

Covenant Christian Academy

University-Model[®] School

PARENT/STUDENT HANDBOOK

2016 - 2017



“Training hearts and minds for the glory of God.”

| | |
|--|----|
| <u>SECTION A—GENERAL INFORMATION</u> | 8 |
| <u>SCHOOL INFORMATION</u> | 8 |
| <u>ADMINISTRATION</u> | 8 |
| <u>BOARD OF DIRECTORS</u> | 8 |
| <u>SCHOOL COLORS</u> | 9 |
| <u>MASCOT</u> | 9 |
| <u>STATEMENT OF AFFILIATION</u> | 9 |
| <u>HISTORY OF THE UNIVERSITY-MODEL®</u> | 9 |
| <u>HISTORY OF OUR SCHOOL</u> | 10 |
| <u>SECTION B—FOUNDATIONS</u> | 11 |
| <u>VISION STATEMENT</u> | 11 |
| <u>MISSION STATEMENT</u> | 11 |
| <u>SCHOOL DISTINCTIVES</u> | 11 |
| <u>DOCTRINAL POSITION</u> | 14 |
| <u>POSITION ON SERVANT LEADERSHIP</u> | 14 |
| <u>STATEMENT OF NON-AFFILIATION</u> | 15 |
| <u>NON-DENOMINATIONAL POSITION</u> | 15 |
| <u>MAJOR AIMS AND OBJECTIVES</u> | 15 |
| <u>SECTION C—UNIVERSITY-MODEL® SCHOOLING</u> | 18 |
| <u>UMS DEFINITION</u> | 19 |
| <u>EDUCATIONAL PHILOSOPHY</u> | 19 |
| <u>UMS DESIGN</u> | 21 |
| <u>SECTION D—ADMISSIONS POLICIES</u> | 23 |

| | |
|--|----|
| <u>NON-DISCRIMINATORY POLICY</u> | 23 |
| <u>PARENT AND STUDENT RESPONSIBILITIES</u> | 23 |
| <u>TECHNOLOGY REQUIREMENTS</u> | 24 |
| <u>REQUIRED STATEMENT OF PARENT RESPONSIBILITY</u> | 24 |
| <u>PARENT ROLES</u> | 24 |
| <u>ADMISSION PROCESS</u> | 26 |
| <u>KINDERGARTEN ENROLLMENT</u> | 27 |
| <u>SECTION E—FINANCIAL POLICIES</u> | 28 |
| <u>TUITION</u> | 28 |
| <u>TUITION DISCOUNTS</u> | 28 |
| <u>LATE TUITION PAYMENT POLICY</u> | 28 |
| <u>PAYMENT POLICIES</u> | 28 |
| <u>FINANCIAL AGREEMENT</u> | 28 |
| <u>FINANCIAL ASSISTANCE</u> | 29 |
| <u>TERMS AND CONDITIONS</u> | 29 |
| <u>TEXTBOOK / MATERIALS FEES / SCHOOL SUPPLIES</u> | 29 |
| <u>DONATIONS / CONTRIBUTIONS</u> | 29 |
| <u>SECTION F—ACADEMIC POLICIES</u> | 30 |
| <u>ATTENDANCE REQUIREMENTS</u> | 30 |
| <u>ATTENDANCE NOTIFICATION REQUIREMENTS</u> | 30 |
| <u>ABSENCE MAKE-UP WORK POLICY</u> | 30 |
| <u>EXCUSED ABSENCES</u> | 31 |
| <u>UNEXCUSED ABSENCES</u> | 32 |

| | |
|--|----|
| <u>EXCEPTIONS TO ATTENDANCE POLICY</u> | 32 |
| <u>TARDY POLICY</u> | 33 |
| <u>EARLY DISMISSAL</u> | 34 |
| <u>CREDITS</u> | 35 |
| <u>GRADING, EVALUATION, AND FEEDBACK</u> | 36 |
| <u>GRADING STANDARDS FOR KINDERGARTEN, FIRST GRADE, and SPECIALS</u> | 36 |
| <u>GRADING STANDARDS & PERCENTAGES 2nd - 8th GRADE</u> | 36 |
| <u>ELEMENTARY GRADE SCALE</u> | 37 |
| <u>9th-12th GRADE CLASSES (with grade point averages)</u> | 38 |
| <u>ACADEMIC STANDING</u> | 39 |
| <u>COURSE VS. GRADE ADVANCEMENT</u> | 40 |
| <u>AUDITING OF CLASSES</u> | 41 |
| <u>VIRGINIA STANDARDS OF LEARNING</u> | 41 |
| <u>STANDARDIZED TESTING</u> | 41 |
| <u>HIGH SCHOOL STANDARDIZED TESTING</u> | 42 |
| <u>GRADUATION REQUIREMENTS</u> | 42 |
| <u>LATE WORK POLICY</u> | 45 |
| <u>ACADEMIC INCOMPLETIONS</u> | 46 |
| <u>TRANSCRIPTS</u> | 46 |
| <u>MODIFICATIONS TO STANDARD INSTRUCTIONAL OR EVALUATION PRACTICES</u> | 46 |
| <u>POLICY ON ACADEMIC DISHONESTY</u> | 47 |
| <u>SECTION G—CURRICULUM</u> | 51 |

| | |
|---------------------------------------|----|
| <u>CURRICULUM STATEMENT</u> | 51 |
| <u>CURRICULUM LIST</u> | 52 |
| <u>CURRICULUM EVALUATION PROCESS</u> | 54 |
| <u>CURRICULUM EVALUATION CRITERIA</u> | 54 |
| <u>SECTION H—GENERAL POLICIES</u> | 55 |
| <u>CHAPEL</u> | 55 |
| <u>DRESS CODE</u> | 55 |
| <u>DRESS CODE REGULATIONS</u> | 56 |
| <u>PHYSICAL EDUCATION UNIFORMS</u> | 58 |
| <u>DRESS CODE ENFORCEMENT</u> | 58 |
| <u>VISITORS POLICY</u> | 58 |
| <u>INTERNET POLICY</u> | 59 |
| <u>ILLNESS POLICY</u> | 62 |
| <u>MEDICAL RECORDS / PERMISSIONS</u> | 62 |
| <u>FIRST AID</u> | 62 |
| <u>SNACK AND LUNCH</u> | 62 |
| <u>WATER BOTTLES</u> | 62 |
| <u>CLASSROOM PARENTS</u> | 63 |
| <u>PEANUT-SENSITIVE ENVIRONMENT</u> | 63 |
| <u>BIRTHDAY CELEBRATIONS</u> | 63 |
| <u>SCHOOL CLOSINGS</u> | 63 |
| <u>TRANSPORTATION</u> | 63 |
| <u>LATE PICK UP</u> | 64 |

| | |
|---|----|
| <u>FIELD TRIPS</u> | 64 |
| <u>INSURANCE</u> | 64 |
| <u>HARASSMENT POLICY</u> | 64 |
| <u>SECTION I—CRISIS MANAGEMENT POLICIES</u> | 66 |
| <u>CRISIS MANAGEMENT PLAN</u> | 66 |
| <u>EMERGENCY DRILLS</u> | 66 |
| <u>PARENT COMMUNICATION</u> | 67 |
| <u>SECTION J—FAMILY MINISTRY AND DISCIPLESHIP PROGRAM</u> | 68 |
| <u>PARENT ENCOURAGEMENT</u> | 69 |
| <u>PROCEDURES OF SCHOOL DISCIPLESHIP</u> | 69 |
| <u>CONDUCT CODE</u> | 79 |
| <u>CODE OF INTEGRITY</u> | 81 |
| <u>HONOR CODE</u> | 82 |
| <u>STUDENT COVENANT</u> | 82 |
| <u>HOME/SCHOOL PARTNERSHIP</u> | 84 |
| <u>COMMUNICATION AND PARTNERSHIP</u> | 84 |
| <u>EXPRESSING CONCERNS/COMPLAINTS</u> | 84 |
| <u>STATEMENT OF COOPERATION</u> | 85 |
| <u>RESPONSIBILITIES AND UNDERSTANDING OF PARTNERSHIP</u> | 86 |
| <u>WORK AT HOME EXPECTATIONS</u> | 86 |
| <u>TUTORING PRACTICES</u> | 87 |
| <u>CONTROVERSIAL ITEMS POLICY</u> | 87 |
| <u>SOCIAL MEDIA POLICY</u> | 88 |

| | |
|---|----|
| <u>DIFFICULT OR CONTROVERSIAL ISSUES POLICY</u> | 89 |
| <u>SECTION K—STUDENT ACTIVITIES PROGRAM</u> | 93 |
| <u>SECTION K—APPENDIX</u> | 94 |
| <u>MAPS</u> | 94 |

SECTION A—GENERAL INFORMATION

SCHOOL INFORMATION

Phone: 540.680.4111

Address: 6317 Vint Hill Rd, Warrenton, VA 20187

Website: www.covenantva.org

ADMINISTRATION

| | |
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| Principal | Mrs. Amber Sabia asabia@covenantva.org |
| Assistant Principal..... | Mrs. Andrea Sponsler asponsler@covenantva.org |
| Assistant Principal..... | Mrs. Amanda Bryson abryson@covenantva.org |
| Office Manager..... | Mrs. Daniella Bezerra dbezerra@covenantva.org |
| College Advisor..... | Mrs. Suey Nordberg snordberg@covenantva.org |
| Athletic Director..... | Mr. Jim Sabia jsabia@covenantva.org |
| Elementary Administrative Assistant..... | Trish Solomon tsolomon@covenantva.org |
| Secondary Administrative Assistant..... | Annette McCullough amccullough@covenantva.org |

BOARD OF DIRECTORS

Ministry Board Members: Pastor Keith McCullough (Chairman), Mr. Jim Sabia (Vice Chairman), Mr. Paul Fernandez (Treasurer), Mrs. Meredith Hinkey (Secretary), Mr. Jeff Ward (Member at Large)

SCHOOL COLORS

CCA's official school colors are crimson and gold.



MASCOT

Our school mascot is the Golden Eagle.

STATEMENT OF AFFILIATION

Covenant Christian Academy is a certified member of the National Association of University-Model® Schools (NAUMS).

Additionally, CCA is a member of:

- ACSI, Association of Christian Schools International
- AdvancEd, Candidate for Accreditation
- VCPE, Virginia Counsel for Private Education
- PLTW, Project Lead the Way (STEM program)
- PVSA, President's Volunteer Service Award
- NVIAC, Northern Virginia Independent Athletic Conference
- FCC, Fellowship of Christian Cheerleaders

HISTORY OF THE UNIVERSITY-MODEL®

In the spring of 1992, a group of parents met together to discuss the need for a new alternative in education. The need grew out of their shared desires to be serious and active in carrying out their unique responsibilities as parents in the total education of their children. Their known alternatives at the time were traditional public (including charter), traditional private, and homeschooling. Collectively, these parents had experienced all three. They discovered that, while each had its positive aspects, all were in some way less-than-ideal for their family's needs or life situations. Prayerfully, they agreed to work together to start a new school that represented a different alternative – one that incorporated positive aspects from the others while embodying its own special set of distinctives. If they succeeded in addressing their own concerns regarding active parental involvement, it seemed appropriate that they should begin sharing what they learned with other parents who, like them, were seeking better ways to educate and raise their children. The result of their efforts was the formation of a University-Model School® (UMS) in Arlington, Texas, a private school that currently serves 1st-12th grade students from the Dallas/Fort Worth metroplex and its surrounding areas.

A University-Model School is a unique private Christian school that utilizes a university-type schedule and a teacher-parent integrated instructional approach to produce a high level of academic achievement while enabling strong ties between parents and their children. The school is the first concrete expression of a new educational model called University-Model Schooling (UMS) in which two proven elements of educational success – the professional classroom instruction of a teacher and

the caring at-home mentoring of a parent – are combined into a single, unified, college-simulated program. Other proven elements of the school’s program include character education, low student/teacher ratios, hands-on learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

HISTORY OF OUR SCHOOL

In 2007, a group of eight families met and prayed about wanting something different educationally for their children. These eight families all had different backgrounds, some were home schooling, some were teaching in private education, and some were teaching in public education. After hearing about the University-Model approach from a sister school, the Lord impressed on their hearts to open a University-Model School in the Warrenton-Gainesville area. These eight families became Covenant Christian Academy’s founding families and through the Lord’s provision, CCA opened for classes in 2009.

SECTION B—FOUNDATIONS

VISION STATEMENT

Partnering with parents to educate with excellence and prepare students to impact the world for Christ.

MISSION STATEMENT

At CCA, we equip young men and women to serve the Lord and glorify him with their lives. Wherever they serve--in the world, in the church, or in the home--we strive to prepare our students academically, spiritually, and socially.

- **Academically**—CCA students are creative, critical thinkers with a rich knowledge of God’s world, a strong work ethic, and a deep love of learning.
- **Spiritually**—CCA students are God-focused, prayerful, biblically grounded, and engaged in service to others.
- **Socially**—CCA students are valued members of a Christ-centered community where they practice giving and receiving love, discipleship, and grace.

SCHOOL DISTINCTIVES

1. Home/School Partnership

Our school follows the University-Model®, a unique partnership between professional educators and parent at-home “satellite” teachers. Students attend classes either two or three days a week and spend the rest of the week learning at home. The school is an opportunity for the Body of Christ to surround and support the family in raising up the next generation. Our students report that friendships formed in class are vital to their well-being. Spiritual and intellectual guidance from godly teachers also has a life-long impact. Parents are equipped and encouraged in their role as co-educators.

Deuteronomy 6:4-7 “Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”

2. Professionalism

CCA teachers are degreed, credentialed, experienced educators with advanced training in the University-Model. Parent-teacher collaboration is critical for student success, so our teachers are also excellent communicators and instructional leaders. Teachers are chosen based on proven success in the classroom, knowledge of their subject, spiritual maturity, and love for children. Most of our teachers are also educating their own children at home in the University-Model, so they

understand the unique blessings and challenges of the "satellite" classroom. All faculty and staff members engage in regular, targeted professional development and receive specific feedback from administrators. Our administration and board of directors strive to represent Christ with the highest levels of professionalism, Christ-centered leadership and skillful management.

Titus 2:7 "In everything set them as an example by doing what is good. In your teaching show integrity, seriousness, and soundness of speech."

Matthew 5:19 "Whoever practices and teaches these commands will be called great in the kingdom of heaven."

3. High-Quality Curricular Choices

At CCA we carefully choose research-based programs that support a rigorous college-preparatory program. We do not adhere to one particular philosophy or curriculum publisher, instead we borrow tools and techniques from a variety of trustworthy sources. When possible, we choose curriculum with an explicitly biblical worldview. Our goal is continual instructional improvement and superior academic preparation.

2 Timothy 2:21 "Be a vessel for honorable use, set apart, useful for the Master, prepared for every good work."

4. Multi-Sensory Learning

Because each child learns differently, we strive to provide learning experiences in a variety of modalities. When children can see, touch, hear, experience, and apply their knowledge, students are more fully engaged and learning is retained. This approach is supported by educational research and best practices.

Isaiah 64:8 "Yet you, LORD, are our Father. We are the clay, you are the potter; we are all the work of your hand."

Ephesians 2:10 "For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them."

5. Memorizing and Thinking

From kindergarten on up, CCA students are engaged in both memorizing crucial facts and developing critical thinking skills. As students grow in knowledge, they are encouraged to develop creativity and analytical thought grounded in a biblical worldview. Teachers emphasize real-world applications for knowledge and skills.

2 Timothy 2:15 "Be diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth."

6. Biblical Integration

Everything we study in school reveals God's character and nature to us. Whether we are studying his Word or his world, CCA teachers integrate knowledge of God into their lessons in every subject at every grade level. Parent satellite teachers are equipped and encouraged to cultivate a Biblical worldview as students learn at home. When curricular materials are not explicitly Christian, we provide customized Biblical integration in the classroom. Daily morning worship, prayer and devotions form the foundation for a Christ-centered environment.

Romans 12:2 “Do not be conformed to this present world, but be transformed by the renewing of your mind, so that you may test and approve what is the will of God—what is good and well-pleasing and perfect.”

7. Heart-Focused Discipleship

The character development and spiritual formation programs at CCA are focused on each child's heart. Rather than focusing exclusively on external behavioral compliance, we are concerned with the internal heart condition that produces behavioral fruit. Even in matters of corrective discipline, teachers and administrators are primarily engaged in discipleship, teaching students to know and love God with all their hearts, souls, minds and strength and to love others as they love themselves. We embrace God's design for parents as primary disciplers, and provide support and encouragement for spiritual formation in the home.

2 Peter 3:18 “But grow in the grace and knowledge of our Lord and Savior Jesus Christ. To him be the honor both now and on that eternal day.”

Proverbs 1:8-9 “Listen, my son, to your father’s instruction and do not forsake your mother’s teaching. They are a garland to grace your head and a chain to adorn your neck.”

8. Whole-Student Development

Through community events, outreach, special classes, electives, sports, and other extracurricular activities, students are given opportunities to develop relationships, skills, talents and interests to help them grow into well-rounded adults. Leadership qualities are nurtured and service is encouraged. In everything our students do, they are encouraged to work with their whole hearts for the Lord. A strong work ethic is cultivated in study, athletics, outside activities, service, and at home.

Colossians 3:23-24 “Whatever you are doing, work at it with enthusiasm, as to the Lord and not for people, because you know that you will receive your inheritance from the Lord as the reward. Serve the Lord Christ.”

DOCTRINAL POSITION

- We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:15; 2 Peter 1:21).
- We believe there is only one God, eternally existent in three persons--Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
- We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; 7:26); His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His resurrection (John 11:25; 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11; Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5: 28-29).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8: 13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18).

POSITION ON SERVANT LEADERSHIP

“Jesus called them together and said, ‘You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many’” (Mk. 10:42-45).

“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus” (Phil. 2:3-5).

“To the elders among you, I appeal as a fellow elder, a witness of Christ's sufferings and one who also will share in the glory to be revealed: Be shepherds of God's flock that is under your care, serving as overseers--not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock. And when the Chief Shepherd appears, you will receive the crown of glory that will never fade away” (1 Pet. 5:1-4).

As a ministry that seeks to build up the body of Christ, Covenant Christian Academy will aspire to conduct all aspects of its oversight and public relations in a manner that exemplifies the servant leadership of our Lord. Though the school's leaders will never fully achieve this goal, they shall also never cease to reach for its accomplishment.

STATEMENT OF NON-AFFILIATION

Covenant Christian Academy neither supports nor endorses the World Council of Churches, National Council of Churches, or any other world, national or regional organization which gives Christian recognition to unbelievers or which advocates multi-faith union. This does not prohibit CCA's families from being members of churches who do affiliate with said organizations.

NON-DENOMINATIONAL POSITION

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the outreach of this ministry, there shall be no attempt made by parents, students, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the ministry itself has assumed no official stance. We desire to remain united in the salvation and love of Christ, avoiding the dissension which may be caused by denominational distinctives such as:

- A. The mode of church government and authority
- B. The time and mode of Christian baptism
- C. The relationship between human free will and salvation
- D. The question of security of salvation
- E. The age of the earth
- F. The nature of the work of the Holy Spirit in the life of the believer, including:
 - a. The question of when the Holy Spirit comes into the life of the believer
 - b. The subject of sinless perfection
 - c. The gifts of the Holy Spirit
 - d. The interpretation of verses referencing future events (eschatology)

*Secondary Students will have the opportunity to ask local pastors theological questions at special "Ask the Pastor" chapels. Parents are invited to attend.

MAJOR AIMS AND OBJECTIVES

1. Love and Glorify God

Our first and most important aim at CCA is to love and glorify God in all that we do (1Cor. 10:31, 1 Pet. 4:11).

- A. We will seek to delight ourselves in the Lord and celebrate His greatness regardless of our circumstances.
- B. We will seek a daily, close, loving, and obedient relationship with our Lord Jesus Christ.
- C. We will aspire through all aspects of this ministry's operations to be in constant, joyful, and whole-hearted submission to God's purpose and will as revealed in the Holy Bible.

- D. We will consistently acknowledge, in word and deed, the Holy Bible as our standard of truth and final authority for faith and practice.
- E. We will challenge our staff, students and their families to love God by becoming progressively more knowledgeable of and obedient to His will as revealed in the Bible.

2. Fulfill the Great Commission

Our second aim at CCA is to do everything, including academic teaching, in a way that helps fulfill Christ's commission to go and make disciples (Matt. 28:18-20).

- A. We will evaluate all aspects of this ministry by how effective they are in "partnering with parents to educate with excellence and prepare students to impact the world for Christ."
- B. We will encourage all families to be actively involved in a local Christ-honoring church, the primary agency to which Christ gave His commission.
- C. We will encourage our students to develop their faith, love, and devotion to the Lord Jesus Christ and teach them to apply a God-centered perspective in all of their studies and activities.
- D. We will cultivate within students an increased awareness of the world that exists beyond their immediate culture and comforts along with the growing understanding that God's love and Good News are for all people everywhere.

3. Affirm and Encourage Parents

Our third aim at CCA is to affirm and encourage parents in their God-given roles and responsibilities (Deut. 6:6-7; Pro. 22:6).

