



Covenant School

Offering a Classical and Christ-Centered Education

School Handbook

Covenant School is owned by Logos Ministries, Inc.
2400 Johnstown Road, West Virginia 25701
Phone: 304-781-6741 • Fax 304-781-6742

E-mail: info@covenantschoolwv.org
Website: www.covenantschoolwv.org

*“We take captive every thought to make it obedient to Christ. . . .
in whom are hidden all the treasures of wisdom and knowledge.”
(2 Cor. 10:5, Col. 2:3)*

Covenant School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Table of Contents

1. MISSION AND IDENTITY

- 1.1 Mission Statement
- 1.2 Vision Statement
- 1.3 Portrait of the Graduate
- 1.4 Statement of Faith
- 1.5 Philosophy of Education
- 1.6 In Loco Parentis

2. ORGANIZATION

- 2.1 Memberships and Affiliations
- 2.2 Board of Directors
- 2.3 Non-Discrimination Policy
- 2.4 Covenant School Board Organization Policy

3. ADMISSIONS AND TUITION

- 3.1 Admission Procedures and Requirements
- 3.2 Policy on Financial Aid
- 3.3 Overdue Bills Policy
- 3.4 Policy on Readmission after Voluntary Withdrawal from Covenant School
- 3.5 Fund-Raising

4. ATTENDANCE

- 4.1 Attendance Requirements
- 4.2 Short Term Absence
- 4.3 Long Term Absence
- 4.4 Being Admitted to School Following an Absence
- 4.5 Start and End Times
- 4.6 Morning Arrival Procedures
- 4.7 Afternoon Pickup Procedures
- 4.8 Morning Tardiness Policy

5. ACADEMICS

- 5.1 Course of Study
- 5.2 Curriculum Goals of Covenant School
- 5.3 Enrollment Requirements for Grades 7-12
- 5.4 High School Graduation Requirements
- 5.5 Policy on Student Class Placement and Promotion
- 5.6 Policy on Academic Probation
- 5.7 Policy on Class Size; Priorities for Admission/Readmission/ and Admissions Cutoff Date
- 5.8 Tutoring
- 5.9 Field Trips
- 5.10 Textbooks and School Supplies
- 5.11 Report Cards
- 5.12 Homework
- 5.13 Upper School Homework Policy
- 5.14 Lower School Grading System
- 5.15 Honor/Awards
- 5.16 Student Promotion/Retention

- 5.17 Students with learning needs
- 5.18 Policy on Learning Disabilities

6. STUDENT LIFE AND CULTURE

- 6.1 Extracurricular Activities
- 6.2 Policy on School-Sponsored Events
- 6.3 School Songs

7. CONDUCT AND DISCIPLINE

- 7.1 Basic School Rules
- 7.2 Classroom Expectations
- 7.3 Academic Integrity
- 7.4 Discipline
- 7.5 Board Policy on Student Discipline
- 7.6 Uniform Dress Code
- 7.7 General Dress Code Guidelines
- 7.8 School Lockers
- 7.9 Student Computers, Phones, and other Technology
- 7.10 Visitors
- 7.11 Transportation
- 7.12 Driving privileges
- 7.13 In Lieu of Transportation

8. PARENT INVOLVEMENT

- 8.1 Parent Involvement

9. COMMUNICATION

- 9.1 Maintaining Up-To-Date Information
- 9.2 Messages to Parents from Teachers and Administration
- 9.3 Comprehensive Grievance Policy

10. HEALTH AND SAFETY

- 10.1 Obligation to Report
- 10.2 Health Policy
- 10.3 Immunization Requirements
- 10.4 Serious Diseases Policy
- 10.5 Fire Drills
- 10.6 Security
- 10.7 Weather Related Closings and Delays

1. MISSION AND IDENTITY

1.1 Mission Statement

Covenant School exists to cultivate persons with a love of learning, wisdom, and virtue through a classical and Christ-centered education.

1.2 Vision Statement

We strive to foster the renewal of a distinctly classical Christian spiritual and intellectual life in Central Appalachia, to strengthen the Christian Church in a post-Christian American culture, to raise up a generation of Christians with a broad exposure to great books and great ideas and who possess a genuine love for Jesus Christ and serve Christ in a wide range of vocations, and to partner with and contribute to the renewal movement for classical Christian education worldwide.

1.3 Portrait of a Graduate

Covenant School faculty and staff seek to cultivate students with a love of learning, wisdom, and virtue who:

1. Participate in a biblically faithful church.
2. Love and serve others in thought, word, and deed.
3. Love to discover truth, pursuing knowledge as the foundation for a good and happy life.
4. Affirm and order their lives according to a Gospel-centered moral order.
5. Delight in beauty, having been exposed to great aesthetic masterpieces at a young age.
6. Speak and write with clarity, eloquence, and persuasiveness.
7. Think logically, deeply, and charitably.
8. Learn from the great thinkers who came before them and integrate timeless ideas with present reality.

1.4 Statement of Faith

Covenant is a non-denominational Christian School. We embrace the historic tenets of Christianity as presented in this Statement of Faith. Beyond these primary doctrines, we respect and acknowledge the primacy of the family and the church and refer any secondary doctrinal questions to parents for clarification.

Apostles Creed: We believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ his only Son our Lord, who was conceived by the Holy Spirit, born of the virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day he rose again from the dead. He ascended into heaven and is seated at the right hand of God the Father Almighty; from there he will come to judge the living and the dead. We believe in the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting.

God: We believe that there is but one living and true God, eternally existent in three Persons of one power, substance, and eternity—Father, Son and Holy Spirit. He is perfectly wise, the overflowing fountain of all good. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of all that has been made.

Scripture: We believe that God reveals Himself through the creation, preservation, and government of the universe. We believe that God makes Himself more clearly and fully known through the Scriptures, which are the only inerrant and infallible Word of God, our ultimate and final authoritative rule for faith and practice. These Scriptures are made up of 66 books, from Genesis to Revelation, the authority of which depend not upon the testimony of any man or church and are all to be received as the Word of God.

Christ: We believe in the true deity and full humanity of our Lord Jesus Christ, such that two distinct natures, divine and human, were inseparably joined together in one person, without conversion, composition, or confusion. We believe in his virgin birth, in his sinless life, in his miracles, in his vicarious and atoning death through his shed blood, in his bodily resurrection, in his ascension to the right hand of the Father and in his personal return in power and glory.

Sin: We believe that Adam was made from the dust of the ground and formed after God's image and likeness, which was good, righteous, and holy. Because of Adam's sin all mankind is in a state of rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

Human Being: We believe that God creates each person to reflect His image as male or female. In creating human beings male and female, we believe that the differences between male and female reproductive structures are integral to God's design for self-

conception as male or female. We believe that human person's self-conception as male or female should be defined by God's purposes in creation and redemption as revealed in Scripture.

Marriage and Family: We believe that God has designed marriage to be a covenantal, sexual, procreative, lifelong union of one man and one woman, as husband and wife, and is meant to signify the covenant love between Christ and the church. We believe that all forms of sexual activity outside of marriage are sin.

Salvation: We believe that salvation is by grace through faith alone, and that faith without works is dead. We believe that God freely justifies His own, not by infusing righteousness into them, but by pardoning their sins, and by accounting and accepting their persons as righteous, for the sake of Jesus Christ alone.

Holy Spirit: We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life, as the Spirit of Christ within us enables us to do freely and cheerfully what the will of God revealed in Scripture requires to be done. We believe that good works are only those which arise from true faith, conform to God's Word, and are done for His glory.

Church: We believe in the spiritual unity of all believers in our Lord Jesus Christ. All who are united to Christ as Head of the Church are united to one another in love and have communion in each other's gifts and graces.

All Things New: We believe that God will make all things new and that God appointed a day when He will judge the world in righteousness through Jesus Christ. We believe in the bodily resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.

