Teacher conferences are by appointment only)

Professionalism & Decision Making

- Maintains proper boundaries in all student – teacher relationships.
- Uses wisdom when interacting with students on and off campus and at scheduled and non-scheduled events.
- Maintains an appropriate representation of CCS in all public venues.
- Consistently and joyfully demonstrates agreement with and support of the Covenant Christian School Mission. This can be seen in:
 - Quality of work
 - Punctuality

- Proper Speech (CCS holds to a ZERO GOSSIP POLICY)
- Positive Attitudes
- Neat/Clean/Modest Dress
- Attention to Assigned Duties
- Willingness to go above and beyond the call of duty
- Attends all the required events listed in the Faculty Handbook

b. Church Membership & Attendance

All CCS faculty members are required to be a member in good standing of a local evangelical church. For question regarding which churches meet this criterion please see the Headmaster.

c. The Required Work Day & Faculty Attendance

The official school calendar regulates the school year. The following days and events are *required* as part of the contractual school year for full time faculty:

- Summer Orientation & In-Service Training
- Back-To-School Fair
- All In-Service Days
- Monthly Faculty Meetings
- Weekly Department Planning & Coordination Meetings
- Fall Festival
- Field Days
- Programs that involve the teachers' entire class
- Scheduled Parent/Teachers Meetings
- Open House
- Senior Graduation
- Morning Devotion (K5-8th)
- Faculty Morning Prayer (K5-8 - 7:45) (PK – 8:15)

All teachers and staff members are *encouraged* to participate in any faculty/staff dinners, receptions, socials, and student sporting events. Students are very aware of when teachers support them by attending their programs, plays, sporting events, etc., and appreciate that support. Taking interest in their extra-curricular activities is an excellent way to establish and maintain a good relationship with the students.

Hours for full-time* teachers and aides:	Preschool	8:15 AM	-	12:45 PM
	K5	7:45 AM	-	2:25 PM
	1st-8 th	7:45 AM	-	3:30 PM

Full-time faculty & aides shall meet for Morning Prayer to begin each day. The preschool & kindergarten faculty will meet each morning from 8:15-8:25 am. 1st -8th grade faculty will meet together each morning with the Headmaster from 7:40-7:55 am.

All other staff members who are on campus during this time are encouraged to attend.

All faculty & staff members are expected to arrive and depart at the correct times. Any deviations from the times listed above should be cleared with the Headmaster.

Leaving campus: Teachers and other staff members who must leave campus during the day shall sign in and out in the office.

d. Personnel Files

A file is maintained for each faculty/staff member. The file shall contain the following information:

Teachers:

- Application form
- Fingerprints Report & Back Ground Investigations
- Teaching Certificates (or copies)
- Copy of transcripts
- Copy of diploma
- Letters of reference or notes from references taken by phone
- Teacher evaluation forms and follow-up reports
- Annual contracts
- Record of Teacher Attendance and Accumulated Sick-Leave
- Letters of request for reimbursement of expenses for continuing education
- Letters of Commendation (when applicable)
- Disciplinary Letters or Letters of Probation (when applicable)

Staff and Other Support Personnel:

These files will be similar to the teacher's files except they will not require teaching certificates, transcripts, diplomas, or continuing education expense letters.

e. Pay & Benefits

Full-time and Part-time Employees

All preschool faculty and staff is considered part-time employees. If a Grammar or Logic School faculty or staff member teaches 4 or more classes then they are considered full time. Full-time employees should be on campus during the hours denoted above unless their absence has been cleared by the Headmaster and a Leave Request was submitted and approved.

Contracts

In February, staff members will be issued an "Intent to Return" Form. At this time teachers and staff indicate their intent to return and any changes in position they would like to have considered.

Enrollment and the CCS Operating Budget determine the timing of teacher contracts. Returning teachers and staff should receive their new contracts by the end of the school

year unless enrollment numbers dictate otherwise. Contracts for part-time employees may not be determined until schedules, class assignments or enrollment numbers are finalized.

Contracts for new teachers and staff shall be issued no later than the first pay period of the school year upon final approval for hire.