- A. We will encourage parents, whenever we have opportunity, to understand that their highest calling and foremost responsibility with their children is to train them to be faithful disciples of Christ.
- B. We will strive to strengthen families as the first social and educational unit instituted by God and to demonstrate respect for the primary authority and responsibility for children that God has entrusted to parents.
- C. We will seek to give parents greater access to their children by involving the parents in the scholastic lives of their children's training in a University-Model® structure and system.
- D. We will strive to provide relevant and practical family ministries, conferences, and services aimed at keeping parents encouraged, competent, confident, and on-task.

4. Educate with Excellence

Our fourth aim at CCA is to educate students with excellence, providing preparation for college that is both high quality and Christ-centered (Luke 2:52; Pro. 1:2-7; 3:13-20; 4:1-9; 9:9; and 10:14).

- A. We will teach a work ethic that values doing all things "as unto the Lord" (Col. 3:23).
- B. We will promote and adhere to high academic standards.

- C. We will stress the importance of character development as a basis for true academic success and achievement.
- D. In our curriculum design and pedagogical practices, we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of data and the mastery of concepts.
- E. We will strive for constant and consistent improvement in our instructional methodologies.
- F. We will help and encourage our students to understand that all truth is God's truth by integrating the Bible's message with the content of a classroom subject.
- G. We will teach and encourage the use of good study habits. We will train our students how to engage in independent study and research.
- H. We will incorporate and integrate student activities as an important tool in the educational process.
- I. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

5. Integrate Home and School

Our fifth aim at CCA is to effectively and systematically integrate the home and school throughout the curriculum design and student activities in order to keep facilitating parents' relational involvement with their children while also preparing those children for college.

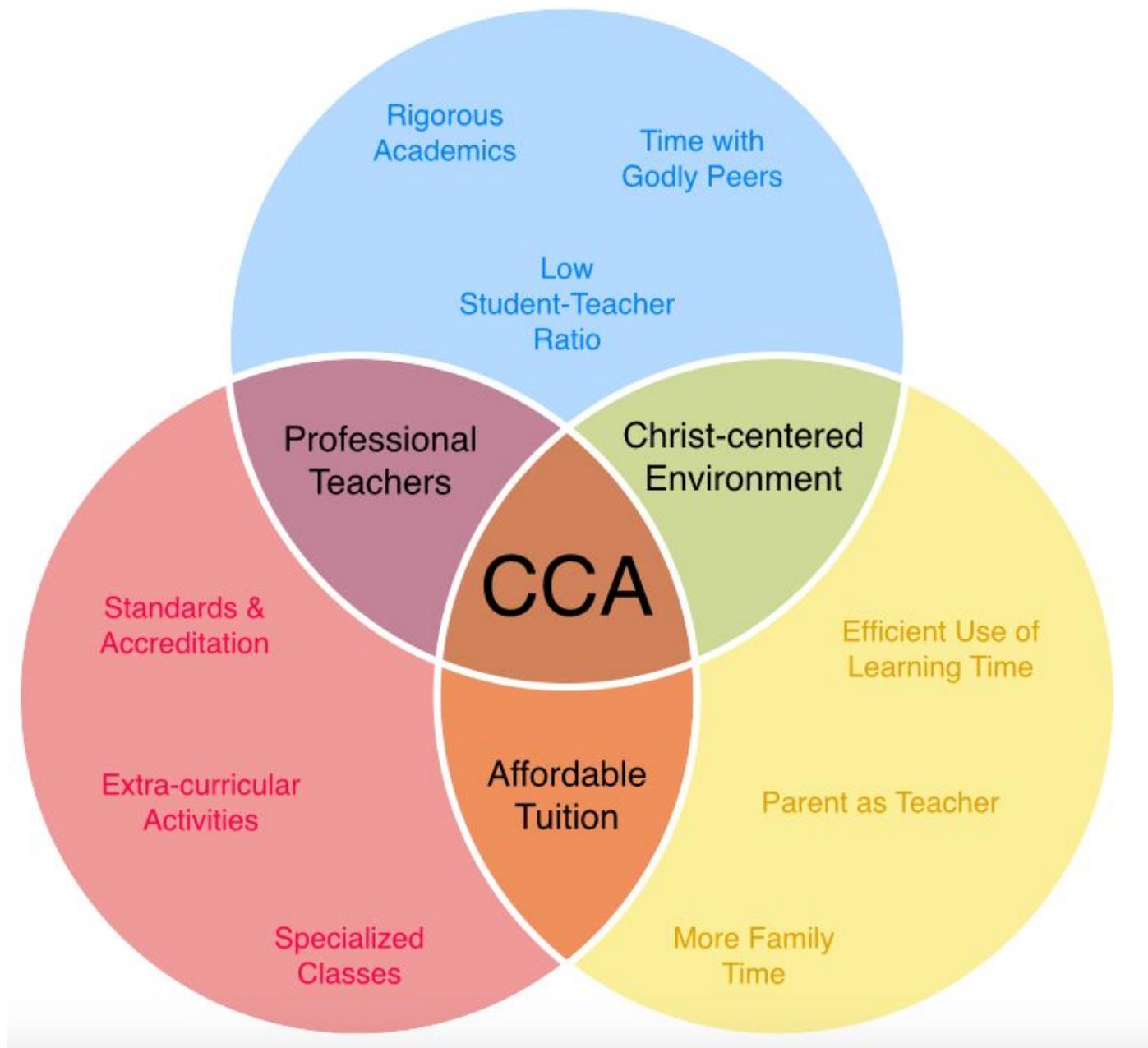
- A. We will seek to develop curricular designs, instructional methods, and student-activity guidelines that effectively utilize and integrate the resources of both home and school.
- B. We will seek to establish clear guidelines defining the relationship between the home and school as educational institutions.
- C. We will seek to establish curricular and student-activity guidelines defining the respective responsibilities of the school and home instructors in the university-model system.

6. Serve Other Communities

Our sixth aim at CCA is to reach out and serve people in other communities who need and want what University-Model Schooling offers (Matt. 9:37; Matt. 25:34-36).

- A. We will develop Covenant Christian Academy with the care and attention needed for testing an educational model that can be used by parents and educators in other communities who are seeking better ways to teach children.
- B. We will seek ways to demonstrate effectively that the application of biblical principles on behalf of academically average students can indeed produce better college-preparatory results with less classroom time and less cost through the increased and more meaningful involvement of parents.
- C. We will seek ways to assist in the propagation of this educational model by encouraging others in the start-up and development of new UMS schools.

SECTION C—UNIVERSITY-MODEL® SCHOOLING



UMS DEFINITION

University-Model® Schooling (UMS) is an educational alternative which combines a university-type schedule and learning techniques with parental involvement.

University-Model education takes the best aspects of traditional public and private schools, as well as home schools, and molds them into one model. UMS uses a university-style schedule adapted to the elementary, junior, and senior high levels. Professional teachers teaching in their areas of expertise conduct central classroom instruction. Elementary students attend classes on Tuesday and Thursday while middle and high school students will attend classes on Monday, Wednesday, and Friday. Students spend alternate days at home where parents continue their instruction or monitor student progress. Teachers provide parents with detailed instructions for days spent at home. Low student/teacher ratios provide for greater instructional effectiveness and thus better use of limited classroom time. The recommended maximum student/teacher ration limits for a UMS are set at 16:1 for elementary; 18:1 for middle and high school classes.

Though off-campus parental roles are clearly defined and required in the model, UMS should not be equated with home schooling or homeschooling cooperatives. Nor should UMS be understood as traditional classroom education that has simply reduced classroom time (i.e. a Monday/Wednesday/Friday classroom agenda). Its significance lies in its ability to effectively partner parents with highly qualified teachers to gain better academic results, especially among average students. This partnership is facilitated by using a university-type schedule and administrative system, while requiring a strong work ethic. The UMS model has proved to be one of the best preparations for students planning on attending college.

EDUCATIONAL PHILOSOPHY

The National Association of University-Model® Schools (NAUMS) bases its educational philosophy on three main components: (1) a Biblical foundation, (2) preparing each student for life, and (3) emphasizing the parents' role.

1. A Biblical Foundation

All truth in education is God's truth. The Bible, as the infallible, inerrant, and inspired Word of God, is the foundation and guide for all knowledge and basic to all elements of education. Because God created, sustains, and will consummate all things through His Son, the Lord Jesus Christ, the universe and all life are dynamically related to Him and have the purpose of glorifying Him. This purpose is fundamental to Christian education and will permeate every aspect of our goals and objectives, our teaching methods, and our curriculum. All representatives of the school will strive to demonstrate and teach values, character, and "Christ-likeness" as well as facts.

2. Preparing Each Student for Life

The primary goal of all Christian education is to prepare each student to glorify and honor God in all that he does. We seek to fulfill this goal by:

- training and encouraging students to become committed disciples of Christ,
- supporting the family as the primary social and educational unit instituted by God,
- promoting personal responsibility for academic excellence and a strong work ethic, and
- integrating home and school for the development of life skills and strong Christian character in balance with academics and co-curricular activities.

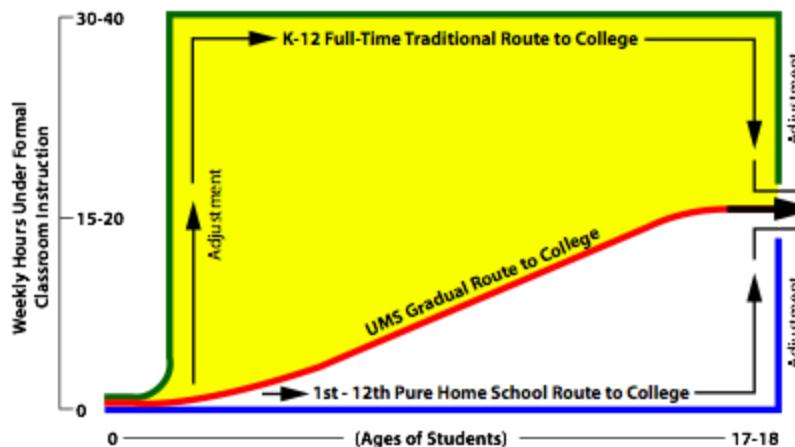
Students will be encouraged to assume personal responsibility for learning as part of the maturation process. We expect Covenant Christian Academy students to be prepared for pursuing any chosen profession, through rigorous academic instruction and discipline, and be committed to a lifetime of learning and service to their families, their churches, and their communities through an intimate relationship with Jesus Christ.

3. The Role of Parents

We recognize that parents are commanded to rear their children for God's glory by bringing them up in the nurture and discipline of the Lord (Deut. 6; Eph. 6:4). Covenant Christian Academy is designed to assist parents in fulfilling the Lord's commands for education and training of children for His glory. We will seek to provide parents with academic expertise, challenge, pacing, direction, and accountability in a way that enhances and assists the parents' efforts at teaching their children. The parents' role is to oversee their child's education and academic progress. Parents share responsibility for helping their students build the character qualities and work ethic that lead to academic success (and success in general), and for encouraging students to accept increasing responsibility for the consequences of their actions. The parental teaching role ranges from direct instruction in cooperation with the classroom teacher to monitoring of student progress as the student progresses from elementary to high school. We are committed to providing a vital learning experience for students that encourages and facilitates the parent/child relationship. Parents are the single most influential factor in a child's educational performance.

UMS DESIGN

University-Model® Schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. The structure in which these two concerns are brought together, University-Model Schooling, provides an academically challenging education while integrating the home and school in the common goal of discipling children.



A diagram of the UMS model, in contrast to traditional schools and homeschooling, is as follows:

Represented along the left side of this diagram are the different number of weekly hours students would encounter in a classroom setting guided by a professional teacher. Represented along the bottom, from left to right, are the ages of students up to 18, the typical age for high school graduation. The academic benefit of gradually preparing students for direct entrance into college vs. an approach that requires significant adjustments is evident.

typical age for high school graduation. The academic benefit of gradually preparing students for direct entrance into college vs. an approach that requires significant adjustments is evident.

More importantly, however, is the UMS goal of helping to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. According to information gathered by well-known pollster George Barna, the most critical period when 94% of all boys and girls come to a saving faith in Christ is before the age of 18; 90% before the age of 14! Only 6% will make that soul-saving decision between the age of 18 and their death. Since **parents are the most influential factor in this decision**, it is vital that models of education exist that recognize the significance of keeping parents involved with their children during the early, critical years of their children's education. Represented by the shaded portion of this diagram is an indication of the additional amount of time the UMS model, in contrast to the traditional model, strives to preserve for the influence of parents. Unfortunately, if there is a breakdown in the preservation of parental influence during a child's educational years, then it will likely be measured in lost souls.

The key to success for the UMS model is the integration of a biblically-based, parentally-guided Christian faith and a sound, teacher-facilitated, academic environment. The Bible gives parents authority and responsibility for raising their children with the goal of becoming disciples of Jesus Christ. In matters of education, that parental authority and responsibility, although not surrendered, may be shared with an educational institution when the parents consider it desirable or necessary. In

such cases, a University-Model School will assist, and not supplant, parents in their work of training and educating their children.

Parents will retain the oversight of their children's educational progress and will determine the manner and extent to which they will be involved in the academic institution. Parents will help place each child in the proper stage of academic progress. Parents will also be involved in the out-of-class instructional responsibilities of their children's courses based upon each child's age and stage of academic development. In addition, parents will continue to build into their children those character qualities that reflect their own understanding of the Christian faith.

The University-Model School, on the other hand, will operate under the umbrella of parental authority by offering a challenging academic track in the context of Christian values. The school will unapologetically speak and teach in a manner consistent with the school's statement of faith, emphasizing the necessity of a personal relationship with Christ and growth in Christ-like character. The school will also help parents properly place each of their children in an appropriate stage of academic development. In addition, the school will develop and implement academically challenging, college-preparatory courses that integrate an appropriate level of parental involvement into each student's out-of-class study. The school will encourage and expect the student to learn the material assigned and will provide regular feedback to both the student and parents concerning the student's progress in each subject enrolled. Finally, the school will integrate the Christian faith and a biblical worldview into the context of the various subject areas offered, to the end that Christian character-building will receive support and enhancement outside the home.

University-Model Schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a co-teacher in the elementary years to a teaching tutor in middle school and a cheerleader/coach as the students approach graduation, parents are expected to continue exercising loving and active responsibility for their children all the way through their school years. In partnership with these committed parents, the school is then able to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college.

SECTION D—ADMISSIONS POLICIES

NON-DISCRIMINATORY POLICY

Covenant Christian Academy makes no distinction in its admission or operating policies with regards to an individual's race, color, or national and ethnic origin because we do realize that there can be no preferential treatment with God (Romans 2:11).

PARENT AND STUDENT RESPONSIBILITIES

Covenant Christian Academy is a University-Model® Christian School. Because of this, both parent involvement and student cooperation are essential if the school is to successfully fulfill its mission, which includes a vital spiritual element. Therefore, as a condition of acceptance to this school, the parents of each student applying for admission must be in agreement with the school's doctrinal position. It also is necessary that we have parent and student guidelines to facilitate the acceptance of those students appropriately suited for a University-Model® School format.

1. Parent Guidelines

- A. Parents must be in agreement with the school's purpose and spiritual objectives, and be willing to abide by the school's rules and regulations.
- B. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children in accordance with existing law.
- C. Parents must be active members of a Christian church that is in keeping with our Statement of Faith.
- D. Parents must be willing to use a Christian Conciliation Service if ever necessary.
- E. Parents must be willing to provide the school with a completed application form for each child applying for admission, along with transcripts and transfer credit requests from previous schools.
- F. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipleship.
- G. Parents must be willing to provide continually updated medical records for each child.
- H. Parents must be willing to have the child's picture in the school's yearbook.
- I. Parents must be willing to have each family's name, phone number, and address listed in the school's directory.
- J. Parents must agree to sign and adhere to the Parent Covenant.
- K. Parents must acknowledge that each child has reviewed the "Procedure of School Discipleship" and "Dress Code Policy" and is willing to abide by those policies.

2. Student Guidelines

- A. Students must be willing to adhere to the "Procedure of School Discipleship."
- B. Students must be willing to adhere to the "Dress Code Policy."
- C. Secondary students must sign and agree to adhere to the Student Covenant.

TECHNOLOGY REQUIREMENTS

Parents must provide the following **home technological requirements**:

- Regular computer/laptop access
- Easy access to a home printer
- Email account (and Quickschools) that is checked daily
- Microsoft Word/Powerpoint software or Mac equivalent (4th grade and up)
- Web browser and reliable access to the internet (Kindergarten and up)

REQUIRED STATEMENT OF PARENT RESPONSIBILITY

In enrolling one or more of our children in Covenant Christian Academy, a school which affirms the comprehensive responsibility of parents for the education of their children, we acknowledge and accept primary responsibility of our children's behavior at school and their student supervision at home. When making decisions affecting our relationship or our child(ren)'s relationship with the school, we will accept full responsibility for the results of our decisions.

PARENT ROLES

The parental teaching role ranges from direct instruction in cooperation with the classroom teacher to supporting the student's academic progress, as the student progresses from elementary to high school. These roles are defined as Teacher, Teaching Tutor, Coach, Active Supporter, Interactive Discussion/Discipleship Leader, Course Monitor, Project Assistant, Parent Coach (Athletics)

1. Co-Teacher, Kindergarten - 5th Grade (Teacher)

In this role, parents will receive instructions from the classroom teacher on a regular basis outlining satellite classroom assignments, follow-up study of covered material, and preparation or review needed for the next central campus class. They will also bear the primary responsibility for direct instruction in some subject areas as well as the monitoring of their child's academic progress.

2. Private Tutor, 6th - 8th Grade (Teaching Tutor)

In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining satellite classroom assignments, follow-up study over covered material, and any preparation or review needed for the next class. Courses with this parental role are successful because each student has a (parent) private tutor actively involved in the learning process.

3. Guide for Dependent Study, 9th - 10th Grade (Coach)

These students are at a dependent age in which disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for student success, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary and/or required.

4. Guide to Independent Study, 11th -12th Grade (Active Supporter)

Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a UMS at this level should mimic that of a junior or community college program where the student demonstrates independent study skills and disciplined planning for completing homework assignments. In some cases, private, outside tutoring might be necessary and/or required.

5. Interactive Discussion/Discipleship Leader

In courses utilizing this role (e.g., health courses), parents are expected to interact with their children on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed to place emphasis on the parent-student relationship by reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact with issues that are of importance, especially during the teen years.

6. Course Monitor

Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for parents at home (for example, a foreign language not spoken by the parent). This role, therefore, will require the least amount of time by parents, but its importance cannot be understated. The primary responsibility of parents is to track the progress of their children, ensure students are engaging in good study habits, and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are they learning? In short, parents need to show an interest and express this to their children. If problems should develop, teachers need to know immediately.

7. Project Assistant

Parent involvement is needed, but not on a regular basis. This role is in many respects similar to that of the course monitor but will be needed one or more times during the semester for specific projects.

8. Parent Coach

The role of the parent coach is to provide individual practice and instruction to their son or daughter at home. The head coach will organize the sport, direct team practices, and communicate to the parent coaches any information and directions concerning home practice.

ADMISSION PROCESS

Admission is granted on a semester-by-semester basis. Qualified students may enroll in September or January of each school year. Exceptions may be granted by the administration.

1. Attend an Information Meeting

Parents are required to attend a scheduled information meeting about the school in order to fully understand the expectations of their involvement in the education of their child at Covenant Christian Academy. Parents will receive their admissions packet of materials at this meeting. For a listing of Information Meetings, visit the website or call the school directly.

2. Complete an Application Form and References

After reviewing the school material, complete the application and return it to the school office along with all academic records and other information as specified in the application packet. Provide three references as instructed in the application packet. There is a \$100 per student application processing fee required at this time. This non-refundable fee covers the admissions process.

3. Entrance Testing / Family Interview

Entrance testing is required for all new students enrolling in academic classes. Tests are given to determine placement in the appropriate grade level according to a child's Math and Language skills in relation to our curriculum. Parents are required to supply copies of the student's school grade reports and/or achievement testing (within the last 2 years) prior to or at the time of testing. There is a one-time \$100 fee per student for entrance testing for students. The purpose of the Family Interview is to make certain that each family has a personal opportunity to have all of their questions about the school answered and to help determine if Covenant Christian Academy is the best educational option for their child. Once the entrance testing and interview have been completed, the family will be informed of the Admissions Committee's decision.

4. New Family Class

The New Family Class is handled by the Admissions Committee. The purpose of the New Family Class is to review the Student Handbook including the school policies and procedures.

5. Family Meeting

This meeting, led by the Principal, is to make certain that each family has a personal opportunity to have all of their questions about the school answered. The application will be reviewed. The financial agreement will be determined and signed. The partnership will be instituted with prayer.

6. Order Textbooks and Uniforms

See our website for instructions on how to order textbooks and uniforms. Please allow at least 4 weeks for orders to arrive.

7. Attend Parent Orientation

Held the week before classes begin, your class orientation is the time to meet faculty and staff and get vital information for your student's success at CCA.

KINDERGARTEN ENROLLMENT

Children who reach their fifth birthday on or before September 30 may enter kindergarten in that year. Children whose birthdays fall after September 30 enter kindergarten the following year.