1.5 Philosophy of Education

It is our desire that Covenant School forms its students to become persons with a love for learning, wisdom, virtue, and sees students who live a life characterized by our portrait of the graduate. We believe that education is inherently formative and equips students to "be transformed by the renewal of one's mind" (Rom 12:2). Our educational goal, therefore, is the renewal of the mind and not merely preparation for "success in college and careers" in order to "compete successfully in a global economy." We believe that school is about more than job preparation workforce training; rather, education equips one to answer questions about who we are, why we are here, and how to embody the traits of a virtuous, good, and Christian life well-lived. Covenant School believes that the best way to pursue this noble vision for our students is through a Classical and Christ-Centered education.

Christ-Centered: Our education is Christ-centered because Christ forms a true understanding of human nature, knowledge, and educational goals.

We believe that in a Christ-centered view of the human being, and we derive our educational practices from this anthropology. Human beings are made in the image of God but are also sinful. Therefore, we know that human beings are made to know and love God, but we also know that because of our sinfulness this task will be a struggle. For that reason, education involves both academic rigor and grace-infused discipleship as it orients its students toward their highest end of knowing and loving God.

We believe in a Christ-centered theory of knowledge (epistemology) because "the fear of the Lord is the beginning of knowledge" (Prov 1:7). Full knowledge of truth occurs when subjects are taught in light of God's existence and his self-revelation through his Son, Jesus Christ. We believe that God has endowed human beings with an intellect that equips us to know reality truly.

We believe in Christ-centered educational goals. Our educational goals and profile of a graduate are rooted in the person of Christ and not mere skills and tasks one can perform. We aim to form students who love God, neighbor, and learning. Because Jesus is the full expression of what it is to be a human being (Col 1:15), Christlikeness is the ultimate aim of a Covenant education.

Classical: Our education is classical because we derive our educational goals, content, and methods from the Great Tradition of classical and Christian culture. With gratitude, we learn from the great thinkers who came before us, and we enjoy the benefits of a rich inheritance of "Great Books," languages, ideas, and aesthetic masterpieces. Whereas contemporary and progressive educational models aim for the goals of "college preparation" and being "career-ready," classical educators seek the goal of flourishing human beings who seek truth, beauty, and goodness over temporal success. In other words, we seek the goals of wisdom and virtue, and not merely career preparation. To this end, a classical education emphasizes the liberal arts along with the classical texts (The Great Books) of the Western tradition so that our graduates are prepared to face a fluid and challenging world.

We believe that a classical education grounds its students in the tried and time-tested liberal arts. The curriculum that a liberal arts employs is known as the trivium and quadrivium. The trivium provides the skills one needs for mastering language: grammar, logic, and rhetoric. Grammar teaches the structure and power of language; logic teaches one how to define carefully, synthesize, and analyze language; rhetoric teaches one how to communicate truth by speaking persuasively and with eloquence. The quadrivium provides the skills one needs for mastering mathematics and the sciences. In step with this liberal arts tradition, the mathematical and scientific curriculum teaches one how to understand and to know the rational order of the universe through objective mathematical

and scientific principles. These liberal arts are, as Hugo of St. Victor puts it, “the best tools, the fittest entrance through which the way to philosophic truth is opened to our intellect.” Put differently, the liberal arts are the tools for learning, and they provide a student with the necessary skills to become a lifelong and independent learner.

We believe that a classical education teaches the Great Books of the Western tradition. We aim to equip our students with knowledge of classical languages (Latin), classical cultures (Rome and Greece), and the classical texts (The Great Books). In order to communicate and think effectively, it is necessary that in addition to language persons possess a common set of facts, ideas, and history. This is known as “cultural literacy,” and we aim to equip our students with a working cultural literacy of the western tradition. We expose our students to classical aesthetic masterpieces and works of literature, known as “The Great Books.” This cultural literacy equips students with a vast area of human knowledge and complex ideas that provides a foundation for integrating timeless ideas with present reality and the necessary knowledge for living a good and happy life.

1.6 In Loco Parentis (To be written)

2. ORGANIZATION

2.1 Memberships and Affiliations

The Association of Classical and Christian Schools (A.C.C.S.)

A.C.C.S. is an association of Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. Neither reactionary nor progressive, the association seeks to return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase. Covenant School is a charter member and plans to pursue accreditation with ACCS or a similar organization.

Society for Classical Learning (SCL)

Independent School Management (ISM)

2.2 Board of Directors

2.3 Non-Discrimination Policy

2.4 Covenant School Board Organization Policy

This section serves to govern the operation of such committees as the Board chooses to establish. The areas of responsibility for certain “standing” committees are defined in this section. The responsibilities of other committees will be set forth in other Board documentation.

3. ADMISSIONS AND TUITION

3.1 Admission Procedures and Requirements

Covenant School begins accepting admission applications in January and new applications in February of the calendar year in which the student will enter the grade for which he is applying. Application forms will be available in early February and will be accepted in the office only if accompanied by the full fee. Readmission applications of present families are given first priority on a date-received basis up through a predetermined date (usually late January), followed in priority by new applications. If received after the announced deadline, applications for readmission will have the same priority as applications for new student admission.

Admission Procedures for New Students

1. Interview with the Head of School and return an application with the application fee.
2. After the interview, the placement evaluation, and review of all other required materials (such as school records, et. al., as stated on the application form), the administrator will make the decision whether or not to admit the student and, if admitted, where he should be placed.
3. The school will then notify the parents in writing with the decision regarding acceptance and placement. If accepted, the parents must sign the acceptance/placement letter and mail it back to Covenant School along with shot records.
4. All financial arrangements between the family and the school must be understood before an admission is considered final.

Admission Requirements for the Student

1. A child must be five years old prior to September 1 of the fall in which he would be entering kindergarten.
2. A child entering 1st grade should have reached the age of six years by September 1 of the fall in which he would be entering first grade. Exceptions may be granted by the administration.

3. Kindergarten applicants will be evaluated for readiness on the basis of skills in recognition of letters (upper and lower case), numbers, colors and shapes, in the ability to speak and to follow directions, usage of pencil and scissors, and other developmental criteria.
4. All other new student applicants will receive an academic assessment by Covenant School faculty members as the primary means for determining their class placement. If results of this assessment warrant, the administrator may request for additional testing to be performed at the parents' expense. Other diagnostic or academic results, scores on standardized tests, or grades from other schools may be taken into consideration.
5. The child should understand that his parents have delegated authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and administrator in their prescribed roles at Covenant School.
6. Discipline records, behavioral reports, etc. will be requested from the transferring school, and will be used as criteria for admittance to Covenant School.

Admission Requirements for the Parents

1. Although the parents are not required to be Christians in order for their children to attend Covenant School, the parents of students in Covenant should have a clear understanding of the biblical philosophy and purpose of Covenant School. This understanding includes a willingness to have their child exposed to the clear teaching of Scripture, the school's Statement of Faith, and the Teaching of Selected Topics.
2. The parents must be willing to cooperate with all the written policies of Covenant School. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and schoolwork standards, as well as active communication with the respective teacher(s) and administration.
3. The application form must be read and signed by both parents.

3.2 Policy on Financial Aid

Our Financial Aid program allows Covenant School to assist up to 30 percent of the families to acquire a classical and Christian education for their children. This policy applies to all circumstances under which application is made to the school for financial aid awards.

Financial aid: Awards by the Board of Covenant School to defray the cost of tuition for qualifying families. These awards are credits toward tuition accounts, applied in monthly increments.

Recipient family: A Covenant School family that accepts a financial aid award.

