

# 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

## **FAMILY HANDBOOK**

# **2011-2012**



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## **I. General Information**

### **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**

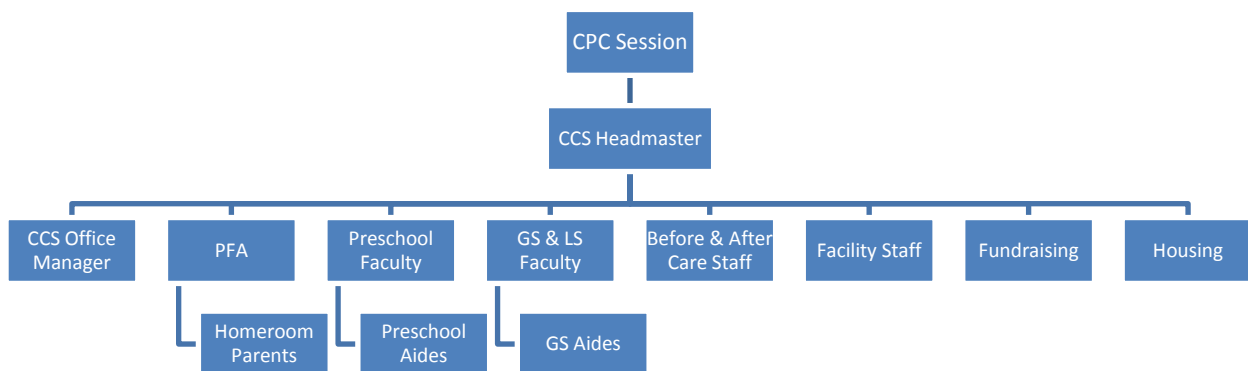
## LOST TOOLS OF LEARNING CHART

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

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

## 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. Parent Involvement / Loco Parentis

### Parent Involvement

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4

As a support and extension of the family unit, CCS considers the family to be of first importance to a child. God, through His Word, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at CCS we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to suggest other ideas that we may try.

- Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
- Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
- Serve as a chaperone on field trips.
- Serve as a mystery-reader, music-leader (in Preschool – K5), guest artist or offer your special talents.
- With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
- With permission and arrangements with the teacher, share your experiences, trips, vacations, as they may relate to any area of study in a class.
- Volunteer your help in the preparations for the many tasks related to school fundraisers.
- Help to host class parties at home or in the classroom with the coordination of the “Room-Mom.”
- Attend all Parent-Teacher Conferences
- Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
- Offer specific assistance to serve on Headmaster-appointed task forces.

#### 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.



decisions are primarily the responsibility of the Headmaster supported by the office staff who will verify the accuracy and completeness of the records. Both parents/guardians and the student will interview with the Headmaster prior to being approved for admission. The Headmaster has the authority to admit or refuse admission for students/families who meet or fail to meet the guidelines below.

#### Academic Guidelines

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

#### Behavioral Guidelines

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

#### Spiritual Guidelines

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

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

### **b. Curriculum Overview**

The curriculum reflects and is in support of the goal of CCS. The curriculum shall be flexible enough to allow us to recognize and help our students develop their individual talents and abilities to the glory of God. The ultimate goal and the guiding principle of our curriculum is to educate our students.

- CCS implements curriculum, school wide, that adheres to the methodologies inherent in classical Christian education. The Headmaster, with the assistance of teachers, is constantly reviewing the curriculum needs of the students at each grade level, and making adjustments accordingly. Parents are always welcome to share thoughts and suggestions concerning curriculum with the administration.
- CCS's goal is to utilize a classical Christian curriculum whenever possible. Many texts are reviewed in order to choose those that will best meet the educational needs of the students.

### c. Latin

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, Latin instruction needs no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a many recent generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

CCS teaches Latin, therefore, for two major reasons:

- Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. A training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages (French, Spanish, Portugese, Italian and Romanian).
- Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

### d. Grading Guidelines

#### Grading

The following scale is used in K5 (all year), Grammar School special areas, and Handwriting (all grades through 5<sup>th</sup>):

- 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 1<sup>st</sup> - 8<sup>th</sup> Grades**

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

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 should schedule a conference for any student who has an average below 70 at mid-term.