We recognize the possibility that children who turn five years of age after September 30th might be ready for a successful kindergarten experience. It is recognized that many factors are considered in determining eligibility for early entrance to kindergarten. Due to the importance of this decision, Covenant Christian Academy has adopted the following policy:

1. Requests for early entrance to kindergarten will be considered for children whose fifth birthday is prior to December 31st.
2. Parents should schedule a meeting with the administrator to discuss their reasons for their early entrance request.
3. The child must participate in our school's written testing, as well as meet with our Director of Academics to measure readiness.
4. Outside testing by a licensed psychologist may also be requested by the administration.
5. Children who meet the assessment and other criteria will need approval of the administration.
6. During the school year, a meeting with the parent will be held to review the child's adjustment and progress. The principal will then determine the continued appropriateness of the placement or whether the child would benefit from repeating kindergarten before progressing to first grade.

SECTION E—FINANCIAL POLICIES

TUITION

Tuition and fees are non-refundable. Two payment options are available. A payment in full due at the time of enrollment. Or, monthly installments (through FACTS) beginning on the agreed upon date between CCA administration and each family.

TUITION DISCOUNTS

A discount of 5% can be given for:

- Payment in full due at the time of enrollment
- Enrolling more than one student
- Parents who are active military, pastors, or emergency responders

Maximum discount is 10%

LATE TUITION PAYMENT POLICY

Tuition payments are payable by the agreed upon date through FACTS. If payment has not been received by the fifth day after the agreed upon date, a late fee of \$25.00 will automatically be assessed by CCA and the student will be put on temporary administrative suspension until balance is paid. FACTS will also assess a late payment fee of \$30.00 anytime there are insufficient funds or a stop payment on an account.

All outstanding balances are required to be paid in full prior to transcripts being released. In addition, a senior will not be permitted to walk at graduation or receive a diploma unless there is a zero balance in his or her account. No student will be readmitted to CCA for the next academic year until outstanding balances are paid in full prior to the first day of the new academic year.

PAYMENT POLICIES

When FACTS installments are not received by the agreed date, the student is not permitted to attend school until a complete payment is made.

Student records, including report cards, are held until all finances are made current.

FINANCIAL AGREEMENT

All families are required to sign the financial agreement at the time of registration. The financial agreement is acknowledgement that if a student leaves CCA at any time during the academic year, the family is still financially obligated for the entire remaining tuition. The tuition payments will

continue to be collected through FACTS until a zero balance is obtained on the account. Families may pay remaining tuition balance in a one lump sum payment.

FINANCIAL ASSISTANCE

CCA parents are able to apply for financial assistance through FACTS management company. Approval will be granted through FACTS and CCA. If scholarship funds are available, FACTS will help determine what percentage each qualified family receives. The application process includes submitting tax records, bank statements, loan documents, 401K balances, and other important financial documents.

TERMS AND CONDITIONS

Admission and Tuition fees are non-refundable. The overhead expenses of Covenant Christian Academy do not diminish if a student withdraws after enrollment. Accordingly, the obligation to pay tuition for the full academic year is unconditional. Uniforms and textbooks are not included in the tuition and are required to be purchased separately.

TEXTBOOK / MATERIALS FEES / SCHOOL SUPPLIES

Parents are responsible for purchasing textbooks, uniforms, and all supplies for each course. Textbook costs vary for each course. CCA will supply textbook lists for each class. All books, workbooks, and all other materials necessary for class must be purchased by the first day of school. Additional course fees may be required. CCA will supply a list of supplies required for students as well as suggested vendors. Teachers may periodically require additional supplies.

DONATIONS / CONTRIBUTIONS

Covenant Christian Academy is a school built on prayer. We are a non-profit organization with 501(c)3 status. Contributions are greatly appreciated and received. Donations can be designated for specific purposes such as the building fund or a specific project. Inquire with the administration for current giving opportunities. CCA will provide tax-deductible receipts for donations of any size.

SECTION F—ACADEMIC POLICIES

ATTENDANCE REQUIREMENTS

Students must regularly attend classes in order to successfully complete a course. A student must be present for 85% of the scheduled class days to receive credit for the class. A high school student attending a class 3 days a week for 17 weeks cannot miss more than 8 days of class per semester. A middle school student attending a class 3 days a week for 16 weeks cannot miss more than 7 days of class per semester. An elementary student cannot miss more than 6 days of class per semester. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence. Students arriving to class more than fifteen (15) minutes late will be counted as absent. The records of students failing to meet these attendance requirements will be reviewed by the administration upon the completion of each semester. A decision on whether or not to grant credit for the course will be made based on attendance records and other factors. Should credit not be granted, a grade of incomplete will be awarded. A written appeal can be submitted to the Academic Affairs Committee. Incomplete semesters will result in dismissal from CCA and/or a required repeat of the course or entire grade.

ATTENDANCE NOTIFICATION REQUIREMENTS

For routine communications regarding attendance, all parents are required to send an email directly to the Administrative Assistant at admin@covenantva.org. Hand written notes will not be accepted. Parents will email all correspondence to the administrative assistant regarding the following:

- Absences
- Tardies
- Uniform Violations
- Early Dismissals
- Attendance Changes (sports or extracurricular activities)
- Pick Up Changes (we will not release students without official notification)

ABSENCE MAKE-UP WORK POLICY

Arrangements for making up late work DUE TO ABSENCES shall be made between the teacher and the co-teacher/parent.

A zero will be placed in the grade book for every assignment that is not turned in on its assigned day. This includes excused absences. The grade can be changed once the student completes the assignment as per the absence work policy.

Absence Work Communication Responsibility

It is the responsibility of the student and parent/co-teacher to clearly communicate with the teacher(s) on the day of absence about which assignments need to be made up. If a co-teacher/student does not speak with his/her teacher or fails to complete the make up work as

agreed upon, the teacher has the discretion to take appropriate action based on CCA's school-wide late work policy.

Secondary Students

In the secondary grades, it is the responsibility of the co-teacher to initiate the process and email or call the teacher to get missed class work and satellite assignments immediately upon absence. Students can start to take on more of this responsibility from 10th grade and up.

Elementary Students

When an elementary student is absent from class, the co-teacher should communicate with the teacher who will email work assignments to the parents and/or deposit any assignments sheets and paperwork handed out in class inside an envelope/folder to be placed in the Administrative Assistant's mailbox for pickup.

EXCUSED ABSENCES

Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence. Because missing time on central campus days and during satellite days can be very difficult to make up in a University-Model® schedule, it is strongly recommended that students attempt to stay current with homework assignments by checking the QuickSchools portal, contacting the teacher and completing their missed work from absences as soon as possible.

The general parameter of absent make-up work is as follows:

For each sick day a student is absent, they will be granted one well day on campus. The following campus day, all assignments from the sick day will be due without penalty. Example: if student is sick on Monday and present on Wednesday, all Monday assignments (along with any other assignments from that week) will be due by Friday. If student is sick on Monday and Wednesday (2 sick days), and present Friday and Monday (2 well days), all absent assignments will be due that Wednesday. If the student does not turn in absent assignments within this time frame, percentage deductions will be taken based on the CCA Late Work Policy.

If a student is absent on the day that make-up work is due (for example a student is absent on Monday, in-class on Wednesday, but absent on Friday), the teacher may require parents to drop off or email the make-up assignments. If not, the absence make-up work is due on the next central day.

When a student has been absent from class, it is expected that an **email** from a parent will be sent immediately upon the student's return to school. Notes must be emailed to admin@covenantva.org. If a note is not received within two on-campus days, the absence will be counted as unexcused. The emailed excuse note should contain the following information:

- Date letter is written
- Name of student
- Date(s) of absence

- Reason for absence
- Name or email signature of parent

While students should make every effort to attend class on a regular basis, there may be times when they cannot attend. In most cases, CCA will validate the following reasons as an excused absence:

- Personal illness (doctor's notes may be required for frequent sickness)
- Sickness or death in the immediate family
- Family emergencies (parents should contact an administrator if at all possible)
- Car trouble or weather or road conditions making travel dangerous or impossible

Extended Unplanned Absences

Any absence that is longer than one week (2 consecutive days for elementary, 3 consecutive days for secondary) will be reviewed by the administration. Virginia's truancy laws require CCA to provide proof of the necessity of extended absences.

Teachers will be responsible for determining a reasonable deadline for late work due to extended unplanned absences, such as in the case of severe illness or death in the family. CCA staff and administrators will make every reasonable effort to assist in keeping the student current with their assignments.

In the event of an extended absence (four or more central campus days), the co-teacher/parent should initiate collaboration with all appropriate teachers and the administration to establish a timetable for all missed work to be completed. If a student fails to complete the make-up work as scheduled, the teacher and member(s) of the Academic Affairs Team will determine the appropriate action.

UNEXCUSED ABSENCES

Unexcused absences are those that exceed the maximum number of absences per semester and/or are deemed unnecessary or chronic in nature. Teachers may not accept assignments turned in from unexcused absences.

Chronic Absences

Chronic absences (excused or unexcused) may result in loss of credit and expulsion from the school. NC (no-credit) will appear on the transcript. For extenuating circumstances summer work may be assigned.

EXCEPTIONS TO ATTENDANCE POLICY

Exceptions to the attendance policy can only be granted by the administration and must be requested per incident. Except in the case of an emergency, a written request must be submitted to the administration at least 30 days prior to the start of the absence. The written request should include the dates of the absence, the reason for the extended absence, and the plan to keep the student current with their school work.

The administration will review each request independently based on the merits of the request.

Approved exception absences will generally be granted based on:

1. Student is in good academic standing and no outstanding work
2. Student will have internet/QuickSchools availability
3. All major projects will be turned in prior to the absence
4. The absence does not fall in the last week of the quarter

Students are expected to complete their in-class and satellite assignments while away in real-time and teachers will be unable to provide lesson plans or assignments prior to unexcused or exception absences.

The plan to keep the student current must include daily submissions/per absent central-campus day of school work to the teacher. Unless otherwise agreed to by the student's teacher, any test or quizzes scheduled during the extended absence must be taken by the student within a calendar week of his or her return to the classroom.

Submission of a request is not a guarantee of approval; the administration reserves the right to deny any submitted request. The administration also reserves the right to revoke an approved request if the student does not follow the agreed upon plan for keeping current with his or her work.

Any extended leave taken or continued without the consent of the administration will result in the student not receiving credit (ie: zeros) for all assignments for each day missed.

TARDY POLICY

In general, a tardy will be treated as a heart and discipleship matter (especially when in excess). It is important to remember that when a student is late to school it disrupts the teacher and other students. As our central campus time is valuable, students need to know that every three tardies will equal one absence. Only those tardies beyond the immediate control of the student or his/her parents/guardians will normally be considered excused.

Secondary students who are tardy to any class throughout the day will result in a lunch detention slip.

In respect of our reverence to God during our worship and chapel time, the wooden chapel doors will close at 8:10 AM. If you arrive tardy, for insurance and safety purposes, it is a requirement that you park your car in one of the designated parking spaces and escort your student(s) into the building. Upon entering the glass doors, please sign in your student's name and arrival time on the tardy clipboard. Then quietly go through the wooden chapel doors and escort your student(s) to his/her teacher(s). A student is considered tardy when arriving after chapel doors close and before noon. A student is considered absent when he or she arrives after noon.

EARLY DISMISSAL

Any student who needs to leave a class for a valid reason (sickness, etc.) needs to be signed out in the main office by a parent or guardian. If early sign-outs are frequent or long in duration, the administration will need to determine if the student can be considered “present” for each day of the quarter. Please make every effort to schedule appointments on satellite days.

CREDITS

Definition of High School Credits

In general, six credits are equivalent to a full year's instruction in a given course of study. Students will earn course credits on a semester-by-semester basis. The Standard per Credit Requirement (SCR) for all courses offered at Covenant Christian Academy will be 17 weeks of instruction for each credit earned. The fall and spring semesters for Covenant Christian Academy will normally be scheduled for 16 to 18 weeks of in-class instruction.

Aggregation for credits per semester (CCA has two semesters in one academic year)

- Core classes: English, History, Science, Math, and Foreign Language (3 central campus days a week and 2 satellite days a week) equals 3 credits per semester
- Required Bible elective classes (2 central campus days a week, with 30 mins/week of satellite assignments) equals 2 credits per semester
- Selected Elective classes (1 central campus day and one satellite day assignment a week) equals 2 credits per semester

Transfer of Credits

Students may transfer high school credit from another accredited public or private school at time of admission by providing a complete transcript from the previous school. The student will be given the following credit if the course(s) is deemed by the Academic Affairs Committee to be a comparable course required for a CCA diploma:

- One complete semester course at a full-time school = 3 credits
- One complete yearly course at a full-time school = 6 credits
- While credit may be granted for transferred courses, actual course grades earned at any other institution, will not be averaged into the student's grade point average. For details about requirements for transfer credits, contact the administration.
- If you intend to receive a CCA diploma and must transfer credits, the Transfer Credit Application and \$50 fee must be submitted within six months of completing the course. The transfer fee will be waived for students who transfer credits immediately upon enrolling.

Dual Enrollment Courses

In the junior and senior year, students who have successfully completed the minimum graduation requirements (ie: 2 years of Spanish, 3 years of math, etc) may choose to dual enroll in a course at a local community college or accredited online institution as long as CCA does not offer the class. Students should discuss this plan with the administrator in charge of academics before registering. The course will appear on the CCA transcript with a dual enrollment designation (DE) and credit will be awarded, but the grade earned will not factor into the GPA. A tuition credit may be offered depending on the circumstances.

GRADING, EVALUATION, AND FEEDBACK

We will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual but rather as accurate reflections of the quality of his/her work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At CCA, grades serve four basic purposes: 1) to help us teach, rebuke, correct and train, 2) to help us in the on-going (and, hopefully, progressive) placement of students at a level and in subjects responsive to their needs, background, and abilities, 3) to provide us with a just and legitimate means of holding students accountable for the quality of their work, and 4) to provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents.

In order to accomplish this, we purpose to establish just and objective standards which are based on legitimate expectations. This means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their background and abilities rather than social criteria (such as age).

Finally, it means that students will receive credit based upon what they have done relative to a common standard, rather than upon individual considerations (such as learning disabilities). The grading standards themselves will be oriented toward the work of the student rather than the student himself. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and his parents valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in his/her learning and achievement.

GRADING STANDARDS FOR KINDERGARTEN, FIRST GRADE, and SPECIALS

The letter grade equivalents are as follows:

A grade of satisfactory plus, S+

A grade of satisfactory, S

A grade of satisfactory minus, S-

A grade of needs improvement, N

No course grades in excess of 100 are awarded. Other grades recognized by CCA are I (Incomplete), WP (Withdrew Passing), and WF (Withdrew Failing).

GRADING STANDARDS & PERCENTAGES 2nd - 8th GRADE

| Numeric Percentage | Letter Grade |
|--------------------|--------------|
|--------------------|--------------|

| | |
|----------|----|
| 98-100 % | A+ |
| 93-97% | A |
| 90-92% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 67-69% | D+ |
| 63-66% | D |
| 60-62% | D- |
| 0-59% | F |

ELEMENTARY GRADE SCALE

| | |
|--|----------------------|
| | 2nd-5th grade |
| Major Grades Tests, projects, etc. | 40% |
| Minor Grades Homework, in-class assignments, quizzes, centers/group work, etc. | 60% |

9th-12th GRADE CLASSES (with grade point averages)

The letter grade equivalents are as follows:

| Numeric Percentage | Letter Grade | Grade Point Average | Honors GPA |
|--------------------|--------------|---------------------|------------|
| 98-100 % | A+ | 4.3 | 4.8 |
| 93-97% | A | 4.0 | 4.5 |
| 90-92% | A- | 3.7 | 4.2 |
| 87-89% | B+ | 3.3 | 3.8 |
| 83-86% | B | 3.0 | 3.5 |
| 80-82% | B- | 2.7 | 3.2 |
| 77-79% | C+ | 2.3 | 2.8 |
| 73-76% | C | 2.0 | 2.5 |
| 70-72% | C- | 1.7 | 2.2 |
| 67-69% | D+ | 1.3 | 1.8 |
| 63-66% | D | 1.0 | 1.5 |
| 60-62% | D- | 0.7 | 1.2 |
| 0-59% | F | 0.0 | .5 |

SECONDARY GRADE SCALE (Academic Courses)

| | 6th- 8th | 9th -12th Quarter Grade | High School Semester Grade |
|--|----------|----------------------------|----------------------------------|
| Final Exam | N/A | | 10% |
| Major Grades Tests, projects/ presentations, etc. | 50% | 60% | (Quarter 1 =45%) |
| Minor Grades Homework, in-class assignments, quizzes, group work, etc. | 50% | 40% | (Quarter 2 =45%) |

SEMESTER EXAMS AND AVERAGES

Comprehensive semester final exams are given in core high school classes. Exams in English, Math, Science, History, and Foreign Language classes will be administered on final exam testing days. The semester exam accounts for 10% of the student's semester average with each quarter representing 45% of the semester's average.

ELECTIVES

Middle School choice electives are graded on the standard Middle School letter scale and will have minimal satellite assignments (30 minutes or less per week). Middle School electives do not follow the weighted grading policies that academic courses follow.

High School electives are graded using the standard High School grading scale, and will have specified satellite assignments, and follow the weighted grading policies. High School electives that meet less than 3 times per week on campus will receive 2 credits per semester. Foreign Language courses will receive 3 credits per semester and require full satellite assignments comparable to core courses.

ACADEMIC STANDING

Enrollment

All students are enrolled full-time at CCA. We only allow part-time enrollment based on specific needs-based criteria.

Probation

Students must achieve a GPA (grade point average) of 70% (GPA 1.7) or above each quarter in the core academic classes (English, History, Math, Science, Foreign Language) to remain in good academic standing. A student whose GPA falls below 1.7 in the core academic classes will be put on academic probation.

Academic probation includes the the following:

1. Student may not participate in CCA sports or extracurricular activities for the quarter he/she is on probation. In order for students to be eligible to participate in extracurricular activities, including athletics, students must remain in good academic standing. To be eligible for extracurricular activities, students must have a current GPA of 1.7 or higher and cannot have a failing grade in any class. Eligibility will be determined at the Interim as well as the end of each quarter. If a student ends the 4th quarter below a 1.7 or has a failing grade, he or she will not be eligible to participate during the 1st quarter of the next year. As always, students may regain their ability to participate at the Interim and quarter mark by meeting the minimum standards.
2. The student and his/her family must meet with the administration for academic counseling
3. If a student is on probation for four consecutive quarters (or a student enrolling, mid year, two consecutive quarters) he or she will be required to repeat all courses in that grade level or be dismissed from the academy.
4. Students cannot repeat a grade level more than once.

*Parents will receive electronic notification of Academic Probation status.

Good Academic Standing

Any student receiving a GPA of 1.7 or above will be considered in “Good Academic Standing.”

Honor Roll

Any student that obtains A and B final semester grades in all classes will be on the CCA Honor Roll list. Parents will receive electronic notification of Honor Roll status.

COURSE VS. GRADE ADVANCEMENT

In alignment with the University Model of Schooling, students at Covenant Christian Academy progress in mathematics by course rather than by grade level for the secondary levels. Academic counseling is provided by the administration. Advancement is subject to testing and teacher recommendations.

Students in elementary grades are placed based on a combination of age and entrance testing. Elementary students may be required to repeat a grade if the student is more than one year behind in language arts and/or mathematics.

A secondary student may advance up one class in mathematics. To be eligible for advancement, a student must be in good academic standing, have completed any necessary prerequisites for the course, and logically fit into the student’s full-time schedule. Diploma requirements must still be completed. To achieve advanced placement in math, the student must meet and pass the appropriate placement test and prerequisites for math to advance to the desired grade level. Placement for English, Social Studies or Science courses will be based on student performance in the previous course within the department and recommendation from the instructor. Placement for Foreign Language or Computer courses will be determined by performance on appropriate department tests and approval by the instructor. All advanced placement is subject to the approval of the administration.

Course Advancement Requirements

If a student fails (below 60 or F) the fall semester of a course, he or she may not continue in the spring semester half of the course. The fall semester must be successfully repeated in the following school year before continuing in the CCA sequence. Due to current scheduling constraints, CCA only offers students the option to retake math courses the following year to replace a failing grade. Any other failing grades must be absolved in another academic setting. If a student passes the fall math semester of a course, but fails the spring math semester, he or she must wait until the next school year to retake the spring semester part of the course before continuing in the course sequence. It is recommended, but not required, that the fall math semester be repeated as well to increase the probability of success. Students who are repeating classes will be admitted only if space is available. Once the student successfully completes the course at CCA, the passing grade earned will replace the failing grade.

When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade).

Students may attempt to absolve a failing grade in another academic setting, such as another accredited and approved online program. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by Covenant Christian Academy. If credit is granted, it will absolve the failing grade on the student's transcript (NG no grade). Both attempts will be noted and neither the original failed course nor the transferred credit will be calculated into the student's GPA. Any student who has not successfully completed the previous course in the sequence at CCA must take a placement test to qualify to enroll in the next course.

Beginning High School Classification

In order to encourage academic advancement, CCA students in grade 8 may take math courses that earn high school credit without being classified as a high school student. In order to receive high school credit, the student must take and pass both semester final exams.

AUDITING OF CLASSES

Covenant Christian Academy does not allow the auditing of classes. Any student enrolled in any class at CCA will receive a grade reflecting his or her level of achievement in the class.