Pay Periods

Employees will be paid in 24 pay periods, on the 15th and the last day of the month. Teachers must inform the Office Manager whether payments should be mailed in the summer or placed in the teacher's mailbox. If payments are to be mailed, the teacher must provide stamped envelopes with the correct summer mailing address.

Employees are *required* to have their pay directly deposited into their bank accounts. Direct Deposit forms will be handed out during the summer in-service training and will be available in the office at any time.

Pension Plan

CCS has established a Simplified Employee Pension Plan (SEP) with Wells Fargo. CCS's participation in this plan is contingent upon an annual donation given by a generous anonymous donor. For this reason CCS may discontinue this plan at any given time without prior notice. If CCS must discontinue this service all pensions would remain in the care of the owner.

All *full-time* CCS faculty members are eligible to participate in the plan after completing two years of service. Annual disbursements will be allocated to eligible employees equally based on a percentage (3%) of their base salary and its availability. Each employee, in consultation with Wells Fargo, will have the opportunity to invest the allocated pension contribution from the school in a fund of their choice. At their own discretion, employees can choose to contribute funds in addition to the school contribution for the pension.

Participating employees are required to pay a \$30.00 annual fee for participation. The school has established a pension agreement with Wells Fargo and will not contribute pension allocations to other companies or funds. Eligible employees should provide the school office with an account number for funds to be deposited. Those who choose not to participate must provide written notice to the office.

Tuition Benefits

In keeping with Covenant's philosophy of Christian education, all full-time teachers are required to demonstrate their own commitment to Christian education by enrolling their children in Covenant Christian School or home schooling. Exceptions may be made on a case-by-case basis by the Headmaster.

To help the family meet this requirement, Covenant provides a discounted tuition for children of full and part-time teachers. The current discount for the 2011-12 school year

will no longer be available in future years. Current full-time teachers may receive the current discount under a grandfathered provision. All future CCS employees hired after May 2012 will receive an adjusted discount. (see chart below) All CCS employees pay the full cost of registration and additional fees.

Current Discounts (2011-12)

Faculty/Staff Discounts	
Teachers – Full Time	80%
Part Time Teachers – 40% or more	60%
Part Time Teachers – less than 40%	40%
Aides – 5 days/week	60%
Aides – less than 5 days/week	40%
Support Staff – 30 hours/week	60%
Support Staff – less than 30hours/week	40%

Adjusted Discounts (Beginning May 2012)

Faculty/Staff Discounts	
Full Time Teachers	40%
Part Time Teachers	30%
Aides	20%
Full Time Support Staff	30%

Tuition and fees will be payroll deducted from the teacher's salary as a legal reduction unless the employee pays the tuition in full up front.

f. Leave Accrual

Faculty and staff shall accrue leave semi-monthly throughout the school year on the basis of 24 pay periods.

Full time employees shall accrue *personal* leave at the rate of 1.67 hours per pay period, accumulating a total of 40 hours of personal leave within a school year.

Full time employees shall accrue *sick* leave at the rate of 1.67 hours per pay period, accumulating a total of 40 hours of sick leave within a school year.

Part time employees shall accrue *personal* leave at the rate of .85 hours per pay period, accumulating a total of 20 hours of sick leave within a school year.

Part time employees shall accrue *sick* leave at the rate of .85 hours per pay period, accumulating a total of 20 hours of sick leave within a school year.

Sick leave will not roll over from year to year. No more than 30 hours of personal leave accrued within a given year may be rolled over to the next year. Effective June 1st 2011 The maximum number of hours stockpiled allowed through rollovers is 160 hours.

Employees who stockpiled more hours prior to this date will grandfathered in and allowed the old maximum of 280 hours

Only $\frac{1}{4}$ of unused time may be paid to employees whose employment ends without censure at the employee's most recent hourly rate.

Maternity Leave

Faculty or staff who give birth during the school year may use accumulated leave (sick and/or personal) as maternity leave. When her leave has been exhausted, the employee shall not be paid, though she shall be considered to be on a leave of absence unless the employee notifies the administration otherwise.