1. Awards of financial aid are implemented as credit toward tuition, not for uniform expenses or any other fees, and there will not be any exchange of cash in the transaction.
2. Financial aid commitments made by the Board shall not exceed amounts allowed in the budget for a given year except by unanimous consent of the full membership of the Board.
3. The amount budgeted for financial aid for a particular year shall be equal to the balance in the financial aid cash account on June 30 prior to the beginning of the new academic year. The financial aid cash account shall consist solely of private donations and proceeds from designated fund-raising activities.
4. Families must submit applications for each school year in which an award is sought. The application period shall begin on January 1 and end on June 30 prior to the start of the affected year.
5. Approval of the Board must be granted in order for an award to be made. The Board will make award decisions by July 15. Such approval, if granted, comes following assessment of need by a committee that consists exclusively of Board members. In addition, priority will be given to those families with the most years of attendance at the school.
6. Applications for financial aid received after June 30 will be retained and reviewed in August by the Board. If funds are still available in the scholarship account, additional awards for the upcoming year may be made subsequent to July 15.
7. In the event that a recipient family does not make timely payment in a given month of the portion of tuition for which the family is responsible, the administration will immediately:
 - a) suspend the crediting of the award for that family, and
 - b) add to the family's tuition indebtedness the amount of the award that would have been made unless alternative payment arrangements have been made in advance of the payment due date with the operations administrator, subject to the approval of the Head of School.
8. Crediting of the monthly award will resume after the family has brought their tuition account up to date.
9. All requirements in Section 8.4 apply and no provisions of 8.7 override any provisions of 8.4.
10. Awards for regular tuition or Discovery Center tuition are limited to one-half of the established tuition amount.
11. General financial aid funds will be allocated at the discretion of the Board for regular tuition and/or Discovery Center tuition.

3.3 Overdue Bills Policy

Overdue Bill: Any bill that has not been paid by the date upon which we have agreed to pay it. If we have no explicit agreement to pay by a certain date, then the date due shall be determined by the creditor.

Financial Crisis: When Covenant School is, to any degree, in violation of Romans 13:8, which says to owe no one anything except to love one another.

1. The oldest bills will be paid first.
2. When a bill goes overdue, the creditor receives less than payment-in-full, or when the creditor is to receive less payment than was arranged previously, the Head of School will notify such a creditor immediately.
3. All undesignated money received by Covenant, whether tuition or gifts, will be applied to the oldest bills first. Money received will not be accumulated in order to meet current obligations (i.e., payroll, etc.) if there are any older, unpaid obligations.
4. If, as a result of implementing this policy, it becomes clear to the Head of School that the school will be unable to make payroll, then he will notify the chairman of the board in the event that payday will not be made in full, for whatever reason. The responsibility for generation of the necessary gifts for staff will become the Board's responsibility. The Head of School will retain his responsibility for accounts receivable to the school.
5. If payroll is not completely met, then the Board or Board representative will meet with the staff to work with them concerning our failure to meet our obligations to them.

3.4 Policy on Readmission after Voluntary Withdrawal from Covenant School

Voluntary Withdrawal: Withdrawal of a student from Covenant School so that he may attend school elsewhere, including home school.

Involuntary Withdrawal: Withdrawal or separation of a student from Covenant School for any other reason, including the fact that the child:

- a. is withdrawn or expelled for disciplinary reasons (see Section 10.4), or
 - b. is expelled for academic reasons (see Section 10.1).
1. Generally, students who have been voluntarily withdrawn from Covenant School will not be readmitted.
 2. An exception may be granted in a case for which the Board concludes that extenuating circumstances had made the withdrawal necessary (e.g., protracted problems with health).
 3. Application for readmission of a student voluntarily withdrawn must be accompanied by a letter from that child's parents to the Head of School and Board of Covenant School explaining:
 - a. the extenuating circumstances that they believe necessitated the withdrawal of their child from Covenant School, and
 - b. what changes have occurred in these circumstances, and
 - c. their present level of commitment to a Christian education for their child. (The parents may address additional matters in this letter if they wish.)
 4. Upon receipt of the completed application form and letter of explanation, the Head of School together with a committee of the Board will meet with the parents of the child to discuss the potential readmission. They will make a recommendation to the Board that they readmit or deny readmission to the child in question.
 5. The Board will make final decision and send a letter of notification to the family involved. The Board may choose to designate a representative to convey its decision in person.
 6. If the Board decision is to approve readmission, the student shall undergo placement assessment by the faculty of Covenant School as if he were a new student applicant.

3.5 Fund-Raising

4. ATTENDANCE

4.1 Attendance Requirements

A student enrolled in Covenant School is expected to be present and on time every day school is in session. The actual number of days school is in session will be indicated by the yearly school calendar (180 days, by state law). Attendance records for the students are kept by the classroom teacher and reported on the student's report card each quarter.

If your child will not be at school due to illness, please telephone the Welcome Center receptionist or email info@covenantschoolwv.org as soon as possible on each morning of such an absence.

Lower School Students – Please provide a note to your child's teacher when the student returns to school. All absences will remain "unexcused" until the teacher receives a handwritten note from the parent.

Upper School Students – Please provide a handwritten note to the administrative offices when the student returns to school. All absences will remain "unexcused" until the note is received.

In the event that an upper school student is absent during final exams, the exams may not be waived. The student will receive an “I” (incomplete) until the exams are completed. If the exams are not made up in a reasonable amount of time (twice the length of time the student was absent), they will be given a zero on each missed final exam.

A student who has been absent (excused or unexcused) more than twelve (12) class days in either semester may be retained in the current grade (or class for secondary). A student who has been absent (excused or unexcused) more than twenty (20) days in one year may be retained in the current grade (or class for secondary).

4.2 Short-term Absences (1-2 Days)

If, for any reason, a student needs to be absent from school for one to two days, the parents should contact the administrative assistant by note as far in advance as possible. All worksheets and assignments may be collected upon the student’s return. While the teacher might not require some of the missed work to be made up, students will be accountable for all the information that was covered during his or her absence. School field trips do not qualify as a family vacation.

4.3 Long-term Absences (3+ days)

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing at least two weeks in advance, explaining the circumstances, and receiving an administrator’s approval. In general, Covenant School defers to the desire of parents to take their child(ren) out of school on a voluntary, long-term absence. An example of this kind of absence would be a family vacation while school is in session. Nevertheless, the faculty is limited in their ability to provide detailed assignments in advance of the trip. While the teacher might not require some of the missed work to be made up, students will be accountable for all the information that was covered during his or her absence. Voluntary long-term absences should be limited to once per school year.

- The following stipulations are intended to clarify the boundaries for responsibilities in such voluntary long-term absences, both for the teacher(s) and the student and his or her family.
- The teacher, at his discretion, may do either of the following with classwork or homework:
 - Provide it to the student upon his return with a due date for completion and grading, or
 - Provide it to the student for information. That is, the student need not turn it in for grading and his grade for the subject involved will not be affected by the lack of those items.
- The child will be tested on information contained in the lessons covered while the child is away. All make-up testing for voluntary long-term absences must be completed within five (5) school days of the child’s return to class. The student is responsible to contact the teacher and schedule makeup work.
- If the make-up process extends past the end of a nine-week grading period, the teacher will give the student an “I” (Incomplete) on his report card for all subjects affected. The final grades for each affected subject will be calculated and placed on the report card when the make-up process has been completed. Under no circumstances will the make-up period following a voluntary long-term absence extend past the end of the school year.
- A Lower School teacher may supply a copy of each reading book that will be used in class during the student’s absence if there are enough copies. The teacher cannot supply a copy of a reading book to the family if providing it would leave too few of them available for the other students in the class.
- The student who has been absent on a planned, long-term absence will not be provided tutoring by the faculty on the material missed and the lessons missed will not be re-taught.