VIRGINIA STANDARDS OF LEARNING

The Virginia Standards of Learning are made available to teachers, discussed during staff development meetings, and utilized as part of the curriculum development and evaluation process. All CCA curricula meet or exceed state standards.

STANDARDIZED TESTING

CCA administers standardized testing each year to students at all grade levels. As a school, our evaluation team uses the standardized testing data to impact instructional improvement, including, but not limited to, the evaluation of curricula and instructional methodologies. Testing data also helps facilitate student intervention and performance by serving as a baseline for teachers to provide differentiated instruction. Testing fees are included in the tuition.

It is our desire that all enrolled CCA students take the annual spring achievement tests so that we can objectively evaluate the development of our academic program. If a student will not be testing at the school, the parents must notify the school in writing of the planned absence as far in advance as possible. The testing days are considered to be regular attendance days, and unless a written notification is submitted, the absence will be counted as unexcused in the student's attendance records.

HIGH SCHOOL STANDARDIZED TESTING

ACT – The College Counseling Office recommends that students take the ACT (American Colleges Test) in the Spring of their Junior year.

PSAT – Each October, all Sophomores and Juniors will take the Preliminary Scholastic Achievement Test (PSAT). Students need to pre-register for the test.

SAT – The College Counseling office recommends that students take the Scholastic Achievement Test (SAT) in the spring of their Junior year and again in their Senior year.

SAT Subject Tests – Not all colleges and universities require the SAT Subject Tests. It is recommended that students check with each college admission office to determine the requirements.

High Schoolers will also take part in the CCA school-wide standardized testing week in May.

GRADUATION REQUIREMENTS

All students entering high school must undergo academic advising for the purpose of establishing a diploma plan. Covenant Christian Academy currently offers two diploma options, an Advanced Studies Diploma and Standard Diploma. These diploma plans are aligned with the Virginia Advanced and Standard diploma requirements. In order to receive one of the diplomas offered, ALL candidates must successfully complete the diploma requirements described below and earn a minimum of 30 credits at Covenant Christian Academy during their junior and/or senior year(s).

Community Service Hours Requirement

All high school students graduating after 2019 must complete and log at least 40 hours of community service by graduation. Transferring students or students graduating 2019 or before must complete 10 hours per year of CCA enrollment. CCA has partnered with President's Volunteer Service Award to allow students and families to track their service hours.

Physical Education/Health Requirement

9th Grade Physical Education and Health Requirements (6 CCA credits)

1. P.E. class once a week at CCA
2. 30 hours of outside physical fitness (an organized sport, dance class, martial arts, aerobics class). Hours must be logged, signed by a student and a parent, and turned in by end of the
3. 9th grade year. Participating in a CCA sport meets this requirement in full.
4. Health class at CCA (in-class and satellite class learning)

10th Grade Physical Education and Health Requirements (6 CCA credits)

1. PE class once a week at CCA + CPR and First Aid certification
2. 30 hours of outside physical fitness (a sport, dance class, martial arts, aerobics). Hours must be logged, signed by a student and a parent, and turned in by end of the 10th grade year. Participating in a CCA sport meets this requirement in full.
3. An online Health course (This course will be taken during the summer before or after 10th grade. This is a 16-18 week course. Student must pass the course in order to have the school pay for the tuition. A course processing fee does apply).

Online/Virtual Course Requirement

To receive the Advanced Diploma, a student must successfully complete one virtual course, which may be non-credit bearing. Taking the 10th grade Health Summer course fulfills this requirement.

RECOMMENDED FOUR-YEAR COURSE SEQUENCE FOR ADVANCED STUDIES DIPLOMA

The following table is a guide to recommended courses to be taken over a 4-year period and based on the Advanced Diploma plan. Use this guide as you do your diploma planning.

Advanced Studies Diploma Credit Requirements

- 4 years (24 CCA credits) Math
- 4 years (24 CCA credits) Science (3 different disciplines)
- 4 years (24 CCA credits) English
- 4 years (24 CCA credits) History
- 1 (6 CCA credits) Fine Arts or Technical electives
- 2 (12 CCA credits) Physical Education/Health
- 3 (18 CCA credits) Languages (3 in 1 OR 2 and 2)
- 1 (6 CCA credits) Economics
- 3 (18 CCA credits) Electives
- +1 online course
- + Community Service Hours

Total: 26 (156 CCA credits)

Sample Course Sequence

| | Course | Credit |
|----------|---|------------|
| Grade 9 | *English 9 | 6 |
| | *Algebra I or Geometry | 6 |
| | *Earth Science | 6 |
| | *World History/Geography 1 | 6 |
| | Bible 9 | 4 |
| | *Language I | 6 |
| | *Physical Education and Health | 6 |
| | Elective | 4 |
| Grade 10 | *English 10 | 6 |
| | *Geometry or Algebra II/ Trigonometry | 6 |
| | *Biology | 6 |
| | *World History/Geography 2 | 6 |
| | Bible 10 | 4 |
| | *Language II | 6 |
| | *Physical Education and Health | 6 |
| | Elective | 4 |
| | SAT Prep | |
| Grade 11 | *English 11 | 6 |
| | *Algebra II/ Trigonometry or Pre-Calculus | 6 |
| | *Chemistry | 6 |
| | *American/VA History | 6 |
| | Bible 11 | 4 |
| | *Language III | 6 |
| | *Elective | 4 |
| | *Fine Arts or Technical | 4 |
| Grade 12 | *English 12 | 6 |
| | *Pre-Calculus or Calculus | 6 |
| | *Physics or Advanced Biology | 6 |
| | *US/VA Government | 6 |
| | Bible 12 | 4 |
| | *Economics/Personal Finance | 6 |
| | *Elective or Foreign Language TBD | 4 |
| | *Elective TBD | 4 |
| | TOTAL CREDITS (incl. electives) | 172 |
| | *REQUIRED CREDITS for Advanced Diploma | 156 |

LATE WORK POLICY

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1),

Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24), But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

CCA, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in at some time beyond their due date. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

A grade penalty will be assessed for any work turned in late. Late work will be graded according to the following policy:

Work turned in any time after the end of the class period will be considered late.

Failure to turn in an assignment due to technical difficulty or malfunction (internet goes out, printer runs out of ink, computer crashes, etc.) will not be considered a legitimate reason for late work if the event in question happens as a result of the student's mismanagement of time (this determination will be at the discretion of the individual teacher).

Major projects/grades if turned in after one full week following the original due date, will be automatically deducted by 50%, allowing the student to receive some credit for his/her efforts.. This principle was adopted primarily as a means of encouraging students to complete assignments, even when late, so that they might benefit from the learning opportunities those assignments represent.

No late work will be accepted any time after the end of the quarter in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonably accurate reflection of both his actual level of work and achievement up to that time and his current standing in the course.

Minor Grades

1 *Class Day Late: 10% penalty

2 *Class Days Late: 30% penalty

After 2 Class Days Late: No credit for the assignment.

Example: Student comes to class on Wednesday, but does not have assignment to turn in.

Automatically, 10% will be deducted if he/she turns it in by the next class day (Friday). If student does not turn it in by Friday, there will be an automatic 30% deduction if he/she turns it in by the next class day (Monday). If student does not turn it in on Monday (Day 3), the assignment will be a permanent zero in the gradebook.

Major Grades

- 1 *Class Day Late: 10% penalty
- 2 *Class Days Late: 30% penalty
- 3 *Class Days Late: 50% penalty

* “Class Day” refers to the next on-campus day (M/W/F) whether or not the student is physically present (due to sickness, etc). Assignments should be emailed or dropped off with the teacher unless there are extreme extenuating circumstances.

Exceptions to this policy can only be made by a written appeal to the administration.

Arrangements for making up late work DUE TO ABSENCES shall be made between the teacher and the co-teacher/parent and according to the absence work policy. It is the responsibility of the co-teacher or student (high school only) to initiate the process and email or call the teacher to get missed class work and satellite assignments immediately upon absence.

ACADEMIC INCOMPLETIONS

Students may be awarded a grade of "I" (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements (including excessive absences) for completing a given course by the end of the semester in which it is offered. All academic incompletions must be approved by both the course instructor and the administration, and must be filed with the administration according to current guidelines and procedures governing such situations.

TRANSCRIPTS

Parents of high schoolers will be provided an unofficial copy of a student's transcript upon request; however, transcripts will not be released until all outstanding balances are paid in full. Official transcripts will only be sent directly to another educational or financial institution.

MODIFICATIONS TO STANDARD INSTRUCTIONAL OR EVALUATION PRACTICES

CCA is not currently equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special challenges. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individualized standards developed in response to special needs.

POLICY ON ACADEMIC DISHONESTY

Significance and Purpose

One of the major goals of CCA is to aid parents and other Christian ministries in making disciples of the students admitted to the academy. We also wish to provide our students with a high quality academic education, which we understand in terms of real spiritual, intellectual, and emotional growth. Among other things, this demands that we require our students and their parents to adhere to high standards of personal integrity and provide corrective disciplinary action when they fail to do so. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. Because of this, the academy has developed this policy, which is intended to curb and, when necessary, correct academic dishonesty, in order to better help the institution minister to the needs of its students.

Definitions

General

Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes but is not limited to:

- Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
- Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
- Using any resources, including but not limited to solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments,
- Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the academy itself, including but not limited to such materials properly used and in the possession of students currently or previously enrolled in the course, without the authorization of the course instructor,
- Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency" which customarily sells or offers free of charge term papers or other academic materials,
- Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
- Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.

1. **Specific:** The following guidelines define CCA's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the teacher.
 - A. Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
 - B. Satellite Work : satellite work should be done according to the general guidelines listed below and based on parent/co-teacher role, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by the catalogue or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.

***General Guidelines include:**

Grades K-4/5: Satellite assignments can be mostly “guided practice” with parents actively helping the student with the assignment, reteaching, and helping the students make corrections according to the classroom teacher’s specification.

Grades 5-10: Graded satellite assignments will be mostly “independent practice” with parents informally monitoring for completion and correctness.

- C. Major papers and projects: major papers and projects should be completed only by the student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor, but must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom.

Enforcement

Discovery and Determination of Academic Dishonesty

Determination of academic dishonesty may be made by the instructor of the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eye witness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.

Penalties

The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by the academy, and (c) to place pressure on an erring student or parent in the hope of motivating him/her to abandon this destructive behavior. Discretion in the administration of penalties may be exercised by the instructor in consultation with school officials in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be dispensed automatically, once dishonesty is confirmed. The penalties are assessed according to the number of occurrences the student has been discovered to be engaged in academic dishonesty over the course of a full academic year (at least two full semesters).

1. **First offense:** a first offense will result in (1) a written warning from the teacher to both the student and his parent(s), (2) a grade of zero or significant reduction of points based on severity and under the instructor's discretion for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration.
2. **Second offense:** a second offense will result in (1) a written warning from the principal to both the student and his/her parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a conference between the principal and the parent(s) of the student, and (4) a writing assignment for the student, in which he investigates and reports on Biblical instruction regarding honesty and integrity.
3. **Third offense:** a third offense will result in (1) a one day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extracurricular activities, including those unaffected by the academy's policies on scholastic probation.

4. **Fourth offense:** a fourth offense will result in expulsion from the academy.

Appeals Process

Should a student desire to appeal the determination of the course instructor, he must request in writing a hearing with the administration, which will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the administration will render a determination in the matter based on the assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the administration, he must request in writing a hearing before a committee of board members. During this hearing, only that evidence that was presented and examined during the previous conference with the administration shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the administration for a new hearing to be conducted according to the procedures described above. The board committee shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the board committee, excluding any member who feels he may have a conflict of interests in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Board committee will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described above.

SECTION G—CURRICULUM

CURRICULUM STATEMENT

Covenant Christian Academy, CCA, integrates a variety of methods and materials for teaching our children according to Biblical principles and the ancient wisdom found throughout Scripture. Our teaching and curriculum integrates best educational practices including multi-sensory learning, differentiation, and real-life applications and assessments.

At CCA, we take a balanced literacy approach to teaching literacy. The primary goal of a balanced literacy program is to help all students become independent, fluent readers. Balanced literacy is not merely a philosophy but rather a cohesive approach to teaching literacy. A balanced literacy program incorporates many reading strategies to meet the varying needs of all students. Some of the components of the approach include, phonemic awareness and direct phonics instruction, independent reading, guided reading, shared reading, writing and word work. This approach will help students develop the fluency and comprehension that proficient readers possess. In addition, students will be exposed to a variety of quality, age-appropriate literature.

In secondary classes, Institute for Excellence in Writing, various texts, and classical literature selections will be used to teach grammar, writing, and reading. Students will enjoy reading classical literature with a variety of poetry, fiction, and non-fiction that will build character and encourage Christian ideals, spiritual values and higher level thinking. We believe that a great literature-based curriculum will move students toward cultural literacy and provide the foundation for a broader understanding of history.

History is taught integrating that which is recorded in the Bible with that which is not, in a format that properly orders and systematically builds a strong historical foundation in students' minds. An understanding of God's plan of salvation for the world and His sovereignty throughout history provides the backdrop for a deeper understanding of a Biblical worldview.

Science is taught as an exploration of God's creative design throughout the universe that will give students an understanding of the God-ordained order and physical laws found in the natural world. Life sciences, earth sciences, space science, physical science, chemistry and technology are explored systematically and variously throughout all academic levels. Hands-on experiential learning is a vital part of the science curriculum. CCA teaches from an explicit creationist position, however the age of the earth is considered a secondary issue. The current curriculum promotes a young earth perspective, however the academy will not disparage other creationist viewpoints.

Math is presented as a continuum of skills and conceptual mastery. In the primary grades (K-3), we use Right Start Math which is a unique curriculum that uses the AL Abacus, a specially designed two-sided abacus that is both kinesthetic and visual, as its primary learning tool. Children develop visual strategies as they use this manipulative. The back side of the AL Abacus teaches place value

to the thousands. Through a variety of hands-on manipulatives and math card games, students are provided with interesting and varied repetition for mastering facts and concepts which minimizes worksheets and flashcards. This unique hands-on program de-emphasizes counting, uses visualization of quantities, and provides strategies (visual pictures) for learning the facts. Understanding and problem solving are emphasized throughout the curriculum. Our long term goal is that all grades K-8 will be utilizing the RightStart Math concepts in the next 5 years. For secondary classes we use Math Mammoth, Key to Algebra, and Prentice Hall Classics (Algebra 1) to continue the mastery of higher level math concepts.

Most curriculum selected is taught from a decidedly evangelical Christian perspective. We are committed to teaching a sound Biblical worldview throughout all academic disciplines. We also seek to establish a global perspective on social, environmental, political, and humanitarian issues that help prepare students to become world citizens with a broad view of the Great Commission and a proper response to the Lord's command of worldwide ministry.

We firmly believe and support that parents are first and foremost responsible for their children's education. The partnership between parent and Christian educator, which is the hallmark of CCA, is a trust relationship based on a mutual desire to honor the Lord Jesus Christ in all that is taught to our children. May He be lifted up and glorified by every aspect of our educational program. □

CURRICULUM LIST

The following is a list of curriculum for our academic and enrichment courses. This curriculum complements the University-Model structure of teaching, by giving the very best preparation for college-bound students while reinforcing a Biblical worldview.

Language Arts: (includes grammar, literature, vocabulary, spelling, writing)

Superkids Reading Program, grades K-2

Bob Jones University Press English, Grammar & Writing, Reading, grades 3-5

Just Write, grade 3

Customized Institute for Excellence in Writing, grades 4-10

Classic literature selections, grades 5-10

Literature: Teacher guided selections for quarterly literature based projects, grades 2-7

Math:

RightStart Mathematics, grades K-5

Math Mammoth, grades 6-7

Prentice Hall Pre-Algebra, grade 8

Prentice Hall Classics Algebra 1, grade 8/9

Jacob's Geometry, grade 9/10

Prentice Hall Classics Algebra 2/Trig, grade 10/11

History:

ABeka, grade K
Bob Jones Heritage Studies, grade 1
Story of the World, grades 2-3
Houghton Mifflin Harcourt, Virginia Social Studies, grade 4
Uncle Sam and You, United States History/Civics, grade 5
Notgrass World History, grade 6
Notgrass American History, grade 7
McGraw-Hill Civics, grade 8
Bob Jones Press World History, grade 9/10

Science:

ABeka, grades K-1
Bob Jones University Press, General Science, grades 2-5
Fulbright's Young Explorers, Chemistry & Astronomy, grade 6
Apologia, Exploring Creation with General Science, grade 7
Apologia, Exploring Creation with Physical Science, grade 8
Bob Jones Earth Science, grade 9

Bible:

ACSI Purposeful Design: Character Foundation Series, grade K
Positive Action, Grade Based Bible Study, grades 1-5
Positive Action, Route 66, grade 6
Positive Action, The Life of Christ, grade 7
Positive Action, Wise Up (Wisdom from Proverbs), grade 8
Positive Action, Dynamic Christian Living, grade 9
Positive Action, Behold Our God, grade 10

Foreign Language:

Spanish 1: Vistas Introducción a la lengua española 2001 (part 1)
Spanish 2: Vistas Introducción a la lengua española 2001 (part 2)
American Sign Language 2: Signing Naturally 7-12

CURRICULUM EVALUATION PROCESS

Experience has taught us that there is no "perfect" textbook or curriculum. Every year, textbooks come up for review and evaluation. Parent curriculum surveys, teacher feedback and student experience are all incorporated into the evaluation process. The evaluation criteria are enumerated below.

Note: Even explicitly Christian texts and curricular materials can include things that some of us may disagree with or find offensive. Such instances are rare, but they do occur. Whenever our teachers become aware of these areas of concern, they make an effort to clarify our basic Christian beliefs and identify how a particular item is in conflict with those beliefs. We encourage you as parents to do the same. Help your students understand that all things written in books are not necessarily true. Help them to test all things by the Truth revealed in God's word, the Bible, and to cultivate the habit of "rejoicing in the truth" at all times.

CURRICULUM EVALUATION CRITERIA

1. Does it provide opportunities for **biblical integration** and promote Christ-like **character development**?
2. Does it support "**Best Educational Practices**" including:
 - a. Opportunities for **differentiation**
 - b. **Engaging, multi-sensory activities**
 - c. **Developmentally appropriate assessments** of student progress?
 - d. Promoting a **balance between foundational skill development** (basic skills and memorization) and **higher-order thinking skills** (evaluating, creating, analyzing, making connections, visualizing, inferring, etc)?
3. Does it adapt easily to the University-Model in **supporting parent roles as private tutors and guides for independent study**?
 - a. Clear satellite lessons
 - b. Accessible materials, manipulatives, and technology
 - c. Mostly positive parent feedback
4. Is it **cost-effective** for CCA families and staff in the scope of all other grade level requirements?
5. Does it **inspire a desire for lifelong learning** and encourage students to be **critical thinkers**?
6. Does it **align to certification/accreditation guidelines**?
 - a. Meet or exceed National/State standards
7. Does it build a **foundation for success in college level courses** including:
 - a. Balancing rigorous instruction with developmentally appropriate assignments
 - b. Encouraging student to become gradually more independent with learning initiatives and study skills

SECTION H—GENERAL POLICIES

CHAPEL

Chapel is held each morning from 8:10 until 8:30 am. All staff and students are required to attend. Chapel worship begins with the pledge and then proceeds into worship that includes singing, prayer, and a short biblical message. Students are incorporated into the worship team and lead pledges and daily prayers. Parents are encouraged to join the students and staff for chapel worship.

DRESS CODE

Covenant Christian Academy's dress code is intended to reflect the school's stated aims to honor God and disciple students. It is designed to encourage modesty, decency, and propriety and to de-emphasize the use of clothing as a significant means of establishing self-identity or gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5). The principal, or one designated to act in his/her stead, retains the authority to determine the appropriateness of a given student's attire or hairstyle, and may remove from the campus or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes, such as related sports programs and physical education classes, special dress days or other instructional exercises, provided that high standards of modesty are always upheld.

All elements of the dress code are in force (and may be enforced) on the campus from 8:00 am to 3:30 pm on weekdays. During that time, students anywhere on campus must be dressed in either proper class attire or proper sports attire. While dress code enforcement will be limited to school days, provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus as well as at off-campus, school-sponsored events.

Covenant Christian Academy's dress code is in place as an application of Kingdom values taught in God's Word. As you prepare to explain the reasons behind the dress code to your children, please read the above passages and talk about them together. If you personally disagree with certain specifics of the dress code, feel free to communicate your suggestions to the school in writing, but we humbly ask that you defer to the present practice and speak respectfully of these matters in your home. We ask this for the sake of the Biblical principles they represent and for the peace and order of the learning environment.

To aid parents in purchasing proper uniform attire for their student(s), Covenant Christian Academy requires Lands' End and/or Walmart School Uniforms as our uniform providers.