Extended Illnesses

In the case of extended illness (greater than five (5) consecutive working school days), an employee shall continue on salary for as long as the employee has accrued personal and/or sick leave. The employee shall continue to accrue leave during the absence. Should the accrued leave be used prior to the employee's return the employee shall be considered to be on a leave of absence without pay and the administration shall secure a long-term substitute.

Leave Request

Requests for personal leave must be submitted to the Headmaster via the *Leave Request Form* at least three (3) working days prior to the date requested. As long as the employee has accrued personal leave the request will be considered for approval. It is the employee's responsibility to secure a substitute to cover their shift.

If an employee must be absent without prior notification to the Headmaster via the *Leave Request Form*, the employee shall notify the office of the reason. Only sick leave can be used in this instance unless approved by the Headmaster. If the employee does not have the accrued sick leave to cover the absence they will not be paid. It is the employee's responsibility to secure a substitute to cover the shift.

Leave may be used on the basis of what the employee has stockpiled from previous years and what the employee has accrued within the given school year only. An employee must have already accrued leave in order to use leave. Future leave is not accessible for use.

Any employee who is absent for any reason without the proper amount of accrued leave will result in non-payment.

g. Faculty Dress

Faculty and staff shall dress modestly and professionally. "Business Casual" is the standard. The Headmaster will make the final ruling on modesty and professionalism and all faculty & staff will submit to his judgment. Faculty and staff may wear jeans on those days especially permitted by the Headmaster.

h. Professional Development

Teachers are encouraged to continue the development of their teaching skills through research, attending conferences & workshops, seminars, and certificate and diploma programs. At times the school may require professional development. If required, CCS will underwrite the cost at a rate of \$70.00 per credit hour up to 9 credit hours per calendar year. Teachers are required to maintain a B average to have the cost underwritten. All decisions will be based on budget availability and the potential benefit to Covenant students, staff, and school.

i. Teacher Evaluations

It is the desire of CCS to select and maintain a professional, creative and hard working staff. We desire that each member clearly understand the principles of classical Christian education and how it works in their classroom. We desire that each classroom reflect the Christ-centered principles that encourage a love of learning and a respect for others. With this mind the following evaluation plan is in effect.

New Teachers:

Formal Evaluation (Scheduled)	Minimum of 2 per year during the first school year
Informal Evaluation (Drop-In)	Minimum of 3 per year during the first school year

Returning Teachers:

Formal Evaluation (Scheduled)	Minimum of 1 per year during the school year
Informal Evaluation (Drop-In)	Minimum of 2 during the school year

The Headmaster will perform both the formal & informal evaluation. He may request a teaching peer to perform an informal evaluation for the purpose of peer review.

The objective of the evaluation is to determine the effectiveness of the instructor in accomplishing the required instructional directives, to provide accountability for our faculty, and to assist our new instructors to become acclimated to our classical-based pedagogy and our philosophy of discipline. Results will be discussed with the instructors after completion of the evaluation and placed in the personnel file of the teacher. Based on the outcome of the evaluation, additional formal/informal evaluations may be established to address immediate concerns.

j. Lesson Planning

Grammar & Logic School teachers will enter their lesson plans in RenWeb. Complete yearly plan books (or printed versions) shall be submitted to the school office at the end of each year for archive purposes. Preschool teachers will use an alternate paper lesson plan format.

Lesson plans are to be submitted to the administration for review prior to leaving school each Friday either through Renweb for K5 – 8th grade or hardcopy for preschool. Subjects, time frames for each lesson or class, and content are to be recorded clearly. These will also be used in case of a substitute teacher.

No homework shall be assigned on Wednesday Nights. This includes no evaluations will be given on Thursday. No exceptions. Pop quizzes may be given on Thursday if it relates to material covered prior to Wednesday evening.

k. Substitute Teachers

In the event (normally unforeseen) of a CCS teacher needing a substitute teacher for any portion of the day, the following procedures apply:

- The teacher should contact the office manager as soon as possible (when in doubt, call; it's easier to cancel than to arrange last-minute subs). The office will provide the teacher with an up-to-date list of substitutes.
- The teacher should contact the substitute and provide copies of lesson plans and any necessary materials via Renweb.
- In case of illness or emergency, the office manager will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred subs to the office manager.
- It is the teacher's responsibility to let the Headmaster know how long a sub will be needed (how many days). The teacher should call prior to lunch of the first day if the sub will be needed the next day.

l. Release of Students & Student Information

Custody

It is the responsibility of the parent to let the staff know of any special arrangements concerning the legal custody of their child. However, any teacher or staff member who has direct supervision of students should check files and permission forms so they will be aware of any potential problems in this area.