#### **e. 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 <sup>st</sup> Grade:	15-30 minutes
2 <sup>nd</sup> -3 <sup>rd</sup> Grade:	30-45 minutes
4 <sup>th</sup> -5 <sup>th</sup> Grade:	45-60 minutes
6 <sup>th</sup> -8 <sup>th</sup> Grade:	90-120 minutes

CCS wishes to encourage students and their families to attend Wednesday evening church activities without the added pressure of extensive work that must be done late

Wednesday evening. Therefore, homework will not be assigned on Wednesday Nights. This includes no evaluations to be given on Thursday. No exceptions. Pop quizzes may be given on Thursday if it relates to material covered prior to Wednesday evening.

Homework assignments will be posted in RenWeb at the beginning of each week.

#### **f. Promotion / Retention Policy**

Preschool and Grammar School teachers may recommend non-promotion of a student to parents after careful evaluation and discussion with parents and the Headmaster. As soon as a teacher recognizes that a student is working significantly below the grade level, he/she will inform the parent's and the administration of their findings.

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

#### **g. Controversial Subjects Policy**

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

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

##### *Definitions:*

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

##### *Guidelines:*

- If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him 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 be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
  - 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. Age and maturity of the class should be a major factor in determining the appropriateness of a discussion.
  - The teacher is to remember that according to Scripture and the second stated goal of CCS, he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

#### **h. Secondary Doctrine Policy**

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

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

*Definitions:*

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

*Guidelines:*

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

### III. Basic School Operations

#### 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 enforced and obeyed.

#### 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. <sup>2</sup>Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment. Proverbs 13:1 says, "A wise son hears his father's instruction, but a scoffer does not listen to rebuke."*

## Preferring Others

- To Our Lord

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

- To Our Covenant Community

We will love, honor, and pray for one another by putting their interest above our own. Romans 12:10 says, *"Outdo one another in showing honor."* Philippians 2:3-4 says, *"<sup>3</sup>Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. <sup>4</sup>Let 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 student's 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. In the case of serious offenses described above Students may be subject to school discipline for misconduct which occurs after school hours or even off school campus.

At the discretion of the 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. Parent / Teacher 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 will be reserved 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.

During formal Parent/Teacher Conferences, teachers will record the conference proceedings with a CCS document and the proceedings will be recorded in Renweb. Proceedings will be signed by the parent and the teacher and a copy will be placed in the student's file.

If ever a conflict needs to be resolved, all parties are expected to follow the principles prescribed in Matthew 18 and James 3. Please be mindful that CCS maintains a zero GOSSIP policy.

#### **e. Attendance Requirements**

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

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

Grammar & Logic School (K5-8th grade)

The school day begins at 8:00am for 1<sup>st</sup> – 8<sup>th</sup> grade and 8:30am for Kindergarten. 1<sup>st</sup> – 8<sup>th</sup> grade students not present for Morning Meeting are considered tardy as Morning Meeting is a part of the school day. Three tardies does equal one absence, which does count toward the total allowable absences for the year.

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

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

Students who do not meet the requirement for being counted present for the day shall not be permitted to participate in any extra-curricular activities for that day.

**Make-up Work**

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

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

For grades 1-8 weekly assignments may be viewed on Renweb. Students should also check with their individual teachers for any changes that may have been made to these assignments during their absence. Teachers reserve the right to add, delete, change or modify assignments and/or lesson plans when necessary.

#### **f. Uniform Dress Code**

2011-12 CCS Uniform Dress Code

<b>Grades K5-8<sup>th</sup> (No Dress Code for Preschool)</b>	
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"> <li>• Gentlemen: solid white socks with athletic shoes; OR, solid tan, navy, black, or brown dress socks with dress shoes.</li> <li>• 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.</li> </ul>
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 jackets; no pullovers or hoodies are to be worn in the building.
Skirts/Skort/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. <a href="http://www.landsend.com/school">www.landsend.com/school</a>. 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.