DRESS CODE REGULATIONS

Boys Uniform:

Tops:

- Polo or Turtleneck style shirt, long- or short-sleeved Shirt. Allowed colors: Chambray Blue, Classic Navy, Evergreen, Grey Heather, Maize, Red, White, Cobalt, and Honey Gold
- Oxford and Blouse Shirt. Allowed colors: Blue, Chamois, Dark Pink, French Blue, White
- Pullover sweaters (not sweatshirts) or cardigans may be worn over uniform shirts. Allowed colors: Classic Navy, Evergreen, Grey Heather, Maize, Red, White, Pewter Gray
- CCA Golden Eagle Sweatshirts are allowed to be worn all day
- CCA school logo is optional

Bottoms:

- Flat-front or pleated style pants or shorts (no cargo)
- Colors: khaki or navy

Boys General Guidelines:

- All shirts (with the exception of those worn for physical education classes) must be tucked in at all times while on campus.
- All clothing must be neat and clean at the beginning of the day, and may not be torn, have frayed edges, be excessively wrinkled or have any other unusual features which attract undue attention.
- No clothing may be excessively tight or loose. All pants and shorts must be worn at the waistline. All pants or shorts with belt loops must be worn with a brown or black belt.
- Boys may not wear earrings or have any other body piercing.
- Hair must be kept groomed and clean and may not include unnatural (i.e. blue, pink, etc.) coloring or styles. Boys may not wear beads or other jewelry in their hair. Groomed facial hair is allowed.
- Visible tattoos or other body art (temporary or permanent) are not permissible.
- No hats or other head coverings, such as bandanas, may be worn in the building.
- Upper body wear must not include unusual features such as hoods, zippers, snaps, etc.
- All boys shall wear clean, close-toed shoes, with socks. The shoes must enclose the heel and may not have loud colors or other features (including shoe laces) which call undue attention to themselves. Sandals, flip-flops, mules and military-style boots are not acceptable foot wear. All shoelaces must be tied. Socks must be in the school uniform colors.
- Outerwear must not be worn in the classroom. Students must wear a CCA Sweatshirt or Lands' End Sweater.
- Backpacks and school bags should be plain (no characters) and may be of any color.
- Any article of clothing, jewelry or hairstyle deemed to be unusually distracting (due to color, style, pattern, cut, etc.) is unacceptable for school wear.

Girls Uniform:

Tops:

- Polo, Turtleneck, Peter Pan, and Ruffle style shirt, long- or short-sleeved Shirt. Allowed colors: Chambray Blue, Classic Navy, Evergreen, Grey Heather, Ice Pink, Maize, Red, White, Cobalt, and Honey Gold
- Oxford and Blouse Shirt. Allowed colors: Blue, Chamois, Dark Pink, French Blue, White
- Pullover sweaters (not sweatshirts) or cardigans may be worn over uniform shirts. Allowed colors: Classic Navy, Evergreen, Grey Heather, Maize, Red, White, Pewter Gray
- CCA Golden Eagle Sweatshirts are allowed to be worn all day
- Dress and Jumpers. Allowed colors: Chambray Blue, Classic Navy, Evergreen, Grey Heather, Ice Pink, Maize, Red, Khaki
- CCA school logo is optional

Bottoms:

- Twill pleated slacks, flat-front pants, capris, walking shorts, jumpers, skirts, or skorts
- Please wear shorts, leggings, or tights under skirts and dresses. These can be in any of the approved shirt colors, and purchased from any manufacturer.
- Colors: khaki or navy

Girls General Guidelines:

- All shirts (with the exception of those worn for physical education classes) must be tucked in at all times while on campus. No skin may show between upper and lower body wear at any time.
- All clothes must be neat and clean at the beginning of the day, and may not be torn, have frayed edges, be excessively wrinkled or have any other unusual features which attract undue attention.
- No clothing may be excessively tight or loose. All pants or shorts with belt loops must be worn with a brown or black belt. All skirts are to be no shorter than 3 inches above the top of the knee. Shorts and skorts may be no shorter than 4 inches above the top of the knee.
- Hair must be kept groomed and clean and may not include unnatural coloring (i.e. blue, pink, etc.) or styles. Girls may not wear anything that could be distracting in their hair (such as brightly colored hair bows or ribbons, beads, etc.).
- Girls may wear one earring per ear; no other body piercing is allowed.
- Visible tattoos or other body art (temporary or permanent) are not permissible.
- No hats or other head coverings, such as bandanas, may be worn in the building.
- All students shall wear clean, close-toed shoes, with socks or tights. Shoes must have enclosed heels and may not have loud colors or other features (including shoe laces) which call undue attention to themselves. Sandals, flip-flops, mules, Crocs, Uggs, and boots are not acceptable footwear (functional rain and snow boots may be worn on inclement weather days). All shoelaces must be tied. Socks and tights must be in the school uniform colors.
- Outerwear must not be worn in the classroom. Students must wear a CCA Sweatshirt or Lands' End Sweater.
- Backpacks and school bags should be plain (no characters) and may be of any color.

- Any article of clothing, hairstyle, or item of jewelry deemed to be unusually distracting (due to color, style, pattern, cut, etc.) is unacceptable for school wear.
- Although Lands' End offers a “Stretch Material” line of uniforms, no dresses, skorts, skirts, pants, shirts, or capris may be from this line. However, leggings, tights and bike shorts worn under dresses or skirts may be made of any material.

PHYSICAL EDUCATION UNIFORMS

When students have Physical Education, they are required to wear tennis shoes. If a student is not wearing tennis shoes they will receive a non-participation grade and will be unable to participate. High school students will “dress out” for P.E. one day a week and will change into a Golden Eagle shirt and approved shorts in the restroom. Elementary and middle school students will not change for P.E.

DRESS CODE ENFORCEMENT

In an effort to enforce the Student Dress Code in an impartial manner, the following outlined process will be followed. We assume that each student has read and understands the dress code in place each school year. We hope that this clarifies our expectations and motivates students to avoid the hassles that come with non-compliance. Thank you for your careful consideration of these matters.

1. **First Violation:** For a first violation the student’s name will be recorded for future reference. The student will then be asked to correct the problem. For minor offenses (e. g., shirt tail is untucked) the student will correct the problem at that time. For major offenses (wrong clothing, color or style) the student will be sent home at the conclusion of the school day with a “Uniform Violation Slip” which is to be signed by the parent and returned to the principal the next central campus day. If the slip is not returned, a phone call will be placed to the parent.
2. **Second Violation:** For a second violation of the uniform policy, the student will call his/her parent and ask the parent to bring the appropriate uniform clothes to school.
3. **Third Violation:** Upon a third violation, the student’s name will be placed on a Dress Code Violation List. For a period of four weeks, each student on this list must check in at the beginning of his/her day with the office. Parents will be notified that their student is on a check-in list and must be in uniform (and stay in uniform) each class day.
4. **Successive Violations:** If further violations occur, whereby the student is out of uniform or fails to check in with an administrator and/or with the office, the student will be suspended for a period of one day from school, during which the student will receive a “zero” for all graded assignments due that day. The student will also remain on the Dress Code Violation List for the remainder of the semester. Parents and teachers will be notified.

VISITORS POLICY

In order to enhance both student safety and operational efficiency, CCA has adopted the following

guidelines governing the presence of visitors on the campus during regular school operating hours after the conclusion of Chapel. For the purposes of this policy, "visitors" are defined as all individuals other than staff or students present in any part of the building or on the grounds other than the normal student loading area.

All visitors (with exception of those attending the chapel service) must check in with the office staff upon arriving at the campus. At a minimum, visitors must identify themselves, explain their intended business, and indicate how long they expect to be on campus. A written record of this information will be kept.

All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations.

Any child who is not a current student must be accompanied by an adult, unless pre-approved by the administration.

Many parents choose to stay for chapel devotions each morning after drop-off. This is welcome and encouraged. However, parents must not escort their child(ren) to the classroom after chapel. Please allow the teacher time to establish her authority and the students time and space to transition, especially in the first few weeks of the school year. After the first hour of the school day, parents are welcome in the classrooms with permission from the classroom teacher and administration.

Visitors failing to abide by these provisions may be denied access or be required to leave the campus. Persons having no legitimate connection with the school or reason for being present on the school campus will be expected to leave immediately.

INTERNET POLICY

Internet access will be available to students and teachers at Covenant Christian Academy. The Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

With the Internet, students and teachers have access to:

1. Electronic mail (E-mail) communication
2. The ability to browse the World-Wide Web
3. Public domain software and shareware of all types
4. Discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics.

5. Access to many University Library Catalogs and the Library of Congress

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Please consider installing the award winning internet filter software, NetNanny on your student's computer. It is impossible to control all materials and an industrious user may discover controversial information. We (CCA) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of CCA. It is the user that controls the search criteria and therefore the material accessed. With this in mind, CCA believes that it is imperative to teach our students about making Christ-like choices about the type of material they access. It is our belief that by training our young people on how to deal with objectionable material now, they will be better suited to make the same type of value judgments as adults.

These guidelines are provided so that all members of the CCA community are aware of the responsibilities inherent in CCA internet usage. In general this requires efficient, ethical, and legal utilization of the network resources. If a CCA user violates any of these provisions, disciplinary measures will be taken.

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The faculty will deem what is inappropriate use and their decision is final. Also, the system administrator may close an account at any time as required. Students, teachers, staff members and administrators are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- You may not download or load any software or other programs onto the computers.
- Do not reveal the personal address or phone numbers of students or colleagues.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.
- The Internet will be available to the staff and students of Covenant Christian Academy and must only be used for educational purposes.
- The use of your internet access must be in support of education and research and consistent with the educational objectives of CCA. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- CCA makes no warranties of any kind, whether expressed or implied, for the service it is providing. CCA will not be responsible for any damages you suffer. This includes the loss of data resulting from delays, non deliveries, mis-deliveries, or service interruptions caused by

its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. CCA specifically denies any responsibility for the accuracy or quality of information obtained through its services.

- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware or software.
- Student cell phones, iPods, and other similar devices are not allowed to use CCA's wifi.

ILLNESS POLICY

If your child has or had a fever of 100 degrees or higher in the last 24 hours please keep him or her at home and arrange to make up the classwork.

We may email an alert if we receive a report that a student is sick with a contagious illness. The student's name will not be disclosed.

CCA may require a doctor's note detailing that your student is allowed to return to class. The administration will notify you if it is required.

MEDICAL RECORDS / PERMISSIONS

We are required to file all student medical and immunization records. Please ask your doctor's office for a copy of your students records. You may fill out the Religious Exemption from Immunizations Form.

FIRST AID

CCA is restricted to minor first-aid (cleaning cuts, applying Band-Aids, taking temperatures, etc.). Many of the CCA staff are First Aid, CPR, and AED certified. Parents will be called if the student becomes ill or injured. If your child requires medication during the day, a note with instructions must be brought to the office along with the medication. All medication will be kept in the office, including cough drops. A record will be kept of each time medication is administered. CCA will not supply any medication to students. Sunscreen can not be administered by CCA staff and must be done by student or parent.

SNACK AND LUNCH

Parents are responsible for providing morning snacks, lunches and beverages for their students. Make sure your student knows what he or she is to eat at snack and lunch. We are not able to make that determination for students. Microwaves and refrigerators will not be available for students to use. Students are not permitted to use vending machines. Please provide any necessary utensils and napkins in your student's lunch box. Sodas, energy drink, and candy are not permitted on campus. Occasionally we will have schoolwide lunches from outside vendors.

WATER BOTTLES

Please supply your student with a labeled leak-proof flip-top straw lid sports water bottle. Please have it pre-filled with water. These will be used throughout the school day.

CLASSROOM PARENTS

Each class will have volunteer(s) designated to assist the teacher in planning parties, special events, craft projects, etc. They will also help organize, delegate, and communicate with the other parents in the class. Room parents are determined at the beginning of the school year and will be contacted by the Room Parent Committee Chair with further information and instructions.

PEANUT-SENSITIVE ENVIRONMENT

CCA is sensitive to individuals with food allergies. We desire to create a safe learning environment for all students. However, we cannot guarantee a peanut-free environment due to our shared use of facilities with third parties. Please communicate with administration, classroom teachers and your Room Parent regarding any severe food allergies let us know if you would like to create a special plan for your child while he or she is at the central campus.

BIRTHDAY CELEBRATIONS

Birthdays will be celebrated in the classroom. Please feel free to send or bring in a small treat (pencil, small toy, etc.). Each classroom teacher will determine if edible treats are permitted. Parents are welcome to join their students.

SCHOOL CLOSINGS

CCA will send e-mails through QuickSchools.com for all of our school closings, delayed openings, and early dismissals. Please also view www.covenantva.org for posted updates for CCA's closings, delayed openings, and early dismissals. You can sign up to receive a voice message or text alert.

Whenever possible, it is best practice to take home any resources you might need in order to fulfill the completion of snow-day work prior to inclement weather. Snow days are considered instructional days and students are required to complete all assigned work by the next campus day. Teachers will work diligently to email work assignments by 9:00am. Parents are expected to serve as the teacher of record for that school day, and students are expected to complete all assignments at home. We do not make up any missed days at the end of the year.

TRANSPORTATION

Drop off for elementary students is between 7:50-8:00AM. Drop off for secondary students is between 8:00-8:10 AM. Pick up is at 3:30 PM for elementary students, 3:45PM for middle school, 4:00PM for high school. CCA will provide signs to be displayed on interior windshields for pickup. Please notify the office of any changes to pickup for your child (different driver, carpooling, etc) by sending an email to admin@covenantva.org (see Attendance Notification Policy in Section F).

LATE PICK UP

Please be considerate of our staff by picking up your children on time. Elementary pick up is scheduled for 3:30pm, middle school pick up is scheduled for 3:45pm, high school pick up is scheduled for 4:00pm. If you are going to be late, please email admin@covenantva.org to let the administration know your expected time of arrival. A \$10 fine will be incurred for every ten minutes

FIELD TRIPS

Field trips are encouraged but not required. Permission slips are sent out detailing cost and time. Field trips coordinate with classroom studies. All will be scheduled on satellite days or Saturdays. If you have a field trip location idea, please let the Field Trip Committee know. Parents are encouraged to initiate and organize additional activities. Feel free to use the CCA roster to contact other CCA families to join you. CCA cannot forward any emails for you. All emails from CCA will be regarding CCA business and CCA activities.

INSURANCE

Covenant Christian Academy is a non-profit, charitable organization dependent on God and His people. Enrolled students are insured through a student accident policy. Students' family members, visitors, and others who use CCA's facilities and or engage in related activities, waive and release Covenant Christian Academy from any claim from personal injury or property damage. They agree to carry their own insurance or have the resources to cover the expenses related to personal injury or property damage.

HARASSMENT POLICY

CCA is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, free from all forms of intimidation, inappropriate or suggestive conduct, exploitation and harassment, including sexual harassment. CCA does not tolerate such conduct, and is prepared to take appropriate action to prevent and correct any violations of this policy, including, but not limited to conducting a fact-finding inquiry, investigating such complaints, and/or conducting interviews. Anyone who violates this policy will be subject to immediate discipline, up to and including detention, suspension, or expulsion.

Definition of Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, conduct or speech, a request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, including students and staff, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through this school.

What to do if you Experience or Observe Harassment of Any Type

Students who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to one of the school officials designated below. Students who observe conduct of a sexually harassing nature, are also encouraged to report the matter to one of the school officials designated below. All complaints will be promptly investigated.

Where to Report Sexual Harassment

The following individuals are specifically authorized to receive complaints and to respond to questions regarding sexual harassment:

Principal, Assistant Principals, Board Members

These individuals may be contacted by calling the school office.

Confidentiality

Every effort will be made to protect the privacy of the parties involved in any complaint. However, disclosure of the identity of the accuser may be necessary in order for CCA to properly investigate the complaint, and therefore the school reserves the right to notify a student or a student's parent or guardian as well as appropriate authorities of the identity of the accuser should circumstances warrant.

SECTION I—CRISIS MANAGEMENT POLICIES

At Covenant Christian Academy, we understand that parents are trusting us to keep their children safe and secure while in our care. The academy therefore maintains up-to-date crisis management plans, policies and procedures in collaboration with the Fauquier Fire and Rescue Department. We pray daily for the safety and security of our campus as the Lord is our first and foremost Protector.

CRISIS MANAGEMENT PLAN

The school's crisis management plan will be updated and reviewed each summer by the administration and submitted for feedback to Fauquier Fire and Rescue. The board will also review and approve the updated Crisis Management Plan each year. The academy will plan for as many emergency situations as are deemed appropriate by the administration, the board, and Fauquier Fire and Rescue based on a threat evaluation of our facility and immediate geographic area. These will include, but not be limited to: fire, severe weather, intruder, and biological/chemical threat.

A current copy of the crisis management plan will be available in the Campus Safety Binder at the reception desk for parents to review.

EMERGENCY DRILLS

Planned and unannounced drills will be conducted each year on the following schedule based on Virginia code for public schools, but adapted for our limited days at the central campus in September:

- Fire (evacuation)--once a week for four weeks in September, once a month thereafter
- Shelter in Place (weather)--once in October
- Lockdown (secure the building)--once in October and once in January

[Code of Virginia § 22.1-137, § 22.1-137.2 and § 22.1-137.1]

Before the first drill of each kind (for example, the first fire drill of the year), the Principal (or designee) will address the students during chapel the morning before the drill. The following items will be addressed:

- A review about the importance of emergency drills
- The type, purpose and objective of the drill, i.e., to evacuate the building should there be a fire or other reason the building is deemed unsafe
- Their roles and the specific behavior(s) they are expected to display, e.g., walking silently in single file, how to duck and cover for severe weather
- An explanation as to why they may not be told exactly what has prompted the drill or call for emergency action responses

- Special provisions for individuals with special needs

The administrator in charge will trigger the fire alarm for evacuation or announce the emergency drill to both buildings by two-way radio and/or megaphone and/or by asking staff to make the announcement room-by-room. The method of announcement will be at the administrator's discretion. The goal is to practice efficient and safe procedural execution without unnecessarily alarming students.

During our annual fire safety inspection, we will ask Fauquier Fire and Rescue to observe an evacuation (fire) drill and give feedback on the procedure.

Other drills will be conducted at the discretion of the Principal.

PARENT COMMUNICATION

Best practices in school emergency management indicate that parents should be notified after an emergency is over, not during emergency procedures. However, if a student is injured or in need of medical treatment, parents will be notified immediately. If communication with parents during an event is necessary, the administrator in charge will use the weather closing/delay notification system to share essential information with parents. For example, if the students have been evacuated to a secondary location, parents will be notified through that system.

SECTION J—FAMILY MINISTRY AND DISCIPLESHIP PROGRAM

The purpose of Covenant Christian Academy’s Discipleship Program is to oversee the administrative systems set in place to 1) preserve, reinforce, and promote the aforementioned **Foundations** of doctrine, philosophy, and major aims/objectives, 2) keep parents confident, competent, encouraged, and involved with their children, and 3) enforce behavior and discipleship policies from a matter of the heart and character-development point of view.

Once again, we make no attempt to replace or displace parents as the primary providers of character training for their sons and daughters. The faculty and staff do, however, make every effort to reinforce and enhance what the parents are on record as teaching in the home, beginning with matters of Christian faith and practice. But classroom time is too short and the scope of supervision too large for teachers to even think of being effective “character developers” if parents are not primary.

For this reason, an increasingly necessary element in our Discipleship Program is **Parent Encouragement Processes**. Clearly, the educational objectives are best served when they promote healthy home environments and loving parent-child relationships. As today’s parents are often in need of affirmation in their roles, confidence, time with their children, and practical tools for their all-important parenting tasks, Covenant Christian Academy’s goal is year-to-year continuous improvement in the parent-encouragement “enterprise.”

While students are at school, we understand that parents have entrusted the school to maintain **Policies of Student Behavior** – matters such as order and respect in the classroom, safety and proper supervision, Christ-like courtesy and consideration for others, minimum distractions to the learning environment, proper dress, and academic honesty. Our **Procedures of School Discipleship** are administered from a personal growth, not just a punishment, point of view. In addition to enforcing the rules, we hope to communicate the reasons behind the rules based on the meaning of mature character and motives. Our desire is to turn every student’s misbehavior into a ministry to the student’s true needs and an experience that motivates the student toward better choices in the future. Prayer, a listening ear, and time are essential for this to happen, and the Discipleship Program seeks to ensure that it is provided.

PARENT ENCOURAGEMENT

“Therefore encourage one another and build one another up...” (1 Thessalonians 5:11)

At CCA, our Family Ministry motto is “Parents are primary, not solitary!” This means that we desire to come alongside you in your role as primary educator, trainer and discipler. We believe God designed children to be raised by parents in the context of a loving Christian community. We desire to provide a high level of encouragement and support. Each year, CCA will offer various optional programs for parent encouragement: Mentor Programs, Seminars, Retreats, and/or Fellowship Events. We desire to be an expression of the Body of Christ, building one another up and raising the next generation together for Kingdom impact.

PROCEDURES OF SCHOOL DISCIPLESHIP

Train up a child in the way he should go, even when he is old he will not depart from it. (Pro. 22:6)

OVERVIEW

Our two discipleship mottos we share with students are, “You are not in trouble, you are in training” and “You are not being disciplined, you are being discipled.” CCA sees discipleship issues as a heart issue.

The keys to discipleship are that the child must feel he/she is loved, that he/she knows and accepts the boundaries of behavior, and that he/she sees the proper direction in which to head to avoid repeated wrong decisions. The key to discipleship for a school is that it gives its children support and direction while also working in harmony with the home. The primary goal of our staff will be to practice "preventative" discipleship through the use of good teaching techniques. As the need arises, CCA may also employ mild forms of reproof, rebuke, and correction (under no circumstances do we practice spanking or similar forms of corporal punishment) in order to encourage cooperation among the student body. The school will control the impact of serious discipleship problems by limiting or withdrawing the participation privileges of consistently uncooperative students. As a University-Model School, we feel that the school staff is primarily responsible to utilize mild forms of reproof, rebuke, and correction for the purpose of sound classroom management and that the parents are primarily responsible for dealing with discipleship issues of an ongoing or more serious nature. This, in effect, is the general theory that informs our Discipleship Policy.