Teachers are not to release a student to anyone before first checking with the office. The teachers and principal have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted.

Teachers and staff members shall not release any information about any Covenant student to anyone other than the parent or legal guardian of that student. This includes whether a child is enrolled in Covenant, has attended, or has made inquiries about the school.

When discussing a student's progress or problems with other teachers, do so confidentially. NEVER share a student's progress or grades with other parents or students. At all times, we wish to protect our students' right to privacy.

When faculty and staff discuss a student's progress (academic/behavioral) they may wish to have the input of people such as tutors, hearing or speech therapists, and former teachers. Before involving someone not on Covenant's staff, one must obtain permission from the administration as well as the child's parent/guardian.

m. Grievance Policy

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Covenant Christian School.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of CCS's operations, between any two parties connected in a direct way to the school. This includes students, parents, faculty, staff, volunteers, administration, and/or the Session.

Definitions:

Dispute: Any disagreement that results in broken fellowship or trust between two or more 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.

Grievances: 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.

Concerns: The substance and details of the dispute and/or grievance.

Guidelines:

General:

- It is understood that if any disputes arise which are not covered by this policy, the Session 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 and James 3 will be followed.

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 student presents the concern, a respectful demeanor is required at all times.
- If the problem is not resolved, the parents or student may bring the concern to the Headmaster. If the student brings the concern, he must have permission from his parents to do so.
- If the problem is still not resolved, the parents should appeal the decision to the Session.

Parents/patrons to administrator:

- 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 Headmaster.
- If the situation is not resolved, they should present their concerns to the Session.

Staff to Administration:

- All concerns about the standards of the school must first be presented to the Headmaster. A respectful demeanor is required at all times.
- If the problem is not resolved, the staff member may appeal the decision in writing to the Session, followed by a meeting to discuss the matter.

Volunteers to Staff/Administration:

- If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, Headmaster, director, etc.).
- If the problem is not resolved, then the concern should be presented in writing to the Headmaster, followed by a meeting with

him to discuss the concern.

- If the problem is still not resolved, the volunteer may request a hearing from the Session in writing. The request will be passed through the Headmaster. The Headmaster is required to pass the request on to the Session.

VII. Educational Program & Curriculum

a. Grading Guidelines

Class List

Each teacher will receive a class list at the beginning of the school year. This list will also be available on Renweb. (See “Release Student Information” section) A copy of the class list may be given to the room mother to help with class activities. Phone numbers and addresses from the class list may not be given out unless they are already listed in the telephone directory.

Cumulative Files

Cumulative files may never leave the school office. If you need to view a student's records please submit a request to the office manager. Do not retrieve the file(s) on your own.

Grade Book

K5 -8th grade teachers are required to maintain a grade book on Renweb to include grades and attendance/tardies. Care should always be taken to protect the privacy and security of your grade book.

Report Cards

The school year consists of four (4) quarters each containing nine (9) weeks of usually 45 days each. The school calendar determines the ending dates of the grading periods and specifies the date report cards and progress reports are to be sent home.

Special area teachers must submit a listing of their grades to Grammar School teachers three (3) days prior to report cards being sent home. They must submit their grades on Renweb for Logic School classes.

For Grammar School Students:

- Blank report cards and envelopes for elementary students are available from the office manager.
- Make four (4) copies of each report card prior to sending them home. Send the original (to be signed and returned) and one copy (for parents to keep) home, keep one in your files and submit the other to the office for the students' files.

- Grammar School teachers need to submit the class honor rolls to the administration. Honor rolls include grades from all subjects.