4.4 Being Admitted to School Following an Absence

Students must bring a handwritten note (must have the parent’s signature and will be placed in the student’s permanent file) from a parent explaining why the student was absent on the day he returns. If he fails to do so, he may bring the note in the next day. If he again fails to do so, his absence will be marked “unexcused.” The teacher will mark on the note if the absence is “excused” (and marking the justification for excusing the absence) or “unexcused.” The note will be sent to the administration to be filed. If the absence is excused, the teacher is responsible to provide the worksheets, quizzes, tests, and other material missed by the student so the student may make it up in a timely fashion. All “make up” work must be completed within the number of days that student was absent. For example, if the student missed three (3) days, that child will have three (3) days to make up his/her assignments. If the absence is unexcused, the student will not be allowed to make up work missed during the absence.

4.5 Start and End Times

The daily hours for K-12th grades are 7:55 a.m. – 2:45 p.m. (all days except Wednesday, which ends at 12:30 p.m.)

4.6 Morning Arrival Procedures

Students may not arrive earlier than 7:30 a.m. and should only be dropped off when faculty/staff are present. There are a number of reasons a staff member could be late to the front; please do not drop off your child without verifying that a faculty/staff member is present and that all is as it should be. (We could have a power outage, water issues, etc.)

Children are expected to be at school by 7:50 a.m. and are considered tardy if they are not in their seats at 7:55 a.m. Students arriving prior to 7:45 a.m. will proceed to the Arkives and will be released to classrooms at 7:50 a.m. Students arriving after 7:50 a.m. will proceed directly to their classrooms.

Students are not to be dropped off at the rear entrance of the building in the mornings; this entrance is for preschool only. Students are to be dropped off at the front entrance of the church until 7:50 a.m. If you drop off your children late, you will need to accompany them inside (parking in a parking spot). There, you will sign them in for the day, where they will receive a tardy slip from the Welcome Center. This process is in place for your child's safety.

4.7 Afternoon Pickup Procedures

In the afternoon, students are to be picked up within twenty (20) minutes of their dismissal times. If you need to come in the building to pick up your child, you are required to sign your child out at the Welcome Center. A staff member will retrieve your child from the Arkives. Please do not come into the school to pick up your child except for special circumstances. Instead, please drive through the pick-up line. Please place names of children you are picking up on a card in large letters that can be easily read by the teachers. Parents who arrive late to pick up their children must come inside to sign out their children in the school office and will be assessed a \$10.00 fee after the third tardy. Your child is considered tardy if not picked up by 2:51 p.m. on normal release days, 12:51 p.m. on Wednesdays and 11:51 a.m. on early release days. Secondary students will be released at 2:30 p.m. and will be picked up at the front entrance of the church.

4.8 Morning Tardiness Policy

Students will be considered tardy if they are not in their seats by 7:55 a.m. After three (3) tardies, the administrator will contact parents. Additional clarification on the tardy policy is as follows:

1. Students who will arrive to class after 7:55 a.m. must be signed in by their parents at the Welcome Center to receive an admit slip to class. This counts as one (1) tardy.
2. Three (3) tardies to school will be counted as one (1) absence and may result in an office visit.
3. An instance of tardiness to school in the morning can be cleared (i.e., not counted toward the progressive discipline program) if the student arriving late brings a doctor's written excuse with him.
4. The administration may choose not to record tardies on days when conditions prevent significant numbers of families from getting to school on time, such as a wreck on I-64 or bad weather. On those days, you do not need to call the school.
5. Upper school students who are tardy for first period will be marked as tardy for school and must go to the Welcome Center to get an admit slip. Secondary students who are tardy for classes other than first period will be given demerit(s). Secondary students who are chronically tardy for those classes may be referred for an office visit.

5. ACADEMICS

5.1 Course of Study

The philosophy of classical and Christian education profoundly affects the content and methodology of presentation for Covenant School's curriculum. For example, creation is taught as truth and the theory of evolution as just that – a theory, and a godless one, that many people believe. All subjects are taught with the understanding that since God made the universe, all knowledge is interrelated, orderly, and reveal something about the Creator. Classroom instruction follows the classical methodology (trivium). The standard courses in phonics, handwriting, reading, literature, mathematics, history, geography, natural sciences, grammar and language arts, foreign languages, logic, rhetoric, physical education, fine arts, and Bible comprise the core educational program. The curriculum is also supplemented to enhance students' learning and school experience. Biblical truth is integrated throughout the curriculum and forms the basis for the students' development of a Christian world and life view. The entire academic program is integrated around God and His Word.

5.2 Curriculum Goals of Covenant School

Bible: We seek to:

- Have the students read the actual text for themselves vs. only prescribed verses.
- Teach the importance of context and other principles of interpretation.
- Let the Scriptures speak for themselves with the teacher providing clarifications and illustrations.
- Show students the richness and requirements of the Bible.
- Teach the biblical pattern of salvation – law taught our need for a Savior, while grace and truth came through Christ.

English: We seek to:

- Equip every student with the skills necessary for good writing, including spelling, grammar, style, and clarity.
- Put a major emphasis on writing by requiring the students to write often and correctly in each subject area.
- Encourage clear thinking by the students by requiring clear writing.
- Introduce the students to many styles of writing using the Bible and other works of literary merit.

Handwriting: We seek to:

- Develop the motor and directional skills to write legibly with ease and fluency.
- Provide purposeful, meaningful, and interesting practice that produces correct letter formation and proper size, shape, slant, and spacing of letters and words.
- We do place great emphasis on the art of cursive writing in grades K-6, as we see the value of this skill in the development of each child's learning process.

History/English: We seek to:

- Teach the students that God is in control of history and has determined its ultimate outcome.
- Enable the students to see God's hand in the history of the world and this country.
- Broaden the students' understanding of history and geography, beginning with local geography in kindergarten, and teaching history sequentially, from creation in first grade to present history in sixth grade.
- Make history and geography come alive for the students through the use of many forms of information and research (e.g., biographies, illustrations, music, art, and architecture).

Science: We seek to:

- Teach that the biblical creation account is true, and the theory of evolution is false.
- Teach the students the basic elements of both accounts of man's origin and that each system is based on either sound or unsound faith.
- Show the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to students God's intrinsic laws, systems, and truths in creation.
- Treat the study of science as a means to an end, not an end in itself. That is, curiosity, experimentation, demonstration, and research should be emphasized as the process of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, rather than simply lectures. A student who has completed Covenant School's grammar level science program should be very familiar with the scientific method through repeated practice.
- Use many forms of instruction to teach scientific concepts and methods (e.g., experiments, demonstrations, research projects, illustrations).

Mathematics: We seek to:

- Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.
- Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

Reading: We seek to:

- Use phonics as the primary building blocks for teaching students to read.
- Encourage the students to read correctly beginning in kindergarten.
- Introduce the students to high quality children's literature.
- Monitor the students' reading abilities, both aloud and silently, to help them advance in both comprehension and fluency.
- Teach students the characteristics of quality literature and to foster within them a lifelong love for it.

Art: We seek to:

- Teach our students the basic fundamentals of drawing to enable them to make adequate renderings.
- Encourage the students to appreciate and imitate the beauty of the creation in their own works.
- Introduce the students to works of the masters of Western culture.
- Equip the students to use a variety of art media knowledgeably.

Music: We seek to:

- Train the students to sing knowledgeably, joyfully, and skillfully to the Lord.
- Systematically instruct the students in the fundamentals of vocal and instrumental music.
- Enrich the teaching of Scripture through the teaching of classic hymns.

Physical Education: We seek to:

- Systematically work with the students to teach basic exercises and game skills (e.g., throwing, kicking, and catching).
- Enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.

5.3 Enrollment Requirements for Grades 7 – 12

In order to be enrolled and considered a student at Covenant, students must meet certain requirements. If a course is offered (which a student has not already completed with a passing grade) in one of the following subject areas, then the student’s schedule must include the course:

1. Biblical Studies
2. Mathematics
3. Science
4. Humanities (Literature & History)
5. Logic or Rhetoric
6. Fine Arts
7. Foreign Language

A senior may propose a plan to the Upper Academic Advisor & Head of School to take a college or dual enrollment course in place of a Covenant course. Approval will be on a case-by-case basis. Humanities, Seniors Thesis and Biblical Studies courses may never be replaced in a senior’s schedule.