General Discipleship Classifications and Procedures

Student misconduct will be classified as either a Major or Minor offense.

Major Misconduct

Major misconduct cases are referred to the office, immediately, and are to be accompanied by a discipleship form and a report filed on Quickschools that parents will have access to. An administrative staff member will personally attend to serious, urgent or potentially dangerous discipleship matters, and the parents will always be notified in such cases. The administrative staff member shall have a broad range of personal authority to act in such cases, including but not limited to suspension of the student from regular school activities. Should repeated or serious first-time violations of the student code of conduct occur, a student may be suspended or expelled.

Minor Misconduct

Minor misconduct cases may be dealt with in the classroom or may be referred for administration counseling during instructional or non-instructional times (i.e. lunch, study hall or after school). Parents may be notified of minor misconduct by the classroom teacher or by the administration. The student shall be given an opportunity to correct his own behavior following the first offense of a routine or non-serious nature.

General Consequences

Relevant, Reasonable, and Redemptive (RRR) Consequences

- When an elementary student is not following ROCKS principles or a secondary student has broken his/her Student Covenant, he or she will receive consequences that are **relevant** (related to the problem), **reasonable** (equal to the severity of the infraction), and **redemptive** (working toward restoring the student's heart and relationship with those offended and with God). Students will be prayed with and offered the opportunity to pray for one another as a pathway to reconciliation.
- Offenses between individuals such as fights, bullying or disrespecting staff will be dealt with based on the principles of Matthew 18. Students will learn to express their issues directly and will be guided in learning to listen, apologize, and extend forgiveness as needed.
- Students will be guided in ways of restoration toward the teacher and classroom in a timely manner.

Administrative Procedure

Administrator Counseling generally follows these steps:

1. Investigate and determine the nature of the offense.
2. Seek to give godly and biblical counsel to the student (1 Tim 3:16) that encourages student(s) to repent and seek reconciliation and restitution (if applicable) for the offense.
3. Pray with and for student(s).
4. Contact parents through Quickschools, phone.

5. After the parents have dealt with the offense at home, the parents should notify the administration within 48 hours that they have done so.
6. Should there be repeated discipleship issues, parents will be contacted to meet with administration, seeking support in averting further problems.
7. Continued discipleship issues and/or severe infractions will result in suspension or expulsion as described in Major Misconduct.

First-Time Obedience for Minor Infractions

The classroom teacher is normally the closest to any discipleship issue that arises. While teachers have the opportunity to exercise discretion with each occurrence of a discipleship issue in class, they should normally and regularly apply the following procedure to maintain consistency in their own classroom and throughout the school.

(This procedure is also to be followed by any substitute, volunteer teacher or assistant when they are acting with the delegated authority of Covenant Christian Academy)

The first several weeks of the school year are for teaching, modeling, and rehearsing classroom routines, expectations, and standards. However, after the first quarter and because “first-time obedience” is the expectation at CCA, students will be given one verbal warning/redirection before a RRR consequence is given for subsequent, similar, routine infractions. More serious offenses will result in an immediate consequence (i.e. dangerous or complete defiance) and will include administration counsel and parent notification.

1. Verbal warning/redirection from teacher.
2. RRR consequence from teacher or Administrator Counseling depending on severity of infraction.

*Possible consequences include a conduct calendar report, note home, copying of Bible verses, “Think Sheet,” loss of privilege, removal from activity, or a phone call home.

This initial rebuke in the classroom offers the student the opportunity to demonstrate that he is “wise” and desires to honor his parents and the Lord with his obedience and a good response to correction. (Prov. 17:10). It also alerts parents to potential problems, especially in regard to attitude, and helps them assume final responsibility for the correction of their child (Eph. 6:4).

Positive Reinforcement

We believe that rewarded behavior is repeated behavior. The key is to give more attention to those students demonstrating right behaviors than those who are disobeying. In the elementary grades, CCA staff may reward students with a ROCKS award upon noticing implementation of the ROCKS principles. Positive reinforcement strategies are left to the discretion of the individual teachers but some ideas include a treasure box that's visited once every week or so, reward tickets that they can accumulate for gift cards, sticker charts, earned responsibilities/freedoms, etc. The key is to give more attention to those doing it right, than those disobeying. Teachers have the freedom to send a child that is disruptive and disobedient out for administration counseling after the first reminder/redirection (meaning extra homework for them for the classwork they miss), while continuing to teach and giving attention to those obeying.

Significant Discipleship Actions:

In the event that a Significant Discipleship Action is needed, the Administration will follow the procedure, below.

1. SUSPENSION (can be administered by either the Principal or the CCA school board)
 - a. Suspension from all classes and activities with permission to make up work.
 - b. Suspension from all classes and activities with no permission to make up work.
 - c. Durations
 - One Day
 - Two Days (any two successive central-campus school days)
 - Three Days (any three successive central-campus school days)
 - Five Days (any five successive central-campus school days)
 - d. Suspensions may carry with them any number of requirements that the administration and/or board deem appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to expulsion considerations.
2. EXPULSION (can be administered by either the Principal or the CCA school board)
 - a. Expulsion without permission to appeal. Expulsion must appear on the student's permanent record. Any financial agreement must still be fulfilled.
 - b. Expulsion with permission to appeal.
 - Student is suspended immediately from all classes and activities.
 - If the family does not wish to appeal, then the student is officially no longer a student at the academy and the record of expulsion will appear on the student's transcript.
 - If the family wishes to appeal, they must submit their formal request to the Principal for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission agreement.
 - If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless the parent is single) and the student must schedule a time to appear before the Board to discuss the appeal.
 - Re-admittance, if granted, may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with the Administration's or Board's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
 - If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from the permanent record at the end of that school year or at a time later than that if the Board deems it appropriate to the situation.

***Any financial agreement must still be fulfilled.**

Elementary-Specific Policies:

Elementary students who meet with Administration for a discipleship issues will review the “Think Sheet” and “R.O.C.K.S. Principles”

“Think Sheet”

Name: _____ Date: _____

Thinking and praying about my behavior will help me make better choices next time!

Behavior: I was not.....

| | | |
|---|---|---|
| <input type="checkbox"/> Obeying all the way, the first time. | <input type="checkbox"/> Putting my classmate's needs before my own | <input type="checkbox"/> Doing my best for the Lord |
| <input type="checkbox"/> Being respectful to my teacher | <input type="checkbox"/> Keeping myself or someone else safe | <input type="checkbox"/> Working quietly |
| <input type="checkbox"/> Being respectful to my school | <input type="checkbox"/> Being kind | <input type="checkbox"/> Other? (Explain) |
| | | |

Describe what happened: (Who, What, When, Where, How?)

How I felt:

| | | | |
|--------|------------|----------|---------|
| mad | sad | confused | hurt |
| lonely | frustrated | scared | jealous |

Explain why this behavior is not acceptable at CCA. Include a verse from the Bible that supports your answer.

How can I help to correct the situation and/or restore the relationship that was affected by my behavior?

- Apologize (To whom? _____)
- Fix/Replace something that you physically broke
- Redo Assignment
- Other: _____

Describe a better way to handle this situation in the future:

“ROCKS” is CCA’s elementary student character and spiritual development encouragement tool. The purpose of Covenant’s R.O.C.K.S principles is to provide clear expectations for behavior, promote a Christ-like attitude in its learning environment and to encourage the development of Christian relationships among its school community. Therefore, it is important that specific guidelines regarding behavior while attending the academy be set for all parties involved. Our roles as parents and staff members are each important to the training and discipling of CCA students.

R.O.C.K.S Behavior Principles

Respect Authority

Ephesians 6:1-3, "Children, obey your parents in the Lord, for this is right. "Honor your father and mother"—which is the first commandment with a promise— "that it may go well with you and that you may enjoy long life on the earth."

Romans 13:1 "Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God."

PARENTS: CCA believes in the commandment to "Honor your father and mother" (Ephesians 6:2) and we believe respect begins at home. Parents will model respect for the authority of God and will promote a family culture of respect for the school leadership in words, body language, and actions. This includes social media usage. CCA staff will strive to support parents in the challenge of raising children to be respectful to all authority. Parents will use the principles of Matthew 18 to help resolve personal and school conflicts.

STUDENTS: Students will respect the authority of their teachers, parents, and other staff members in words, body language, and actions. First time obedience is the expectation. Throughout the year, students will learn to utilize Matthew 18 principles in settling conflict.

STAFF: Staff members will model respect for the authority of God and will promote an environment of respect for the school's leadership in words, body language, and actions. This includes internet and social media usage. Teachers will require students to be respectful toward staff and peers and support parents in the challenge of raising respectful children. Staff will use the principles of Matthew 18 to help resolve personal and student conflicts.

Others Are Important

Mark 12:31, "The second is this: 'Love your neighbor as yourself.' There is no commandment greater than these."

PARENTS: Parents will model that others are important by placing other's needs before own. They will protect students' and staff member's feelings and time. They will promote an environment of positivity, love and acceptance. Parents will encourage and support the staff of CCA in their ministry of education.

STUDENTS: Students will place other's needs before their own. They will protect other students' and staff member's feelings, time, and responsibility to learn or teach. They will promote an environment of positivity, safety and acceptance.

STAFF: Staff members will model that others are important by placing other's needs before their own. They will protect students', parents', and other staff member's feelings and time. They will promote an environment of positivity, safety, love and acceptance. Staff members will encourage and support other staff members and parents in their ministry of education.

Correction – Accept and Learn from it

Proverbs 12:1, “Whoever loves discipline loves knowledge, but he who hates correction is foolish.”

PARENTS: Parents will model accepting and learning from correction and counseling from teachers, administration, and the Board. They will be cooperative in discussing wrongdoing and move quickly toward repentance and reconciliation. Parents will stay calm when confronted with correction and view it as a chance to learn and grow personally and spiritually.

STUDENTS: Students will accept and learn from correction and counseling from parents, teachers, and the administration. They will be cooperative in discussing wrongdoing and move quickly toward repentance and reconciliation.

STAFF: Staff members will model accepting and learning from correction and evaluation from parents, teachers, administration, and the Board. They will be cooperative in discussing wrongdoing and move quickly toward repentance and reconciliation. Staff members will stay calm when confronted with correction and view it as a chance to learn and grow professionally and spiritually.

Keep Yourself Prepared

1 Peter 1:13, “Therefore, prepare your minds for action; be self-controlled; set your hope fully on the grace to be given you when Jesus Christ is revealed.”

PARENTS: Parents are an important part of students keeping themselves prepared and ready to learn. Parents will assist students by allowing for enough rest and a healthy breakfast, paying attention to communication that comes from school, regularly checking Quickschools and/or planners for assignments, assisting student in being organized with materials that go between school and home, and by modeling a positive attitude.

STUDENTS: Students will work to develop habits that result in keeping themselves prepared to learn in class. Once classroom procedures are established, students will strive to meet the expectations set by the teacher/staff on a daily basis. Children are to be kind, take turns, work quietly and help one another. Students will be diligent in their studies during satellite days so that they can come to central class well prepared for learning.

STAFF: Teachers will teach school procedures to develop preparedness. Classroom procedures will be directly taught and reinforced regularly to assist students in keeping themselves prepared. In the first few weeks of school, Bible classes will focus on readiness and the importance of being a student (Proverbs 18:15). Staff will encourage students to be ready to learn and will equip them to meet expectations. Staff will model preparedness by coming to school on time with all necessary tasks completed before students arrive.

Seek Excellence

Colossians 3:23-24, "Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

PARENTS: Parents will seek excellence in encouraging their children to put forth their best efforts in the satellite and central classroom environments. They will provide the tools and resources that are necessary to help their child be at their personal best.

STUDENTS: Students will seek excellence in their attitudes, work ethic, and academic achievement. Students will turn in assignments on time and with their best effort on all occasions. Students will protect and preserve school/church property. At CCA, student effort and attitude is more important than grade outcomes.

STAFF: Staff members will seek excellence by working diligently at their planning, evaluating, and discipleship of students. Staff members will proactively seek to be above reproach with their integrity, communications, and instructional implementation. Teachers will continually encourage students to work diligently for the Lord and with their best personal efforts.

Special Classes Behavior Plan (Music/Drama, PE, Art, Library)

Specialist teachers will develop a class incentive environment where classes can earn between 1-5 points for each special class period. They will use a laminated points sheet that will be carried back and forth between classroom and special by the teacher's assistant. Each point sheet also allows for the specialist to make immediate notes about any particular students who are misbehaving. Classroom teachers will use their discretion to incorporate those points into their own classroom positive rewards system.

Secondary-Specific Policies:

Lunch Detention

Secondary Students may receive a lunch detention for minor discipleship issues.

What constitutes a **Minor Correction Action** of a lunch detention?

- Student was not:
 - Listening and being attentive
 - Keeping my hands to myself
 - Obeying
 - On time for class
 - Prepared for class
 - Being honest
 - Obeying the 8th commandment
 - Speaking life and using appropriate language
 - Keeping my electronic device in my locker
 - Being good steward of the buildings and grounds
 - Being responsible for my personal belongings
 - Being respectful or honoring
 - Keeping myself and others safe
 - Being kind
 - Representing Christ in my work
 - Other _____

What constitutes a **Major Correction Action**?

- Immoral Behavior
- Cheating
- Fighting
- Stealing something over \$100 value

What happens during lunch detention

- Administration will determine length of detention and if any restitution or physical labor is necessary. Lunches are 30 minutes long. Some students will be given 5-15 minutes of lunch detention based on their small infraction. Students with bigger infractions will have a 30 minutes lunch detention.

How do we administer detention slips?

- All CCA Staff can administer a detention slip

What is recorded on the detention slip and in QS?

- Detention Slip
- Date
- Student
- Class
- Reason
- Teacher

How do we track detention slips?

- CCA Admin Online Tracking

What do we do in the event of excessive detention slips?

- Parent meeting to determine another course of disciplinary action

What constitutes excessive detentions?

- Students who acquire more than 90 minutes of lunch detention in a quarter



Lunch Detention Slip

Date _____ Class _____ Teacher _____

| | |
|---|--|
| Student _____ | was not: _____ |
| <input type="checkbox"/> Listening and being attentive | <input type="checkbox"/> Being good steward of the buildings and grounds |
| <input type="checkbox"/> Keeping my hands to myself | <input type="checkbox"/> Being responsible for my personal belongings |
| <input type="checkbox"/> Obeying | <input type="checkbox"/> Being respectful or honoring |
| <input type="checkbox"/> On time for class | <input type="checkbox"/> Keeping myself and others safe |
| <input type="checkbox"/> Prepared for class | <input type="checkbox"/> Being kind |
| <input type="checkbox"/> Being honest | <input type="checkbox"/> Representing Christ in my work |
| <input type="checkbox"/> Obeying the 8th commandment | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Speaking life and using appropriate language | |
| <input type="checkbox"/> Keeping electronic device in locker | |

Proverbs 3:12, "For the LORD corrects those he loves, just as a father corrects a child in whom he delights."

All Secondary Students will agree to the below policies in a signed Student Covenant.

CONDUCT CODE

The purpose of this Code of Conduct is to promote a Christ-like attitude in the learning environment and to encourage the development of positive Christian relationships among students. We want to ensure a safe, orderly environment that supports learning, achievement, and appropriate, enjoyable social interaction among students and staff. However, we fully expect the students of Covenant Christian Academy to follow these guidelines on and off campus, striving to represent a positive image at school, at home, at church, and in the community. Therefore, we have set the following guidelines regarding student behavior that should help to build the character qualities and work ethic of every student. The student should use every opportunity at CCA to develop and strengthen these qualities.

The CCA classroom will be a place of learning where the teacher is able to teach and the student is able to learn. Teachers will strive for consistency and fairness for all students.

Conduct that disrupts teaching or learning is not acceptable. Students should **ALWAYS**:

- Come to class on time and be prepared with all required materials
- Conduct themselves in an orderly, respectful manner
- Make an effort to learn by participating in class activities and following teacher instructions
- Strive to stay on task the entire class period and not engage in activities such as social conversations, grooming, sleeping, or personal note-writing
- Obey all written and verbal school rules and regulations
- Comply with the resulting discipleship when in violation of these guidelines

Courtesy

Students have the responsibility to respect the rights and property of fellow students, teachers, administrators, and visitors. At all times, adults should be addressed with a title (Mr., Mrs., Coach, etc.). Students should treat each other with respect, kindness, and compassion. Harassment or rude behavior, hazing or bullying by a student will not be tolerated. CCA desires to encourage students to learn to edify one another.

***Definition of Hazing:** Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

***Definition of Bullying:** Bullying is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once which causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, at a school-sponsored activity or electronically. The intentional act also includes violence within a dating relationship.

Fighting

Students are not allowed to fight physically or verbally. There should be no horseplay, running, or rough play during or between classes.

Immoral or Illegal Behavior

Students should refrain from any distribution or display of materials which are obscene, slanderous, or which advocate the commission of unlawful actions. Students should not be involved in or create an impression of involvement in immoral activities. Tobacco products, non-prescriptive drugs, alcohol, or weapons are not allowed on campus or at a CCA-sponsored event. Students who bring medications to school must leave them in the school office to be administered by the office staff.

Language

Improper or disrespectful speech (e.g., profanity, lying, back-talking, etc.) in the presence of classmates or staff will not be tolerated on campus during or between classes or while involved in a sport or other school-related activity. As CCA representatives, students should strive to speak in a godly manner both on and off campus.

Public Affection

Students are expected to exercise good judgment when interacting. Public displays of affection (in other words: frontal hugging, handholding, kissing, etc.) will not be permitted on campus or at any school-related activity.

Stealing

Stealing will not be tolerated. Committing or attempting a theft is considered a serious offense.

Use of Property and Buildings

Students have the responsibility to be good stewards of the physical resources God provides for our use. Students should actively protect and take care of the school's property and assist the school staff in operating a school that is safe for everyone. Students should demonstrate consideration of others and school property by keeping the facility and grounds clean at all times and by refraining from any action that may cause property damage (e.g., throwing trash on the grounds, leaving trash in the classrooms or lunch area, writing on tables, walls, or other property, standing on tables or chairs, leaving personal property in the hallways, etc.).

Automobiles & Parking Lot

Student drivers must park their vehicle in the front parking lot. Student drivers should be cautious and keep their speed to a minimum when driving on the school grounds. The school bears no responsibility for vehicles parked on campus. Cars must be parked correctly and should remain locked. Violation of these safety rules may result in the loss of privilege of bringing a vehicle to school. Students must not loiter in the parking lot.

Electronic Devices

Students should not bring any electronic device (e.g. laptops, Game Boys, MP3, iPods, etc.) or computer discs to school for the purpose of entertainment.

Cell Phones and Other Telecommunication Devices

Students may bring cell phones and other communication devices on campus, but these devices must be turned off and kept in a book/gym bag or backpack while in school. Cell phones or other devices that are visible or are being used in class (without a teacher-directed instructional purpose) will be confiscated and turned in to the main office. The student's parent will be required to retrieve the phone from the school office. While a student is on campus, all student communications with parties outside the school should go through the main office. The administrator may grant an exception to this policy under extraordinary circumstances. Likewise, parents who need to contact their child during school hours should call the school office, 540-680-4111. Any variance to this policy must be granted by the teacher or the administration.

Social Networking

Facebook, Twitter, Instagram, Snapchat, Kik, and other social networking sites have become the most popular websites visited by young people today. While students view such sites as places to communicate with friends and express their opinions, students must be aware of the fact that there is no "presumption of privacy" with anything they say online. For this reason, we feel it necessary to remind students that when serious offenses outside of the school limits occur and become public and negatively impact the reputation or character of the school or students, disciplinary measures may also be taken. This includes, but is not limited to, inappropriate language, pictures, threats, or confessions of inappropriate behavior. Due to the broad array of actions, disciplinary measures could range up to and include dismissal from school.

CODE OF INTEGRITY

Covenant Christian Academy students will not lie, cheat, steal or tolerate that behavior in others. Dishonesty is both a serious breach of personal integrity and a serious hindrance to real student learning. Therefore, we exhort our students and their parents to adhere to the highest standard of godly integrity, both in school and in the home. I Chronicles 29:17a reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip each student to become a disciple of Christ, committed to serving and pleasing God in all he or she may do. Dishonesty, or falsely representing that which is true, separates us from our God of truth.

Dishonesty includes, but is not limited to:

- Lying or knowingly giving false information about assignments and/or activities
- Stealing or taking something that belongs to another person without right or permission
- Cheating or using unauthorized assistance in an attempt to falsely represent one's knowledge or ability
- Copying the work of others at any time without direct authorization from the instructor

- Using any resources, such as, solution manuals and teacher edition textbooks, without the direct authorization from the instructor
- Obtaining any quizzes, tests, or academic materials, created by or belonging to the school prior to their being administered
- Plagiarizing or taking ideas or writings from another and offering them as one's own
- Giving or taking unauthorized verbal assistance from another student during any quiz, test, or academic assignment

HONOR CODE

We, the students of Covenant Christian Academy, fully aware of our daily dependence on the grace of God, commit to set ourselves apart in thought, word, and deed, to honor Jesus Christ, and to love our neighbor. We passionately aspire to live our best for the Lord by conducting ourselves in the spirit of Titus 2:11-12: “For the grace of God that brings salvation has appeared to all men, teaching us that, denying ungodliness and worldly lusts, we should live soberly, righteously, and godly in the present age.”