For Logic School Students:

- Report cards will be computer generated. Teachers will have their grades updated in Renweb by the specified deadline. The administration will print and distribute report cards on time.
- Copies shall be made by the administration. Parents are expected to sign and return a copy to the teacher.

Grading

The following scale is used in K5 (all year), Grammar School special areas, and Handwriting (all grades):

- O** - Outstanding - the child has mastered the material presented
- S**- Satisfactory - the child is progressing toward mastery
- N**- Needs Improvement - level of mastery and progress is not adequate
- U**- Unsatisfactory

Receiving an N or a U in any subject disqualifies a student from the honor rolls.

Grading Scale 1st - 8th Grades

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F
Incomplete	I

Incompletes may be given because of a student's illness or other extenuating circumstances. At a date no later than five (5) school days after issuing report cards or progress reports, an Incomplete will be changed to a grade, receiving zeros for missing work.

In the Logic School Semester Grades will be an average of the two terms. (50% each) Only the semester average is used to determine the student's overall grade point average.

Parents will be able to view their student grades on Renweb. At the midpoint of the term parents will be reminded to check their student's grades and call to schedule a conference for concerns. Teachers need to schedule a conference for any student who has an average below 70 at mid-term point. Administration should be notified of these students prior to meeting with parents.

b. Homework Philosophy & Guidelines

Purpose

The purpose of homework is for the student to practice and reinforce skills and concepts presented in class. Homework is not busy-work nor should it be given for the sake of an additional grade.

Guidelines

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

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

Teachers should regularly communicate with students and parents to determine how much time students are spending on homework. Even within the same class there will naturally be a wide range in the amount of time students spend on the same homework assignments.

Covenant wishes to encourage students and their families to attend Wednesday evening church activities without the added pressure of extensive work that must be done late Wednesday evening. No homework shall be assigned on Wednesday Nights. This includes no evaluations will be given on Thursday. No exceptions. Pop quizzes may be given on Thursday if it relates to material covered prior to Wednesday evening.

Homework assignments must be posted as directed by the administration in RenWeb the week before they are assigned. Grammar School teachers are to include the upcoming week's assignments when writing their weekly letter. Test dates are also to be included. Assignments must be posted on an assignment board or a designated place in the classroom. Evaluations, special class events, fundraisers, & field trips should be posted in the teacher workroom on the teacher master calendar. This is for the purpose of coordination among faculty to manage student homework & study time.

c. Promotion / Retention Policy

Preschool and Grammar School teachers shall recommend non-promotion of a student to parents only after careful evaluation and discussion between the teacher and the administration. As soon as a teacher recognizes that a student is working significantly below the grade level, he should inform the administration of the problem. The teacher is to do the following:

- Start a file on the student that will contain:
 - Regular samples of class assignments
 - Documentation of all special help given by the teacher
 - Parent conference notes

- Attendance record.
- Meet with the special area teachers to obtain their input on performance. Document the observations and the meeting.
- Meet with the administration to observe and share the gathered information and together determine whether or not to recommend non-promotion to the parents.
- The Headmaster may form a review committee who will meet with the parents or he may meet personally with the parents if the recommendation is to retain the student.

Failing grades in 2 subjects for the year shall be sufficient cause to retain a student in Grammar and the Logic School. This includes Latin

d. Controversial Subjects Policy

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

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

Definitions:

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

Guidelines:

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

that subject, then the teacher will do the following:

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

VIII. Classroom Operations & Annual Schedules

a. Behavior Policy

There are two categories of rules: 1) Those that are moral or derived from the moral law (God's Rules), and 2) Those that are simply to keep good order (House Rules). Those rules, which are inherently moral in nature, are non-negotiable. They are based on the character of God. Violating rules based on morality is sin. Those rules that are for keeping good order are negotiable; they (can) change over time. Violating rules based

on order is sinful only in that one is not submitting to a God-placed authority. The activity or lack thereof, is not in itself sinful, only the lack of adherence to the rule.