Students must maintain full-time enrollment in accordance with the Enrollment Requirements and will, in most cases, earn more than the minimum number of credits for any diploma.

5.4 High School Graduation Requirements

The requirements for earning a Covenant High School diploma apply to all students entering grades 9 or above. A student must earn credits as shown here in order to graduate from Covenant High School:

| Advanced Classical Studies Diploma | | Classical Studies Diploma | |
|--|---------|--|----|
| Students must earn a cumulative GPA of 2.0 on a 4.0 scale. | | Students must earn a cumulative GPA of 2.0 on a 4.0 scale. | |
| A total of 26 credits is required | | A total of 23 credits is required | |
| Subject | Credits | | |
| History | 4 | History | 4 |
| English | 4 | English | 4 |
| Mathematics | 4 | Mathematics | 3 |
| Science | 4 | Science | 3 |
| Biblical Studies | 2* | Biblical Studies | 2* |
| Rhetoric (To include Senior Thesis) | 4 | Rhetoric (To include Senior Thesis) | 3 |
| Latin/Foreign Language | 2 | Latin/Foreign Language | 2 |
| Fine Arts | 2* | Fine Arts | 2 |
| | | | |
| Total | 26 | Total | 23 |
| | | | |
| *one ½-credit course per year for 4 years | | *one ½-credit course per year for 4 years | |

At least two credits of Latin or Greek are required in grades 7 through 12. (If earned prior to 9th grade, the credits will not count toward transcript credit, but remain a requirement to graduate.)

General Studies Diploma with Distinction

Requires an unweighted cumulative GPA of 3.8 or higher

Advanced Studies Diploma with Distinction

Requires an unweighted cumulative GPA of 3.4 – 3.59

Advanced Studies Diploma with Honors

Requires an unweighted cumulative GPA of 3.6 – 3.79

Advanced Studies Diploma with High Honors

Requires an unweighted cumulative GPA of 3.8 or higher

Additional Notes Regarding Graduation Requirements

- Students must take the SAT and/or ACT exam during either their junior or senior year.
- Students who are transferring to Covenant High School from another school or homeschool may receive credit for work completed previously when Covenant School receives sufficient documentation of their previous work. The Head of

School is authorized to accept this work toward Covenant High School graduation requirements provided the work is of similar nature, i.e., similar course objectives and similar time of study.

- Specific graduation requirements may not be waived.
- Community service credits for both General and Advanced Studies Diplomas are not a requirement for graduation. However, we will still seek out opportunities for our students to serve others in love.

5.5 Policy on Student Class Placement and Promotion

The following is to be applied to all entering and continuing students in grades K-12.

1. The Covenant School administration is responsible for class placement of all students.

A. Class placement for new students:

1. All new student applicants are to be assessed regarding academic capabilities by Covenant School faculty member(s) as the primary means for determining class placement of the student. If results of this assessment warrant, the Head of School may arrange for additional testing to be performed at the parents' expense.
2. Other diagnostic or academic results, scores on standardized tests, or grades from other schools, may be taken into consideration.
3. Faculty assessment of a new student applicant and the administrator's placement decision are to be documented for the student's office file and for the parents.

B. Class placement for a current student found to have been placed wrongly:

Such errors are to be corrected by the administration, as early in the school year as possible, by:

1. Moving a student to a younger grade appropriate to his academic capabilities (but only after explaining the situation to the child's parents); or
2. Proposing to the parents of an accelerated student that they consider advancing him to a higher-grade level at the appropriate time; or
3. Determining if Covenant School Enhanced Learning resources are available for the parents to explore (see Section 10.12).

In no case, however, may the established size limit be violated for any class without prior approval by the Board.

2. Student Promotion or Retention

The following four basic criteria are those upon which the Head of School (or the appropriate administrator) will base his decision to promote or retain a student:

1. Academic proficiency; and
2. Work ethic; and
3. Parental involvement; and
4. Class attendance

A student's record need not be deficient in all four areas in order for that student to be retained. In fact, falling short of the standard in one criterion may be sufficient to retain a child in grade. Specifics for these basic criteria will, necessarily, include subjective interpretations. Therefore, the official decision on promotion or retention is solely that of the Head of School (or the appropriate administrator) after consultation with the classroom teacher(s) and consideration of any other relevant information.

Parents will be notified by the teacher(s) of a child as soon as there appears to be serious prospect that he may not be recommended for promotion at the end of that school year. Such notification will generally be made before the end of the third academic quarter.

A. Guidelines for Academic Proficiency

1. Classroom Grades

In general, a student is a candidate for being retained in grade if he has on his report card:

- a. a total of two (2) or more "U" grades in any "core" subjects; or
- b. a total of four (4) or more "U" grades in any non-core" subjects; or
- c. a final grade of "I" (Incomplete) in any subject.

An illustration of a possible exception to this guideline would be a student who does poorly in the early part of a year but does much better during the latter part of that year. On the other hand, a student whose proficiency slips to the "U" grade as the year proceeds is increasingly likely to be retained in grade.

"Core" subjects are:

Grades 1 and 2

Grades 3 through 6

Grades 7 and above

| | | |
|------------|-------------|--------------------------------|
| Phonics | Reading | All (except PE, art and music) |
| Reading | Math | |
| Penmanship | Penmanship | |
| Math | Latin | |
| Grammar | Composition | |
| Spelling | Grammar | |
| | Spelling | |

2. Standardized Test Scores

In order for a non-public school to remain free of government controls in West Virginia, a school's average "percentile" rank on standardized tests must remain at least forty (40). A student whose complete battery score is below the fortieth percentile will need to have considerable strength in the other criteria weighed by the administration in order to be a candidate for promotion.

3. Promotion to First Grade: Special Measures of Student Preparedness

In order to be adequately prepared to enter the first grade at Covenant School, a student needs to have achieved the following levels of mastery.

a. In phonics, the student:

- 1) recognizes and sounds out all capital and lowercase letters, and
- 2) masters all consonant and short vowel sounds, as well as the consonant blends presented in the Covenant School K-5 curriculum, and
- 3) is able to blend words with short vowel sounds.

b. In reading, the student:

- 1) knows word families (i.e., rhyming words), and
- 2) is able to comprehend a story and to order events in their proper sequence.

c. In math, the student:

- 1) recognizes numerals and knows number order from 0 to 20, and
- 2) knows addition tables for 0 and 1, and
- 3) is able to identify and make basic shapes, and
- 4) knows and identifies patterns (e.g., ABAB, ABBABB, etc.), and
- 5) recognizes penny and nickel currency and knows value of each, and
- 6) is able to construct and read a graph.

d. In penmanship, the student writes legibly.

e. In social skills, the student listens and follows directions, and displays self-control.

B. Guidelines for Work Ethic

It is necessary for Covenant School students to demonstrate increasing responsibility for their schoolwork as they go up in grade level. Teachers will hold their students accountable, in various ways and to age appropriate levels, to be prepared and supplied for class each day. Generally, younger students should require more parental involvement regarding school supplies and completion of homework than older students.

In every case, however, it is the student who will be accountable in class for:

- 1) diligence (including preparedness),
- 2) neatness of work and orderliness of possessions in classroom,
- 3) thoroughness of effort,
- 4) promptness (i.e., timeliness in completing assignments),
- 5) responsiveness to instruction.

A student whose pattern of work demonstrates conscientious application of effort, care for the quality of presentations and classroom orderliness, attentiveness to completing tasks in a timely manner, and responsibility to follow instructions carefully has prepared himself for the next level of responsibility in a higher grade. Others may not, even students having all grades "C" (or "S") or higher.

C. Guidelines for Parental Involvement

By God's design, parents are a child's most important teachers. If a student needs extra measures of focused help from these most important teachers, and he receives it, that can make a positive impact on him in the task of keeping pace.