Therefore, I _____ (student's name) _____ pledge, by the grace of God, to submit to proper authorities, to be honest, to respect the property of others, and to speak edifying words. I will refrain from using any substances, such as alcohol, tobacco, and drugs, in any way prohibited by proper authority such as the government, church, family, or school. I will reserve sexual activity for marriage, shun sexually explicit material, and seek parental counsel when pursuing a romantic relationship. Finally, I will seek biblical resolution and reconciliation in my conflicts. I pledge to hold my fellow students accountable to these principles and ask that they do the same for me, in order that Jesus Christ might be honored and glorified.

STUDENT COVENANT

I, a student of Covenant Christian Academy, commit to love the Lord my God with all my heart, soul, mind and strength; to love my neighbor as myself; and to bring glory to God in obedience to His Word through the following principles:

- I will present my body as a living sacrifice to God, honoring Him in all my actions and seeking a balanced, godly life. (Romans 12:1, 6:13; Ecclesiastes 3:1)
- I will guard my thoughts, striving to maintain a pure and blameless mind. (Proverbs 4:23; Philippians 4:8)
- I will guard my heart, being careful not to defraud others in my relationships. (1 Thessalonians 4:3-8; Song of Solomon 8:4)
- I will guard my tongue, speaking that which is wholesome and edifying. (Ephesians 4:29; Exodus 20:7)
- I will regularly meet with other Christians for worship, prayer, encouragement, instruction, and spiritual accountability. (Hebrews 10:25; Acts 2:42)

- I will honor and obey all divinely appointed authorities. (Ephesians 6:1-3; Romans 13:1)
- I will not judge others who believe differently from me, realizing that they have freedom in Christ in matters of conscience. (Romans 14:13; Colossians 2:16-17)
- I will resolve conflicts with others directly and humbly, speaking the truth in love. (Matthew 18:15-17; Ephesians 4:15-16)
- I will not become enslaved by anything except the love of Christ, which is the power to set me free. (2 Corinthians 10:3-5; John 8:32-36)
- I will pursue knowledge and wisdom through Christ, for His glory alone. (Proverbs 2:2-5; 1 Corinthians 8:1)

HOME/SCHOOL PARTNERSHIP

Partnership between the school and the home is vital in any healthy academic setting, but because we function as co-teachers with the parents, it is especially important in the University-Model® School. The following information and policies are designed to achieve a highly effective partnership between home and school.

COMMUNICATION AND PARTNERSHIP

Besides the usual channels of communication utilized by almost all schools, Covenant Christian Academy has devised other methods, such as assignment sheets, email, and Quickschools.com, to enhance the quality and clarity of school-home communications. Admittedly, some of these methods require some added effort from both parents and school staff; they are, however, well worth that effort in the long run, and ultimately increase, rather than decrease our efficiency. All members of the school community are encouraged and expected to make proper and ongoing use of any communication methods the school may devise, in accordance with any relevant school guidelines. Please see the Attendance Notification Policy in Section F of this handbook for more information about communicating with the school regarding attendance and pick-up.

EXPRESSING CONCERNS/COMPLAINTS

Ephesians 4:1-3: "Therefore I, the prisoner of the Lord, implore you to walk in a manner worthy of the calling with which you have been called, with all humility and gentleness, with patience, showing tolerance for one another in love, being diligent to persevere the unity of the Spirit in the bond of peace."

Colossians 3:12-13: "So, as those who have been chosen of God, holy and beloved, put on a heart of compassion, kindness, humility, gentleness and patience; bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you."

Students or parents to teacher:

Whenever possible, all concerns arising through classroom activities must be presented first to the teacher by either the parents (preferably father and mother) or the student if the student is mature enough and has the parents' knowledge and written consent. In such a case, the student must present the concern in a respectful way. If the problem is not resolved, the parents (and students if appropriate) may bring the matter to the principal. If there is still no resolution, parents should request a hearing from the CCA Board. Parents must request a board hearing by officially notifying the principal.

Parents to Administration:

Concerns about school policies, procedures, or operations should be expressed to the principal. If there is no resolution, the matter should be brought before the CCA Board. Board members and CCA staff are also bound by this procedure when acting in their roles as parents. Parents must request a board hearing by officially notifying the principal. Administration requests that email be

used to communicate encouragement or information. If you have a concern, contact the teacher or administration to schedule a time to meet in order to resolve the situation.

STATEMENT OF COOPERATION

Moral Training: I understand that I am responsible to actively pursue the moral training of my children at home. I understand that with enrollment at CCA, I have entered a trust relationship between our family and the school regarding the moral training of our children. I agree that parents are personally responsible for the moral and spiritual training of their children as a matter of stewardship before God, and that the school expects to maintain and support the training that is already taking place in my home.

Home Education: I understand that I am required to teach my children at home with assignments according to lesson plans provided by the teachers. I understand that several days a week of teaching does not complete my student's education and I am responsible to co-teach on the days that my student is not attending classes at the central campus. I understand that repeated failure to help students or follow-up on assigned work could result in suspension and possible dismissal from the program. Parents are encouraged to enhance and individualize the home education program beyond the teacher-assigned work.

Parent Volunteer Hours: I understand that I am responsible to serve in one of the available volunteer roles, which is set at a minimum requirement of 4 hours per year per family. I agree that the only reason that would excuse me from my scheduled hours is illness or a death in the family, and that otherwise I will be charged a \$50.00 fine. I understand that I am responsible to notify the administration if I am unable to come for my scheduled hours.

Community Meetings: I understand that I am responsible to attend the Community Meetings, held throughout the school year. (Check the current school year calendar for the dates.) I understand that attendance at these meetings is important to my continued participation with the school, and will be required of at least one parent. **A fine of \$100** may be given if at least one parent is not in attendance.

Fundraisers: I understand that because of the very nature of our school, fundraising must be an ongoing part of the CCA experience. A parent being at home with his or her student is a foundational value of our school philosophy, and therefore the financial structure of our school is based largely on tuition from single-income families. In order to keep tuition at a level affordable for home schooling families and still deliver an excellent program, our school must rely on fundraising and contributions in order to be financially sound. I understand that as a responsible member of this community, I should support the fundraising effort and volunteer to help out as the need arises. I agree to help with at least one of the fundraising events during the school year.

RESPONSIBILITIES AND UNDERSTANDING OF PARTNERSHIP

Both parental involvement and student cooperation are essential for CCA to fulfill its mission, therefore, the following are required:

1. Parents must sign the Statement of Faith as an expression of who we are and what will be taught in the classroom and as an expression of their own personal commitment to Jesus Christ.
2. At least one parent must be a born again believer in Christ and the family must regularly attend a Bible teaching Christian church.
3. Parents and students must be willing to sign the Parent Covenant and abide by the school's policies and regulations as expressed in this student handbook or by the administration.
4. Each family's designated co-teaching parent is required to attend Orientation which is held the week before school starts. This workshop gives the parent the tools he or she needs to succeed as a partner in his or her child's education at CCA.
5. Parent/Teacher meetings are held after the Orientation. Parents are required to meet with their student's teacher to receive training specific to that grade level and the daily responsibilities of teaching the curriculum.
6. Scheduled community meetings are required, and an important gathering of all staff, faculty, and parents. A corporate session offers a time of worship and updates on school information, and breakout sessions keep parents in touch with their student's teacher and other class parents.
7. The success of the students at CCA depends on the parent's commitment to their home education on the days they are not on the central campus. Parents are responsible for teaching and supervising all lessons and work assigned for home school days as required by the teacher's lesson plans. Parents have the option of purchasing the teacher's manuals.
8. Parents must be willing to use a Christian Conciliation Service to settle any disputes if they cannot be resolved at the school level.

WORK AT HOME EXPECTATIONS

Compared to traditional schooling options, University-Model Schooling requires an unusually high level of parent involvement in each student's academic progress. Yet, this opportunity for increased relational involvement is the gift that University Model Schooling offers to parents who are eager to walk alongside their students during some of the most formative years of their lives. The days students work at home provide increased opportunities for parents to strengthen family relationships, cultivate character, nurture faith, and impart the values they hold dear.

At CCA, it is our desire that students develop a strong work ethic and gain a capacity to focus and accomplish their work with age-appropriate levels of support. In general, students, particularly secondary students, spend a minimum of one hour working at home for every hour spent at school (1:1 ratio). Parent support progresses from a side-by-side relationship to a mentoring relationship as students grow older and more mature.

Middle School students will be assigned close to a 1:1 ratio (35-55 min per in-class central days) in core classes and should have very little satellite work for electives (no more than 30 minutes per week).

High School students should be assigned close to a 1:1 ratio (60 min per in-class central days) in order to meet graduation/diploma requirements. This does not include Honors assignments which should include an additional 45-60 minutes per week per Honors course. High School students should expect to have some weekend assignments as they progress into harder, more rigorous courses, especially in Math and English courses.

The actual amount of time spent on satellite home study days varies by student.

Averages:

| | |
|---------------|-----------------------|
| Grades K–2 | 2.0-3.0 hours per day |
| Grades 3–4 | 2.5-4.5 hours per day |
| Grades 5–6 | 3.5-5.5 hours per day |
| Grades 7–8 | 4.0-6.0 hours per day |
| Grades 9 – 12 | 5.0-7.5 hours per day |

Parents help their students to work effectively at home in many ways such as: providing a designated place to study, removing distractions (ie., cell phones, TV, other electronic devices), maintaining a schedule similar to an on-campus school day (ie., begin by 8:30 a.m., following the same order of subjects as the student's school-day schedule), providing appropriate breaks, being available to your student to discuss questions as well as content of your student's courses, helping your student to stay organized, and holding your student accountable to completing his or her work in a timely manner.

TUTORING PRACTICES

You may make arrangements with CCA teachers for tutoring. Compensation is between the teacher and student's family. The administration may require a student's family to make arrangements with a teacher other than the student's current teacher. Use of school facilities for tutoring will occur only after approval is granted. Parents are also welcome to make arrangements with tutors not affiliated with CCA. Based on your student's academic performance and specific needs, the administration may require tutoring and/or services through the Learning Enhancement Center, Mathnasium, or other similar center for continued enrollment.

CONTROVERSIAL ITEMS POLICY

Please do not bring to CCA any items or books that may be controversial. Specifically, anything with wizardry, witchcraft, vampires, dark magic, ghosts, demons, etc. should not be brought to school.

SOCIAL MEDIA POLICY

Human beings working and learning in community together are bound to experience frustrations and conflicts. However, social media is not the appropriate avenue to express negative feelings or judgements about other members of the community, the leadership, staff or organization. If damaging comments are made on social media or any public site regarding CCA staff members, leadership, board members, students, or the school in general, you will be asked to attend a reconciliation meeting with the administration. The appropriate channels to air grievances can be found in this handbook. We adhere to biblical principles for conflict resolution between believers found in Matthew 18. In addition, we ask all parents, students and staff to agree to the guidelines below.

Uphold CCA's Values & Its Brand - 1 Corinthians 14:12

- Be sensitive about linking to other pages on the internet. Redirecting to another site may imply an endorsement of its content.
- Avoid creating competing web properties with CCA's official web presence. For example, posting official CCA media or communications on your site without publishing it on CCA's official web presence or without the expressed written permission of the administration.
- Report any misuse of CCA's trademark logo.
- Only those authorized by Covenant Christian Academy may use the school's crest or logo, so be sure not to include them in your personal blogs or postings, even if it is used as a link to one of CCA's official web properties.

Protect Confidential Information and Relationships - Acts 20:28

- Online conversations and postings are not private. Know that what you post online may be around for a long time and potentially shared with others. Therefore,
- Avoid identifying and discussing others, including staff members, visitors, students or parents.
- Obtain permission before posting pictures of others or before posting copyrighted material.
- You must take proper care not to purposefully or inadvertently disclose or distribute any information or intellectual property that is confidential or proprietary to Covenant Christian Academy. Be sure that what you are sharing has been published in some other official form of communication.

Press Inquiries

- Postings may generate media coverage. If a member of the media contacts you about a posting on your personal blog, social network, or on an official CCA blog, please direct them to the administration.

DIFFICULT OR CONTROVERSIAL ISSUES POLICY

One area of particular concern for Christian schools is the relationship between sound academic instruction and the treatment of difficult or controversial issues. In order to provide our school community with some common guidelines regarding our school's approach to this matter, the board officially adopted the following statement defining, in broad terms, the school's stance. Anyone having questions regarding the application of this position to specific classes, lessons, or materials should consult with the administration.

In the World But Not of It

In His prayer for His followers, as recorded in the seventeenth chapter of John, Jesus requests of the Father that He keep believers safe in the midst of the enemy territory into which Jesus Himself is going to send them:

I do not pray that You should take them out of the world, but that You should keep them from the evil one. They are not of the world, just as I am not of the world. Sanctify them by Your truth. Your word is truth. As You sent Me into the world, I also have sent them into the world. I do not pray for these alone, but also for those who will believe in Me through their word. (John 17:15-18; 20; NKJV)

It is largely from this prayer that the Church has come to understand that it is to be in the world, but not of it. Were it not for the direct intervention of the Father, working through His grace in response to the prayer of His dearly beloved Son, such a goal would be impossible to achieve or maintain; even with divine help it is no small challenge. There are no doubt a number of reasons why the Lord has placed His children in such a difficult circumstance, but there is at least one which bears directly upon one of the fundamental issues involved in bringing up children "in the training and admonition of the Lord" (Eph. 6:4b; NKJV) and so is of tremendous significance to Christian education, both in theory and practice. Specifically, we are referring to the Lord's express desire to build His kingdom through the activity of His disciples.

The Great Commissions and the Training of Disciples

When we talk about training up a child in the nurture and admonition of the Lord, we are, in essence, talking about making disciples. This, of course, is simply an application of the Great Commission to parenting and education. The Great Commission defines, in large part, the purpose of the Church in the World today: "Go . . . and make disciples of all the nations, . . . teaching them to observe all things that I have commanded you . . ." (Matt. 28: 19, 20; NKJV). If we are to train our children to become true disciples it is necessary that we understand what it is, exactly, God wants to see in a disciple, and what He desires to accomplish through a disciple. If we do not take time to understand His purposes, we will undoubtedly fall far short of the full measure of cooperation that He desires.

from us as He works in our lives and the lives of our children. And to the degree that we fall short of cooperating with Him as He works toward His goals in discipleship, we are falling short of obeying both the Great Commission and the instructions given us in Ephesians 6.

The main qualities that God desires to see in a disciple are love and loyalty ("baptizing them in the name of the Father and of the Son and of the Holy Spirit"; baptism was and is a sign of deep commitment to a person) and obedience ("teaching them to observe all things that I have commanded you"). This, of course, is the affirmative side of His desire that his children not be of the world. The main work that God desires to accomplish through His disciples is, essentially, spiritual reproduction ("Go therefore and make disciples of all the nations . . .") and is apparently one of the primary reasons He not only places His children in the world, but actually sends them to the world. Thus a Christian education, if it is to be fully in line with God's word, must seek to cooperate with Him in producing disciples who do not retreat from the world, nor join in the values of the world, but who are prepared in such a way that they can effectively and triumphantly invade enemy territory and thus aggressively extend the reach of the Kingdom of God into an unbelieving world.

Training for Warfare

In practical terms, what this means is that we must train our children for warfare. The world hates both the Lord and His followers (John 15: 18-25; 17: 14), and will do whatever it can in an attempt to destroy both His kingdom and the lives of those who follow Him. Some, in rightly perceiving this hatred, have sought to protect their children from all of the world's malice and wickedness. While such a stance may be understandable in light of parental love, and nobly motivated in a desire to keep their children unstained from the world, it is not conducive to preparing children to be aggressive and effective witnesses to the unbelieving masses of humanity. Others, rightly understanding the need to send their children out as lights into the world, have launched them largely untrained into a highly hostile environment from whence they often come away grievously wounded, if indeed they come away at all. Obviously, neither approach is either satisfactory on practical grounds or in keeping with the purposes of the Lord. Fortunately, our loving Father has, as should be expected, left us many explicit instructions as well as a perfect instructional model regarding the proper approach for preparing His servants for dangerous but effective combat. The instructions, of course, are contained in the word, and the model is the word itself. It is upon these instructions and according to this model that Covenant Christian Academy has sought to formulate a policy designed to help us teach our students skills they can use to have a significant impact upon the unbelieving world without becoming entangled in its values, priorities, or practices.

The Instructions

The educational instructions given us in the Word include both normative standards and pedagogical principles. By normative standards we mean standards against which all other beliefs or practices are to be compared and evaluated. Instruction we would classify as normative standards would include all teachings relating to moral absolutes, doctrinal positions, church practices, and so forth. It would go far beyond the purposes of this position statement to enumerate all of the standards of

belief and conduct which the Lord has revealed in His word; sufficient for our present purposes is a frank acknowledgment and acceptance of His word, and His word alone, as the source we will employ for evaluating the moral, theological, or practical quality of all with which we come into contact. Instruction regarding the way in which those standards are built into the thinking and lives of our children, on the other hand, we might classify as pedagogical principles, or divinely established means for communicating and instilling God's normative standards to and in our children. These divinely appointed means for communicating the truth of God's word can largely be summarized as teach constantly and teach completely, treating from a godly perspective all of life's realities, both the good and pleasant and the sinful and ugly.

The Model

It is this idea of dealing with not only the good and pleasant but also the sinful and ugly which has often caused a good bit of discomfort to many sincere believers, and which at times has also been a topic of fierce debate among godly Christians on both sides of the issue. Be that as it may, it is impossible to avoid the fact that God's word, which was intended for the instruction and training of His children, confronts all aspects of life, including a wide range of sins and sinful human passions. For example, when presenting the life of King David, the scriptures treat bluntly and directly his admirable qualities but also his adultery, his deception, and his planned murder of an innocent man. Indeed, good and godly principles are often taught using sinful and ugly realities as a point of comparison and contrast (see Hebrews 3 and 4, for example). If we take the wisdom and goodness of God seriously, then we cannot blithely assume that a godly approach to education is one, which assiduously avoids dealing with uncomfortable or controversial subjects; to do so would be tantamount to accusing God Himself of ungodliness! Out of respect for the Lord and His word, then, we must ponder the nature and contents of the exemplary "textbook" He has given us to better understand His approach to instructing His children in matters pertaining to life and godliness.

Principles and Policy Guidelines for Treating Difficult or Controversial Topics

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, Covenant Christian Academy recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines which we believe faithfully reflect and implement those principles.

Principle 1: One of God's purposes in the training of disciples is to equip them to reach others with the gospel of Jesus Christ and to then teach them to obey all that He has taught us.

Policy Guideline 1: We will not encourage our children to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.

Principle 2: In order to effectively reach others, we must learn to build personal and cultural bridges, to in effect follow in the footsteps of the apostle Paul by "become[ing] all things to all men" (I Cor. 9: 19-23) for the sake of the gospel. This means that our students must develop the ability to understand others and their cultures and thought forms, and to use that understanding for the purpose

of effective communication.

Policy Guideline 2: We will from time to time engage in the study of other peoples, cultures, and thought forms, including godless cultures and thought forms, so that our students might be better able to understand and so communicate with all whom the Lord, in His sovereign authority, may bring them into contact.

Principle 3: God explicitly warns His children against becoming worldly in their thought and attitudes. This does not mean that they are to avoid all knowledge or study of difficult, unpleasant, or sinful realities (or indeed they would have to avoid much of the word itself), but rather that they are to become increasingly proficient in distinguishing between good and evil and increasingly inclined to reject the evil in favor of the good by learning to evaluate all with which they come into contact by the standards and examples contained in the word of God. By doing so they will develop the ability to reach others without sacrificing those habits of thought, attitude, and conduct which are distinctively Christian and necessary for true obedience to the Lord.

Policy Guideline 3: Whenever they are brought into contact with difficult or controversial realities, students will be taught and encouraged to evaluate and correctly respond to those realities in light of God's word, so that they may be able to confront the world without becoming stained by the world.

Principle 4: Dealing effectively with difficult and controversial issues and topics generally requires the use of higher order thinking skills, such as analysis and evaluation. Thus these issues and topics can and should be used to develop these skills. Furthermore, the scriptures encourage us to develop wisdom, which includes the exercise and application of higher level thinking skills.

Policy Guideline 4: Teachers will use the pedagogical opportunities presented by the treatment of difficult or controversial issues to challenge their students to develop skills in analysis, evaluation, synthesis, and proper applications, and to apply those skill to godly purposes.

Summary

At Covenant Christian Academy, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be in the world--and have an impact on the world--without becoming of the world. All disciples, including our students, are and will continue to be engaged in warfare. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

SECTION K—STUDENT ACTIVITIES PROGRAM

The University-Model emphasizes the importance of a robust student activities program to complement the academic program. Extracurricular activities at CCA are designed to bring students, parents, and sponsors/coaches together in partnership. Each student activity supports the school's vision and mission, by helping to prepare well-rounded men and women of character ready to participate, contribute and influence their spheres in the classroom and beyond.