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

b. God's Rules

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

Loving Righteousness

- To Our Lord

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

- To Our Covenant Community

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

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

We will respect the authority God has given us as well gracefully accept their correction when we have sinned. Romans 13 says, *"For there is no authority except from God, and those that exist have been instituted by God. ²Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment. Proverbs 13:1 says, "A wise son hears his father's instruction, but a scoffer does not listen to rebuke."*

Preferring Others

- To Our Lord

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

- To Our Covenant Community

We will love, honor, and pray for one another by putting their interest above our own. Romans 12:10 says, "Outdo one another in showing honor." Philippians 2:3-4 says, "³Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. ⁴Let each of you look not only to his own interests, but also to the interests of others. We will speak respectfully in a way that edifies to our community members. Proverbs 15:1 says, "A soft answer turns away wrath, but a harsh word stirs up anger. Romans 12:15 says, "Rejoice with those who rejoice, and weep with those who weep."

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

Stewardship

- To Our Lord

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

- To Our Covenant Community

-

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

c. House Rules

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

- Students are expected to cooperate with basic Christian standards of behavior and conversation at all times. This includes but is not limited to:
 - Students will speak respectfully to all adults
 - No back talk or arguing with teachers shall be permitted
 - Prompt and cheerful obedience is expected
 - Classes will greet classroom visitors at the order of the teacher
 - Students will maintain eye contact when speaking to adults
 - Ladies will be first at all times
 - Gentlemen will hold all doors for the ladies
 - Ma'am & Sir will be the proper way to address adults
 - Students will maintain a clean and orderly work area at all times

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

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

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

- Cheating is unacceptable at CCS and is defined as:
 - copying an answer
 - working together on an assignment that was intended to be completed individually
 - looking on another student's paper during a test
 - plagiarism

- The CCS Dress Code will be enforced at all times (See Below)

- Teachers will use hand signal to acquire student attention

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

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

- Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- 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.
- If a student demonstrates a consistent pattern of “low grade” offenses this can also result in an office visit.

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

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

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

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

At the discretion of the Headmaster, a student may be refused re-enrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary

act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

d. Uniform Dress Code

2011-12 CCS Uniform Dress Code

Grades K5-8th (No Dress Code for Preschool)	
Shirts*	Red, white, navy, cobalt blue, or evergreen short- or long-sleeved polo shirt with CCS logo. If short-sleeved polo is worn for cold weather, may wear solid white or gray long-sleeved t-shirt underneath.
Shorts	Modest khaki or navy dress shorts, or cargo shorts. Shorts must be no shorter than 4 inches above the knee.
Pants	Modest khaki or navy dress pants, or cargo pants.
Socks & Shoes	<ul style="list-style-type: none"> • Gentlemen: solid white socks with athletic shoes; OR, solid tan, black or brown dress socks with dress shoes. • Ladies: solid socks or tights, red, white, navy, cobalt blue, or evergreen; no patterns; navy, white or black solid-colored leggings are permitted on cold weather days. Black, brown, or navy closed-toe dress shoes, or athletic shoes.
Belts	Solid brown or black leather-like; must be worn with pants having belt loops.
Jacket (optional)	Zippered sweatshirt or fleece jacket, red, white, navy, cobalt blue, or evergreen, logo optional; or CCS-approved athletic jacket; no hoods are to be worn inside building.
Skirts/Skorts/Jumpers	Ladies may wear modest solid khaki, navy, or <i>Clear Blue Plaid</i> ** ; must be no shorter than 4 inches above the knee.
Polo dresses**	Short- or long-sleeved mesh polo dress in red, navy, or evergreen with CCS logo; must be no shorter than 4 inches above the knee.
Capris	Modest khaki or navy; no ties at ankle or knee.
<p>** <i>These items are available exclusively from Lands' End. www.landsend.com/school. Please enter the preferred school number for CCS - 900096058.</i></p>	

Please Note:

The Headmaster is the final authority when determining the modesty and the appropriateness of a student's clothing and compliance with the dress code.

e. Purchasing Protocol

Should a teacher desire a particular item to be purchased for his/her use the *Purchase*

Request Form must be used. The Headmaster must approve ***in advance*** any purchase that requires reimbursement. Approval will be given via the *Purchase Request Form*. Without approval, the cost of the item will remain the responsibility of the person who ordered it.

f. Classroom Maintenance & Care

It is imperative that teachers facilitate the cleanliness and maintenance of their classrooms. Please report any problems or maintenance request immediately by filling out the Maintenance Request Form and placing it in the Headmaster's mailbox.