In the situation of a "close call" on promoting a student, evidence of past parental practices in providing academic help to their child will take on greater importance.

D. Guidelines for School Attendance

In general, a student may be absent for twenty (20) scheduled school days each year and remain eligible for promotion to the next grade. Examples of possible exceptions to this limit are:

1. an extended illness, during which the student remains caught up with his schoolwork; or
2. transfer to Covenant from a school that does not forward attendance records.

Each student’s parents are responsible to be aware of their child’s standing as to school attendance requirements throughout the school year at Covenant. The teacher will assist by including an attendance record on the report card at the end of each academic quarter.

3. Appeals

All appeals for diverging from or waiving the requirements of this policy are to be submitted:

- 1) only by the parents or guardians of the student whose placement or promotion is at issue, and
- 2) to the Head of School (or the administrator designated by the Head of School), and
- 3) in the form he stipulates.

The Head of School may seek whatever counsel he deems necessary to render a proper judgment.

5.6 Policy on Academic Probation

To be applied to the upper school students:

1. Courses in core curriculum of junior high: math, Bible, grammar, literature, history, Greek, logic, and science.
2. Academic quarter: a nine-week grading period, standard for Covenant School.
3. Grade point average (GPA): Grade average, calculated using these numerical equivalents: A=4.0, B=3.0, C =2.0, D = 1.0, U or F = 0.0.

A. For upper school students:

1. GPA’s for each high school student will be calculated by the administration at the end of each quarter.
2. Upper school students are required to maintain at least a 2.0 GPA during each academic quarter in order to avoid probationary status.
3. If an upper school student’s GPA does not meet the requirement of Guideline A2, that student will be placed on academic probation for the following quarter. The administration will immediately arrange a parent/teacher conference in order to design strategies to improve that student’s performance.
4. If the upper school student’s GPA for his quarter of academic probation does not rise to at least a 2.0, that student may be expelled from Covenant School.
5. Upper school students who are on academic probation are ineligible to participate in extracurricular activities.

B. For any student expelled for academic deficiency:

1. That student may not apply for readmission to any academic term starting before the school year following the one during which he was expelled.
2. That student shall undergo placement assessment by the faculty of Covenant School as if he were a new student applicant.

5.7 Policy on Class Size; Priorities for Admission/Readmission; and Admissions Cutoff Date

“Continuing students:” Those students who are continuing, uninterrupted, in enrollment at Covenant School.

“Continuing families:” Those families that include continuing students.

Guidelines for Class Size Limits and Priorities for Admission of Students:

1. Class size limits by grade level:

| Grade | Maximum Number Students Per Class |
|--------------|-----------------------------------|
| Kindergarten | 20 |
| 1 - 4 | 20 (to be changed) |
| 5 - 8 | 22 |
| 9 – 12 | 25 |

2. Priority placement: In order to organize placement of students in classes that have openings, the order of priority shown

here will be followed by the Administration:

Priority Classification of Applicant

- a. Continuing students who are properly readmitted.
 - b. School-age children of staff.
 - c. New students from continuing families (e.g., younger siblings of continuing students).
 - d. New students from the general public.
3. The administration must seek specific Board approval for any exception to any class size limit.

Guideline for Establishing a Cutoff Date, After Which Enrollment of an Applicant May Not Take Place Until the Following School Year:

1. In general, no student will be admitted to Covenant School after the first week of January each year.
2. Exceptions may be made for transferees from another classical and Christian school or home school which uses the same core subjects and teaches them substantially the same as does Covenant School, or other students demonstrating excellent proficiency.

5.8 Tutoring

Covenant School’s entire faculty is committed to helping your child succeed. Nevertheless, it is a parental responsibility to work with your children as needed to complete the daily assignments. If a student is failing to understand a particular concept, the parent may want to consider seeking outside tutoring.

5.9 Field Trips

Field Trips have always been and will continue to be an important part of the Covenant School program. We believe the trips planned for our students by our teachers provide enriching experiences that bring to life many of the lessons from the classroom. Also, we believe the students benefit tremendously by the interaction with other students as they travel to and from the destination.

Please note: Siblings are not permitted to attend school field trips.

Video Players and Portable CD/DVD and other electronic games and devices

The use of MP3 players/DVDs and other electronic games and devices while traveling on field trips creates concerns about suitability of the material either watched or listened to by the students and fairness among the students about access to these items.

1. Parents, please refrain from showing videos in your car.
2. The students will not be allowed to bring along and use MP3 players, DVD players, and other electronic devices, i.e. Game Boys and the like.
3. Cellular telephones of students should remain in the “off” position throughout the duration of the trip. In the event of an emergency, as deemed by the teacher in charge, the student may receive permission to use the phone to call his/her parents.

It is our desire that the students enjoy fellowship with one another, their teachers and parents, and keep their focus on the school activity and its purposes. We believe the use of the items mentioned above can detract from this goal.

Safety Belts

Please ensure that all students are secured safely using the standard restraining devices equipped by the car manufacturer. The laws of WV, Ohio, and Kentucky require that children over four years of age and forty (40) lbs. must be in a seat belt (either lap only or lap with shoulder strap qualifies as a proper restraining device). Also, any of our students twelve (12) and under should ride buckled up in a rear seat and not sit in a front seat equipped with an air bag.

Booster Seats

- Students seven (7) and under must be secured by a child passenger safety device, booster, or other restraint.
- Students eight (8) or older, who are not yet 4’9” and 80 lbs. must be in a booster seat.
- Students 4’9” and 80 lbs. must wear a lap/shoulder belt and be seated in the back seat.
- No students twelve (12) and under will be permitted to be seated with only a lap belt in the front seat of a vehicle.

5.10 Textbooks and School Supplies

A list of school supplies for each grade will be made available prior to the beginning of each school year. Covenant School uses the English Standard Version (ESV) Bible for teaching and scripture memory. Each classroom is equipped with copies for classroom use. If you desire for your child to have their own copy they can write in and highlight, please purchase one.

All textbooks are the property of the school and must be treated as such. Damage to textbooks will be evaluated by the school and, if determined to be severe, the parent will be required to pay the cost for replacement. If books are lost, the parent will be charged an amount equivalent to the replacement cost of the book. Parents are responsible for all basic textbooks and consumable books used in the educational process.

5.11 Report Cards

Report cards are distributed four times each school year, or every nine weeks. The card reflects academic assessment, strengths, and weaknesses in each discipline, conduct, and work habit grades.

5.12 Homework

Homework is assigned to increase student learning. Short-term homework assignments extend classroom learning beyond the school environment.

We seek to provide a rigorous education to our students. However, rigor is not achieved by requiring students to complete nine to ten hours of schoolwork each day. Rather, we want to provide academic rigor through stimulating students in their thinking. Below are the primary reasons homework may be assigned:

- A. All students need extra practice in specific new concepts, skills, or facts. In certain subjects (e.g., math, languages, literature), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- B. Repeated, short periods of practice or study of new information is always a better way to learn than one long period of study.
- C. Because Covenant School recognizes that parental involvement is critical to a child’s education, homework is an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- D. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely or need more time to complete it.

5.13 Upper School Homework Policy

Daily homework assignments are expected to be turned in on time. If a student is not prepared with a daily assignment, a grade of 0 will be given.

In regard to long-term assignments and projects, 10 percent will be deducted from the maximum possible grade for each day the assignment is submitted late.