### **g. 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.

**IV. Other Information**

**a. Tuition Schedule & fees**

2011-2012

***\*\*Due to a distressed economy we have determined not to raise tuition for the 2011-12 school year\*\****

Grade	New Registration Fee (New students only)	Non Refundable Deposit	Annual Tuition	12 Payments less Deposit	Single Pre-pay Rate Less Deposit (4% savings)	Double Pre-pay Rate Less Deposit (3% savings)
PK 2 Day	75.00	250.00	1625.00	114.58	1320.00	2x - 667.00
PK 3 Day	75.00	250.00	2250.00	166.67	1920.00	2x - 970.00
PK 5 Day	75.00	250.00	3125.00	239.58	2760.00	2x - 1395.00
K5	150.00	250.00	4500.00	387.50	3984.00	2x - 2062.00
K5 Add'l Child	150.00	250.00	4150.00	354.17	3744.00	2x - 1895.00
1 <sup>st</sup> – 6 <sup>th</sup> Grade	150.00	250.00	5075.00	402.08	4632.00	2x - 2340.00
1-6 <sup>th</sup> Add'l Child	150.00	250.00	4675.00	368.75	4368.00	2x - 2146.00
7 <sup>th</sup> – 12 <sup>th</sup> Grade	150.00	250.00	5200.00	412.50	4752.00	2x - 2400.00
7-12 <sup>th</sup> Add'l Child	150.00	250.00	4800.00	379.17	4368.00	2x - 2207.00

Three Payment Options

- Pre-pay Tuition In Full - A single payment due July 1, 2011 results in a 4% discount on the annual tuition rate.
- Pre-pay Tuition By Semester – Two annual payments due July 1, 2011 and December 1, 2011 result in a 3% discount.
- Monthly Installments - 12 monthly installments to be paid on the 20<sup>th</sup> of each month beginning June 20, 2011. (June 2011 – May 2012)

### Additional Fees

- Each family is required to pay a \$200.00 Facility Improvement Fee. This may be divided equally among 12 payments.
- 7-12<sup>th</sup> Grade students will be a charged a \$200.00 Book Fee. This may be divided equally among 12 payments.

#### Special Considerations:

- The non-refundable deposit is required to reserve a student's class position; this deposit will be applied to the annual tuition, a maximum deposit per family is \$500.00.
- The regular tuition rate is applied to the oldest child in a family. Additional child rates are applied to younger children in each family.
- Parents are expected to help support the school and defray expenses through service hours as outlined by the CCS Family Handbook.
- I understand that the tuition is based on the total program and not on a daily basis and that no discounts are available for vacations, sickness, nor holidays.

#### Withdrawal Fee

It is assumed you are enrolling your student for the entire year; therefore, budgets and teacher contracts are set accordingly. If, after enrollment a student(s) is voluntarily withdraws, CCS may assess a per student fee of *\$500.00 for students in grades K5 through 12th*. This fee also applies to expulsions or dismissals.

### **b. Before & After Care Operations**

The Covenant Before & After Care program is a ministry to our school families. It is not a day care program. Our program is a safe environment for continued learning and accountability for CCS students from 7:00 AM until 5:30 PM. Charges are computed by the half-hour and billed each month. The maximum charge for this service is \$375.00 per month for a single child, \$450 per family.

Per Hour	\$4.00
Additional Children	Same Price

#### Late Pick-Up Policy

Our After Care Program closes at 5:30 PM. Any student not picked up by the closing hour is charged a Late Pick-Up Fee. Students picked up after 5:30 PM are charged an additional \$5.00 for every 10 minutes late. The late pick-up fee is an additional charge and does not apply to the maximum After Care charge per month.

#### Payments

Covenant Christian School's expenses are borne by its participating families. If some are allowed to overlook payment, their responsibility falls unfairly on others. Therefore, it is necessary for the school to adhere to the following financial policy:

*No family may utilize Before and After care unless the family account is current. Delinquent fees are grounds for discontinuation from Before and After care use.*

### Before & After Care Agreement

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

#### **c. Office Hours**

CCS office hours are from 7:00am – 3:15pm daily Monday through Friday. Of course the office will be closed during previously scheduled holidays marked on the CCS School Calendar.

#### **d. Food Service & Lunches**

Parents are to provide lunch (food and beverage) for their children each day either by sending or purchasing lunch through our vendors. Any information about school lunches will be provided when school begins in the fall. A snack is also requested for children in preschool and kindergarten. An extra snack will be required for students staying in the Before & After Care Program on a regular basis. Information on additional lunch options can be obtained in the office.

#### **e. 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 Christ. Covenant puts the emphasis of holidays on Jesus rather than the things the world emphasizes.