Please conserve electricity. Do not leave your windows or door open while the air-conditioner or heat is on. Do not allow students to operate the thermostats. Turn off the AC and lights when you leave for the day. Teachers should keep doors closed and not propped open during the school day.

Do not store materials in the AC closet of the classroom or in front of the vents or AC access doors. Keep the window of your door free of decorations or anything that blocks the view.

Vacuuming will be done by an age appropriate student committee. Students are to be taught principles of stewardship and preference by taking care of their school property. The following vacuum plan will be employed each day following the last class:

Rm 109 – Class Aide
Rm 107 – Before & After Care Workers
Rm 105 – Class Aide
Rm 103 – Class Aide
Rm 101 – 8th Grade Committee of 2 alternating weekly
Rm 108 – Before & After Care Workers
Rm 106 – Before & After Care Workers
Rm 104 – Class Aide
Rm 209 – 4th Grade Committee of 2 alternating weekly
Rm 205 – 4th Grade Committee of 2 alternating weekly
Rm 203 – 7th Grade Committee of 2 alternating weekly
Rm 200 – 5th Grade Committee of 2 alternating weekly
Rm 204 – Café / Swept and cleaned after each use by user
Rm 208 – 7th Grade Committee of 2 alternating weekly
Rm 210 – 6th Grade Committee of 2 alternating weekly

g. Parent-Teacher Conference / Communication

There is no substitute for good clear parent/teacher communication. Communication in a timely manner alleviates problems from arising or escalating into major issues.

Teachers are encouraged to communicate with parents on a regular basis by telephone or in person. Email communication is reserved only for distributing invitations,

information, schedules, or to schedule appointments. Sensitive items are not to be handled via email as communication is lost and often misunderstood. *“Do not take the easy road.”*

Teachers are advised to keep the administration informed of all problems and activities. The Headmaster is there to support teachers and mediate parental concerns. The Headmaster cannot be of service to teachers if he is ignorant of the situation.

Teachers are to use the conference form to document the proceedings of parent/teacher conferences. These forms are to be completed and signed by the parent and the teacher and a copy is to be given to the office for the student file. Teachers are advised to log the conference proceedings into Renweb so that other teachers can be made aware of potential concerns.

If ever a conflict needs to be resolved, CCS Teachers are expected to follow the principles prescribed in Matthew 18. CCS maintains a zero GOSSIP policy.

h. Observance of Holidays

Covenant strives to promote Christ in every aspect of life. Holidays are a time when people are often more open to hearing the gospel of Jesus. Covenant puts the emphasis of holidays on Jesus rather than the things the world emphasizes. Any holiday media viewed in the classroom requires prior approval from the administration.

i. Master Calendar / Special Events

Any event desired beyond the normal classroom activity requires prior Headmaster approval and the completion of a Master Calendar Request Form. This includes but is not limited to: field trips, special luncheons, special guest speakers, or class parties. If in doubt as to whether your event needs special permission, ask.

j. Faculty Meeting Schedule

Faculty meetings will be held on Tuesday afternoons beginning at 3:15pm and ending no later than 4:15 pm. All faculty K5-8th grade are required to attend. If a conflict should arise please contact the Headmaster. Pre-school faculty is most welcome to attend. Minutes will be recorded by a secretary appointed by the Headmaster and will be made available to all faculty members for review.

Please Note: In addition to the regularly scheduled meetings, the Headmaster may call a special meeting to manage emergency concerns or to provide special information on school matters.

The agenda will be as follows:

- I. Scripture Reading / Devotion
- II. Calendar Items

- III. Headmaster Concerns / Comments
- IV. Teacher Q & A
- V. Teacher In-service Training (as determined by Headmaster)
- VI. Close in Prayer

The Schedule:

August 30th 2011
September 19th 2011
October 18th 2011
November 15th 2011
December 13th 2011

January 17th 2012
February 21st 2012
March 20th 2012
April 17th 2012
May 8th 2012