5.14 Lower School Grading System

5.15 Upper School Grading System

The following system will be used to grade student performance in all subjects in the Upper School:

| | | | | |
|--------------|--------------|--------------|--------------|------------------|
| A = 93 – 100 | B+ = 87 – 89 | C+ = 78 – 80 | D+ = 70 – 71 | F = 64 and below |
| A- = 90 – 92 | B = 84 – 86 | C = 75 – 77 | D = 67 – 69 | |
| | B- = 81 – 83 | C- = 72 – 74 | D- = 65 – 66 | |

The computation of grades for upper school students will include performance on tests, projects, quizzes, homework, class participation, and semester examinations. Semester exams are given to the students in the 7th through 12th grades to evaluate the comprehension of the concepts presented during the semester. The process for computing quarterly, semester, and yearly grades for students in the seventh through twelfth is as follows:

- Quarter grade – The average of all graded assignments and tests during the quarter.
- First semester grade – The weighted average of the first quarter grade (40 percent), the second quarter grade (40 percent), and the semester exam (20 percent).
- Second semester grade – The weighted average of the third quarter grade (40 percent), the fourth quarter grade (40 percent), and the semester exam (20 percent).
- Final grade - The weighted average of the first semester grade (50 percent) and the second semester grade (50 percent).

5.15 Honors/Awards

Covenant School maintains a system of formal honors and awards for several reasons:

- A. The public recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, 1 Timothy, etc.). Therefore, we seek to recognize publicly those students accomplishing the necessary prerequisites to receive the applicable award or honor.
- B. We hope to encourage and motivate all the students to do good work by demonstrating to them that such work is not overlooked or taken for granted but is noticed and commended.
- C. We want to draw public attention to the high quality of work being done by our students, to the glory of God.

Lower School Honors or Awards

4th through 6th grade classes:

A Honor Roll: all As in a quarter.

A-B Honor Roll: At least as many As as Bs in a quarter; no grades of C or lower.

Upper School Honors or Awards Given

7th through 12th Grades

High Honor Roll 3.75 – 4.00 Unweighted Grade Point Average

Honor Roll 3.50 – 3.74 Unweighted Grade Point Average

Principal's List 3.00 – 3.49 Unweighted Grade Point Average

(A =4.0, A- =3.67, B+ =3.33, B =3.0, B- =2.67, C+ =2.33, C =2.00, C- =1.67, D+ =1.33, D =1.0, F =0.0)

5.16 Student Promotion/Retention

Mastery of the tools of learning (grammar, logic, rhetoric) and the content of each subject area is the fundamental academic measure of Covenant School students. Therefore, student promotion to the next grade is not automatic. Grade placement for a student is the school's prerogative and is determined by the administration.

In the lower School, a student who has a low grade average or is failing to indicate mastery of skills addressed in his grade level (especially in phonics, reading, grammar, and math) will remain in that grade until he has shown sufficient progress to allow him to function successfully in the next grade.

Students having more than twelve (12) absences (excused or unexcused) in a semester or more than twenty (20) absences (excused or unexcused) in a school year may be retained in that grade (or class for secondary).

If there appears to be a strong likelihood that a student will be retained in grade, parents will be notified by the start of the fourth quarter of the academic year.

5.17 Students with Learning Needs

Covenant School teachers may refer families to The Learning Station for testing for students in the Covenant School family who have average to above-average intelligence, but who demonstrate great difficulty in reading, math, and/or written expression. Eligibility for the program is determined through formal and informal testing. The sessions of therapy and work at home involve precise, sequential, and progressive techniques that have been designed to bring maturity to perceptual weaknesses. Each student works individually with a trained therapist. Tuition for this program is paid in addition to regular school tuition, and is paid directly to The Learning Station, as they are independent contractors for these services.

5.18 Policy on Learning Disabilities

Profound (General) learning disability: Any condition in a prospective student which would, without the supply of personnel dedicated to him, leave him unable to perform to Covenant School standards for academics in the range of core subjects being taken by students his age. Examples of profound (general) learning disabilities which affect learning are: Down syndrome, deafness, blindness, muteness, emotional or behavioral disorders, severe speech and language disorders, or significant motor control dysfunction.

Specific learning disability: A chronic neurological condition in a student or potential student that:

- a) selectively interferes with the development, integration, and/or demonstration of verbal and/or nonverbal abilities.
- b) interferes with the student's learning as his average to superior intellectual abilities would otherwise allow him to learn.
- c) exists alongside his adequate sensory and motor systems and in the presence of adequate learning opportunities. Such a condition varies in its manifestations and in degree of severity.

Examples of specific learning disabilities include perceptual deficits, as seen in dyslexia, dysgraphia, dyscalculia, ADD, and ADHD.

- 1. Due to the lack of adequate staff, funding and facilities, children with profound (general) learning disabilities will not be admitted to Covenant School.
- 2. Covenant School students who have, or have been diagnosed as having, a specific learning disability will be:
 - a. required to meet the same academic standards as all the other children in their grade level at Covenant

- School, and
- b. given the same amount of individual instruction and encouragement as their classmates at Covenant School.
3. Exceptions to any provision of this policy regarding learning disabilities may be made only by action of the Board in response to a written request submitted by the parents of the child in question.

6. STUDENT LIFE AND CULTURE

6.1 Extracurricular Activities

The following policy is designed to guide all extracurricular activities in line with the established philosophy, purpose, and standards of Covenant School. It concerns the establishment and operation of extracurricular activities, as well as methods and standards of student participation. Extracurricular activities are organized, school-sanctioned activities intended for student participation and enrichment beyond the normal academic activities. Participation in such activities (which generally occurs outside of regularly scheduled class time) is considered voluntary. Examples include student organizations and clubs, athletics, drama, special music groups, and debate teams.

1. Extracurricular activities will not take priority over the academic program at Covenant School.
2. Each student must submit written parental permission to the appropriate staff, and on the school's form, to participate in such activities.
3. All Covenant School students participating in extracurricular activities must maintain at least a 2.0 unweighted GPA.
4. All Covenant School students must submit a form reflecting that a doctor has conducted a physical, and that he/she has cleared them to play sports for that school year.
5. Operating expenses for such activities will be covered by participant fees or by concessions and ticket sales, unless funds have been specifically included in the Covenant School annual budget.
6. Non-staff directors or coaches must be approved by the Covenant School Board. The selection of staff members to be directors or coaches must be approved by the Head of School.

6.2 Policy on School-Sponsored Events

To establish a policy that:

- 1) ensures that school-sponsored programs meet the same standards for quality and content established in the educational programs at Covenant School; and
- 2) ensures that the same standards for student conduct established at the school are maintained at the school-sponsored events sponsored by Covenant School; and
- 3) limits the liability assumed by Covenant School for school-sponsored events.

School-sponsored events are:

1. Events which are organized by a Covenant School staff member acting in his official capacity as a teacher, administrator, sports director, etc., or
2. events approved by the Head of School or his designee, or
3. events which are published on the Covenant School yearly calendar, or
4. events which receive financial support from Covenant School (including fund-raising opportunities provided through Covenant School).

Guidelines:

1. School-sponsored events must be consistent with the goals of Covenant School.
2. School-sponsored events require the attendance of a staff member from Covenant School.
3. Class time will not be used for planning school-sponsored activities.
4. Attendance at school-sponsored activities is generally limited to students who are currently enrolled in Covenant School. Exceptions may be granted by the Head of School or staff member who organized the event.
5. Timely information about school-sponsored activities must be provided to the parents. All written communication must be approved by the Head of School or his designee prior to being sent to the parents.
6. Parents must sign a written waiver, releasing Covenant School from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
7. Only school-sponsored events will be placed on the school calendar.
8. The Head of School must approve all proposed activities, including pertinent details.
9. Only school-sponsored activities will receive support from Covenant School, e.g., no charge for copier or telephone use, bulletin announcements to publicize the event, use of supplies, etc.