The administration of CCA offers training and support for sponsors/coaches who are interested in contributing their time and talents to our student body. Sponsors/coaches are trained in the UMS model that emphasizes partnership with parents, character development and a strong student work ethic. Parents, teachers, or community members interested in starting a club, sport, or activity, should contact the Director of Athletics, the Student Activities Coordinator or the administration. The prospective coach/sponsor will be screened (background check and references) if he or she is not already a CCA staff member, and will fill out a detailed activity request form. Clubs/activities will be approved at the discretion of the administration, based on whether the activity is a good fit for our school.

CCA students may participate in any of the various extracurricular activities and clubs available for his/her age group, as long as the student meets all requirements for participation, is in good academic standing (not currently on academic probation), and the family is in good financial standing with the school. Any fees associated with the student activity (athletic fees, materials fees) must be paid. Students wishing to participate in athletic clubs and activities must complete concussion training, along with their parents. Student athletes must also have a sports physical and be cleared by their doctor for participation.

Students not enrolled at CCA may not participate in CCA student activities or athletics with the following exceptions available at the discretion of school administration and the sponsor/coach:

1. Siblings of fully-enrolled CCA students may participate if there is room available on athletics teams or in clubs/activities. However, preference will be given to enrolled students.
2. Children of CCA staff members who are not enrolled at CCA may participate if there is room available on athletics teams or in clubs/activities. However, preference will be given to enrolled students.

Athletic participants, parents, and coaches will need to read and agree to the separate CCA Athletic Policy Handbook.

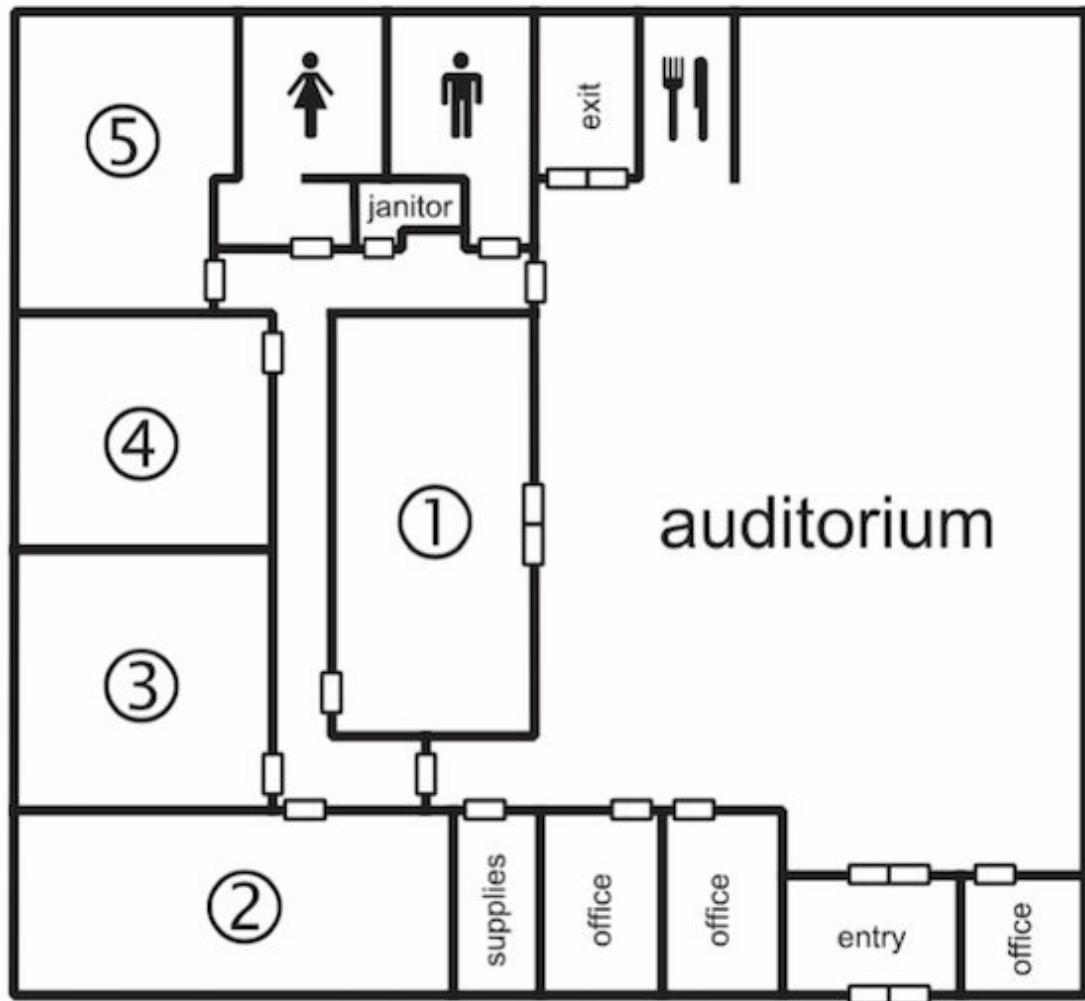
SECTION K—APPENDIX

MAPS

Monday/Wednesday Elementary and Middle School at Community Christian Fellowship Campus



Monday/Wednesday High School at Hope Fellowship Church Campus



Friday Middle School and High School at Community Christian Fellowship Campus



Covenant Christian Academy



Parent Covenant

Parents have a unique role at Covenant Christian Academy. All parents are required to partner with CCA's teachers and administration. This partnership is vital to a student's growth. This Parent Covenant will help define and strengthen our partnership.

Covenant to God

I agree that I have been called by God to have an active and growing relationship with Him. I commit to grow in His grace and knowledge through daily prayer, Bible study, worship, accountability, etc. I promise to love God first and be obedient to Him. I agree that I have been called to the ministry of marriage and parenthood. These ministries will be my focus. I will seek the Lord for His guidance in every aspect of my marriage and parenthood.

The Role of Parents

I recognize that I, as parent/guardian, am commanded to rear my children for God's glory by bringing them up in the nurture and discipline of the Lord (Deuteronomy 6; Ephesians. 6:4). Covenant Christian Academy is designed to assist parents in fulfilling the Lord's commands for education and training of children for His glory. I will oversee my child's education and academic progress. I share responsibility for helping my student(s) build the character qualities and work ethic that lead to academic success (and success in general), and for encouraging students to accept increasing responsibility for the consequences of their actions. The parental teaching role ranges from direct instruction in cooperation with the classroom teacher to monitoring of student progress as the student progresses from elementary to high school. I am committed to providing a vital learning experience for students that encourages and facilitates the parent/child relationship.

Specific Parent Roles throughout the Grade Continuum

The parental teaching role ranges from direct instruction in cooperation with the classroom teacher to supporting the student's academic progress, as the student progresses from elementary to high school.

Co-Teacher, Kindergarten - 5th Grade (Teacher)

In this role, parents will receive instructions from the classroom teacher on a regular basis outlining satellite classroom assignments, follow-up study of covered material, and preparation or review needed for the next on campus class. They will also bear the primary responsibility for direct instruction in some subject areas and as well as the monitoring of their child's academic progress.

Private Tutor, 6th - 8th Grade (Teaching Tutor)

In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining satellite classroom assignments, follow-up study over covered material, and any preparation or review needed for the next class. Courses with this parental role are successful because each student has a private tutor actively involved in the learning process.

Guide for Dependent Study, 9th - 10th Grade (Coach)

These students are at a dependent age in which disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for student success, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private, outside tutoring might be necessary and/or required.

Covenant Christian Academy



Guide to Independent Study, 11th -12th Grade (Active Supporter)

Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a UMS at this level should mimic that of a junior or community college program where the student demonstrates independent study skills and disciplined planning for completing homework assignments. In some cases, private, outside tutoring might be necessary and/or required.

Interactive Discussion/Discipleship

In courses utilizing this role (e.g., health courses), parents are expected to interact with their children on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed to place emphasis on the parent-student relationship by reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact with issues that are of importance, especially during the teen years. The University Model is based on a partnership between teachers and parents. During the middle school years, parents are asked to be a Private Tutor (please see the description below).

Home Education

I understand that I am required to teach my children at home with assignments according to lesson plans provided by the teachers. I understand that several days a week of teaching does not complete my student's education and I am responsible to co-teach on the days that my student is not attending classes on campus. I understand that repeated failure to help students or follow-up on assigned work could result in suspension and possible dismissal from the program. Parents are encouraged to enhance and individualize the home education program beyond the teacher-assigned work.

The success of the students at CCA depends on the parent's commitment to their home education on the days they are not on campus. Parents are responsible for teaching and supervising all lessons and work assigned for home school days as required by the teacher's lesson plans. Parents have the option of purchasing the teacher's manuals.

Parental Commitment

I pledge to seek unity in conflict using the Matthew 18 principle. All dialogue is to be conducted respectfully, professionally, and according to biblical guidelines. Consequently, I agree that I will in no case complain to other parents but will register only necessary complaints with the teacher or principal this includes social media avenues.

I will seek to resolve any issue with the teacher; if further action is needed, I will proceed to meeting with the appropriate principal. I agree to accept the principal's decision and understand that the school reserves the right to dismiss a student based on the lack of cooperation on the part of the student and/or parent. I have carefully examined the Statement of Faith and agree with the Christian purpose of Covenant Christian Academy and desire the school to work with us in the total education of my child(~~ren~~). I will attend parent/teacher conferences, co-teacher training and other functions requiring our participation.

In enrolling one or more of my children in Covenant Christian Academy, a school which affirms the comprehensive responsibility of parents for the education of their children, I acknowledge and accept primary responsibility of my children's behavior at school and their student supervision at home. When making decisions affecting my relationship or my child(~~ren~~)'s relationship with the school, I will accept full responsibility for the results of my decisions.

Covenant Christian Academy



At Home Environment

I will help my student(s) to work effectively at home in many ways such as: providing a designated place to study, removing distractions (ie., cell phones, TV, other electronic devices), maintaining a schedule similar to an on-campus school day (ie., begin by 8:30 a.m., following the same order of subjects as the student's school-day schedule), providing appropriate breaks, being available to my student to discuss questions as well as content of your student's courses, helping my student to stay organized, and holding my student accountable to completing his or her work in a timely manner.

Technology Requirements

As co-educators and parents, I understand that I must provide the following home technological requirements:

- Regular computer/laptop access (high schoolers will bring a laptop/tablet to school)
- Internet access
- Easy access to a home printer
- Email account (and Quickschools) that is checked daily
- Microsoft Word/Powerpoint software or Google/Mac equivalent

Finances

I understand that CCA is a nonprofit ministry operating in the principle of faith. Tuition is kept as low as possible to make Christian education available to those who desire it for their children. I understand that students are considered enrolled for the entire school year and budgets and teacher contracts are set accordingly. Therefore, tuition is not refundable. I have read and understand the financial information available in the Student/Parent Handbook and pledge to fulfill our responsibilities accordingly. I understand that official transcripts, report cards and records will not be released or sent to another school with any outstanding balance.

Discipline

In accordance with Proverbs 22:6, it is imperative that students are held to high standards of Christian character. CCA reserves the right to discipline, suspend or expel any student who does not adhere to the standards stated in the handbook. I pledge that if for any reason our child does not cooperate with the disciplinary standards of CCA, we will withdraw him/her without delay in cooperation with the administration and avoid discussion with those not involved (including social media) so as to avert a spirit of dissension and division at either our child's expense or the school's. Please review the complete Discipline Policy in the Handbook.

School Activities

I agree to absolve the school from liability to us or our child because of any injury to us or our child at school or during any school activity. In case of emergency or serious illness, we request the school contact us first. If we are not available, please contact the designated emergency contact. If the emergency contact cannot be reached, the school has my permission to make whatever arrangements deemed necessary for my child(ren)'s treatment. If the emergency is life threatening and we cannot be reached, the physician has permission to act accordingly, absolving CCA of any liability. This statement of cooperation will serve as a blanket permission slip from August 1, 2016 to July 30, 2017.

Dress Code/Curriculum

I agree to provide all necessary items for my student to adhere to the dress code policies listed in the parent/student handbook. I will provide all necessary textbooks, fees, and materials requested for each course in a timely fashion.

Page 3

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Training hearts & minds for the glory of God

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Parent Service Hours

As a member of the Covenant Christian Academy family, I agree to partner with the school, to stand in support of it, and to give to this ministry as God enables with my time, talents, resources, and prayers. I agree to give at least 4 hours of my time during each year in support of the operations of the school. I also agree to help with at least one fundraising event each year. If I cannot or choose not to give my time, I agree to pay **\$100**.

My signature below indicates that I have read and will commit to this Parent Covenant during the 2016-2017 school year.

Signature of Home Educating Parent

Name Printed

Date

Covenant Christian Academy does not discriminate on the basis of race, gender, national or ethnic origin.

Page 4

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Student Covenant

CONDUCT CODE

The purpose of this Code of Conduct is to promote a Christ-like attitude in the learning environment and to encourage the development of positive Christian relationships among students. We want to ensure a safe, orderly environment that supports learning, achievement, and appropriate, enjoyable social interaction among students and staff. However, we fully expect the students of Covenant Christian Academy to follow these guidelines on and off campus, striving to represent a positive image at school, at home, at church, and in the community. Therefore, we have set the following guidelines regarding student behavior that should help to build the character qualities and work ethic of every student. The student should use every opportunity at CCA to develop and strengthen these qualities.

The CCA classroom will be a place of learning where the teacher is able to teach and the student is able to learn. Teachers will strive for consistency and fairness for all students.

Conduct that disrupts teaching or learning is not acceptable. Students should **ALWAYS**:

- Come to class on time and be prepared with all required materials
- Conduct themselves in an orderly, respectful manner
- Make an effort to learn by participating in class activities and following teacher instructions
- Strive to stay on task the entire class period and not engage in activities such as social conversations, grooming, sleeping, or personal note-writing
- Obey all written and verbal school rules and regulations
- Comply with the resulting discipline when in violation of these guidelines

Courtesy

Students have the responsibility to respect the rights and property of fellow students, teachers, administrators, and visitors. At all times, adults should be addressed with a title (Mr., Mrs., Coach, etc.). Students should treat each other with respect, kindness, and compassion. Harassment or rude behavior by a student will not be tolerated. CCA desires to encourage students to learn to edify one another.

Fighting

Students are not allowed to fight physically or verbally. There should be no horseplay, running, or rough play during or between classes.

Immoral or Illegal Behavior

Students should refrain from any distribution or display of materials which are obscene, slanderous, or which advocate the commission of unlawful actions. Students should not be involved in or create an impression of involvement in immoral activities. Tobacco products, non-prescriptive drugs, alcohol, or weapons are not allowed on campus or at a CCA-sponsored event. Students who bring medications to school must leave them in the school office to be administered by the office staff.

Language

Improper or disrespectful speech (e.g., profanity, lying, back-talking, etc.) in the presence of classmates or staff will not be tolerated on campus during or between classes or while involved in a sport or other school-related activity. As CCA representatives, students should strive to speak in a godly manner both on and off campus.

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Public Affection

Students are expected to exercise good judgment when interacting. Public displays of affection (in other words: frontal hugging, handholding, kissing, etc.) will not be permitted on campus or at any school-related activity.

Stealing

Stealing will not be tolerated. Committing or attempting to commit a theft is considered a serious offense.

Use of Property and Buildings

Students have the responsibility to be good stewards of the physical resources God provides for our use. Students should actively protect and take care of the school's property and assist the school staff in operating a school that is safe for everyone. Students should demonstrate consideration of others and school property by keeping the facility and grounds clean at all times and by refraining from any action that may cause property damage (e.g., throwing trash on the grounds, leaving trash in the classrooms or lunch area, writing on tables, walls, or other property, standing on tables or chairs, leaving personal property in the hallways, etc.).

Automobiles & Parking Lot

Student drivers must park their vehicle in the front parking lot. Student drivers should be cautious and keep their speed to a minimum when driving on the school grounds. The school bears no responsibility for vehicles parked on campus. Cars must be parked correctly and should remain locked. Violation of these safety rules may result in the loss of privilege of bringing a vehicle to school. Students must not loiter in the parking lot.

Electronic Devices

Students should not bring any electronic device (e.g. laptops, Gameboys, MP3, iPods, etc.) or computer discs to school for the purpose of entertainment.

Cell Phones and Other Telecommunication Devices

Students may bring cell phones and other communication devices on campus, but these devices must be turned off and kept in a book/gym bag or backpack while in school. Cell phones or other devices that are visible or are being used in class will be confiscated and turned in to the main office. The student's parent will be required to retrieve the phone from the school office.

While a student is on campus, all student communications with parties outside the school should go through the main office. The administrator may grant an exception to this policy under extraordinary circumstances. Likewise, parents who need to contact their child during school hours should call the school office, 540-680-4111.

Social Networking

Facebook, Twitter, Instagram, Snapchat, ~~Kik~~, and other social networking sites have become the most popular websites visited by young people today. While students view such sites as places to communicate with friends and express their opinions, students must be aware of the fact that there is no "presumption of privacy" with anything they say online. For this reason, we feel it necessary to remind students that when serious offenses outside of the school limits occur and become public and negatively impact the reputation or character of the school or students, disciplinary measures may also be taken. This includes, but is not limited to, inappropriate language, pictures, threats, or confessions of inappropriate behavior. Due to the broad array of actions, disciplinary measures could range up to and include dismissal from school.

Page 2

Covenant Christian Academy † 6317 Vint Hill Road † Warrenton, VA 20187 † covenantva.org

Training hearts & minds for the glory of God

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INTEGRITY CODE

Righteousness guards the man of integrity, but wickedness overthrows the sinner. Proverbs 13:6

Covenant Christian Academy students will not lie, cheat, steal or tolerate that behavior in others. Dishonesty is both a serious breach of personal integrity and a serious hindrance to real student learning. Therefore, we exhort our students and their parents to adhere to the highest standard of godly integrity, both in school and in the home. I Chronicles 29:17a reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip each student to become a disciple of Christ, committed to serving and pleasing God in all he or she may do. Dishonesty, or falsely representing that which is true, separates us from our God of truth.

Dishonesty includes, but is not limited to:

- Lying or knowingly giving false information about assignments and/or activities
- Stealing or taking something that belongs to another person without right or permission
- Cheating or using unauthorized assistance in an attempt to falsely represent one's knowledge or ability
 - Copying the work of others including from the internet at any time without direct authorization from the instructor
 - Using any resources, such as, solution manuals and teacher edition textbooks, without the direct authorization from the instructor
 - Obtaining any quizzes, tests, or academic materials, created by or belonging to the school prior to their being administered
 - Plagiarizing or taking ideas or writings from another and offering them as one's own
 - Giving or taking unauthorized verbal assistance from another student during any quiz, test, or academic assignment

HONOR CODE

We, the students of Covenant Christian Academy, fully aware of our daily dependence on the grace of God, commit to set ourselves apart in thought, word, and deed, to honor Jesus Christ, and to love our neighbor. We passionately aspire to live our best for the Lord by conducting ourselves in the spirit of Titus 2:11-12: "For the grace of God that brings salvation has appeared to all men, teaching us that, denying ungodliness and worldly lusts, we should live soberly, righteously, and godly in the present age."

Therefore, I _____ pledge, by the grace of God, to submit to proper authorities, to be honest, to respect the property of others, and to speak edifying words. I will refrain from using any substances, such as alcohol, tobacco, and drugs, in any way prohibited by proper authority such as the government, church, family, or school. I will reserve sexual activity for marriage, shun sexually explicit material, and seek parental counsel when pursuing a romantic relationship. Finally, I will seek biblical resolution and reconciliation in my conflicts. I pledge to hold my fellow students accountable to these principles and ask that they do the same for me, in order that Jesus Christ might be honored and glorified.

Covenant Christian Academy



STUDENT COVENANT

I, a student of Covenant Christian Academy, commit to love the Lord my God with all my heart, soul, mind and strength; to love my neighbor as myself; and to bring glory to God in obedience to His Word through the following principles:

- I will present my body as a living sacrifice to God, honoring Him in all my actions and seeking a balanced, godly life. (Romans 12:1, 6:13; Ecclesiastes 3:1)
- I will guard my thoughts, striving to maintain a pure and blameless mind. (Proverbs 4:23; Philippians 4:8)
- I will guard my heart, being careful not to defraud others in my relationships. (1 Thessalonians 4:3-8; Song of Solomon 8:4)
- I will guard my tongue, speaking that which is wholesome and edifying. (Ephesians 4:29; Exodus 20:7)
- I will regularly meet with other Christians for worship, prayer, encouragement, instruction, and spiritual accountability. (Hebrews 10:25; Acts 2:42)
- I will honor and obey all divinely appointed authorities. (Ephesians 6:1-3; Romans 13:1)
- I will not judge others who believe differently from me, realizing that they have freedom in Christ in matters of conscience. (Romans 14:13; Colossians 2:16-17)
- I will resolve conflicts with others directly and humbly, speaking the truth in love. (Matthew 18:15-17; Ephesians 4:15-16)
- I will not become enslaved by anything except the love of Christ, which is the power to set me free. (2 Corinthians 10:3-5; John 8:32-36)
- I will pursue knowledge and wisdom through Christ, for His glory alone. (Proverbs 2:2-5; 1 Corinthians 8:1)

Student Name Printed _____

Student Signature _____

Student Grade _____ Date _____