6.3 School Songs

7. CONDUCT AND DISCIPLINE

7.1 Basic School Rules

We expect Covenant School to be a place in which our administration, faculty, students, and families honor one another. (“Love one another in brotherly affection. Outdo one another in showing honor” – Romans 12:10.) We have expectations in order to sustain an environment for learning and for progressively developing self-discipline in the students. Our goal is for our students to be humble, honest, respectful, obedient, and responsible. School is not only the student’s workplace; it is also a place where we must seek to glorify God by going about our tasks “decently and in order” (1 Corinthians 14:40). Behavior is the expression of that which is in the heart of the person. Proverbs 4:23 points out that the heart is “the wellspring of life,” and we must “guard” it. Students will be expected to comply with basic standards of behavior, etiquette, and conversation. The following school expectations, while not exhaustive, are those essential policies to which all our students are expected to adhere:

1. Jesus said, “So whatever you wish that others would do to you, do also to them” (Matthew 7:12). This rule is the basis for interpersonal dealings among all people at Covenant School (faculty, staff, parents, and students). It is our desire that our students will develop the habit of consistently demonstrating respect to their parents, teachers, administrators, and fellow students – as well as expecting the same behavior in return.
2. Therefore, there should be no talking back or arguing with teachers, staff, parents, or volunteers. Prompt and cheerful obedience is necessary. Requests from the teacher should not have to be repeated. Other behaviors not tolerated are eye-rolling, irritability, impatience, and/or anything along these lines. Your child will not be treated this way, and we will not permit them to do so with faculty, staff, and/or their peers.
3. Students are to leave items at home that do not pertain to the curriculum or extra-curricular activities. That would include electronic devices, gum, toys, cards, gadgets, or weapons of any kind. Neither Covenant School nor Christ Temple Church will be held responsible, nor will we (nor Christ Temple Church) replace any belongings left at school, either during the school day or after hours. (Because we share a building with many people/groups, we cannot control who has access to rooms, lockers, etc.)
4. As a matter of good stewardship, students are expected to treat all of the school’s materials and facilities with respect and care.
5. Parents are to realize that we are intolerant of bullying, in any form, be it overt, or that which is difficult to define, yet exists through body language, intonation, superiority in behavior, disdain, etc. We will act swiftly and thoroughly to deal with this at its onset, and will not tolerate its continuation, in any form or manner.

We will invest time teaching and training our students in the behaviors which we believe will assist them in learning to honor others at Covenant School and throughout their lives.

7.2 Classroom Expectations

1. Follow the directions the first time they are given.
2. All students are to be in their assigned seats and silent with their class materials out and desktop organized for work by 7:55 a.m.
3. Each student is responsible for keeping his or her assigned desk and its floor space clean as well as his or her locker area.
4. No talking is permitted while class work is going on. Please raise your hand and be recognized when you have a question or comment.
5. There will be no borrowing or sharing of materials inside the classroom after the bell rings.
6. No one will be excused to leave class, except for restroom emergencies.
7. Students are not excused from class until they have been dismissed by the teacher with the ringing of the bell.
8. Be content in all circumstances. Whining and complaining are not godly; therefore, they will not be entertained at school.
9. No backpacks or book bags are to be brought to class.
10. Copying, cheating, and plagiarism are considered grave acts.
11. All work handed in must be in compliance with the Covenant School Style Sheet (where applicable). It must be neat, legible, completed as directed by the teacher, etc., or it will be done over by the student until it is acceptable.
12. Move quickly, purposefully, and quietly in the hallways.

7.3 Academic Integrity

Cheating in any form is not tolerated at Covenant School. Cheating is a grave act and will be handled accordingly. Forms of cheating include copying or allowing someone to copy test work, homework, projects, or research papers, using notes when not permitted, and plagiarism of any kind. However, all incidents involving plagiarism are referred to a committee made up of the Head of School, and the classroom teacher. This committee will judge the severity of the infraction and the Head of School determines an appropriate consequence. Teachers will give ample instruction in class on paraphrasing, summarizing, and the proper use of sources and how to cite them correctly.

7.4 Discipline

Classroom discipline will generally be determined by the classroom teacher. If that classroom teacher makes an office referral for a student, the Head of School and/or administrative designee will then determine the kind and amount of correction necessary based on an understanding of the situation and the child. As Covenant School's discipline is seen as instructional opportunities, allowances can be made to teach grace and forgiveness as forms of correction, as well as punishment.

7.5 Board Policy on Student Discipline (Verbatim)

Definitions:

1. Progressive discipline program: The system at Covenant School for maintaining appropriate conduct, self-discipline, and orderliness among students on a continuing basis. Key aspects of this program are ongoing assessment of student comportment by the faculty and participation by the Administration when a student exceeds allowances for shortfalls. Students in the Secondary School will be held to a higher standard for self-discipline and orderliness than will students in the Grammar School.
2. Grave act: A single act, the nature of which calls for summary response by the administration in order to guard the students, personnel, integrity, or property of Covenant School. If the citation for a grave act results in suspension of the student rather than expulsion, it will count as an office report in the progressive system.
3. Head of School: In section 10.4, the Head of School himself or his designee from among the administration.

Guidelines:

1. The kind and amount of correction will be determined by the teachers and, when necessary, the Head of School. The correction will be administered in proportion to the student's actions and attitude.
2. All such discipline will be based on biblical principles (e.g., restitution, the asking for and granting of forgiveness, swift/painful punishment (including paddling), restoration of fellowship, no lingering attitudes, etc.).
3. The vast majority of discipline problems are to be addressed at the classroom level.
4. In order to maintain consistency, teachers will regularly meet together to discuss biblical standards and school policy concerning discipline.
5. Love and forgiveness will be integral parts of the discipline of a student.
6. A faculty report of a student to the Head of School for discipline may result from three (3) fundamental causes. These are that a student:
 - a. exceeds cumulative limits in the progressive discipline program; or
 - b. violates set limits for tardiness; or
 - c. commits a grave act. Grave acts fall into five basic behaviors, any of which will automatically necessitate discipline from the Head of School (rather than the teacher). Those behaviors include:
 - disrespect shown to any staff member or volunteer. The staff member or volunteer will be the judge of whether or not disrespect has been shown.
 - dishonesty in any situation while at school, including lying, cheating, and stealing.
 - rebellion, i.e., outright disobedience in response to instructions.
 - fighting, i.e., striking in anger or with the intention to harm another person(s).
 - obscene, vulgar, or profane gestures or language, which includes slang oaths or taking the name of the Lord in vain.
7. After the first and second faculty report of a student to the Head of School, the Head of School will determine the nature of the consequence. The Head of School may require restitution, janitorial work, detention, or isolation of the student from his peers, parental attendance during the school day with the student, formal attire to be worn by the student at school, spanking, a lecture, or other measures consistent with biblical standards.
8. The following accounting will be observed during the course of one school year in the case of a student who has been reported to the Head of School by a teacher for discipline:
 - a. After the first time a teacher reports a student to the Head of School for discipline, the student's parents will be contacted and given the details of the situation (including disciplinary actions taken). The necessity for the parent's assistance and support in averting further problems will be stressed by the Head of School at that time.
 - b. The second time the student is reported by a teacher to the Head of School for discipline, the Head of School will call a meeting with the student's parents.
 - c. If the student is reported by a teacher to the Head of School for discipline a third time, the Head of School will impose a half-day in-school suspension, which is to include writing a statement of apology to the teacher for disrupting good classroom order.
 - d. If a student is reported by a teacher to the Head of School for discipline a fourth time, the student will be placed on a full day, in-school suspension during which student will write an essay in which the student explains why he or she should make improvement in his or her behavior.
 - e. If a student is reported by a teacher to the Head of School for discipline a fifth time, the student will be placed on a two-day, at-home suspension. The student is responsible for the material covered in his absence but will get a "0" on all homework and tests administered in his absence.

- f. If a student is reported by a teacher to the Head of School for discipline a sixth time, the student will be placed on a three-day, at-home suspension. The student is responsible for the material covered in his absence but will get a “0” on all homework and tests administered in his absence.
- g. If a student is reported by a teacher to the Head of School for discipline a seventh time, the Head of School will suspend the student from school and send the student’s personal property home. At the beginning of that suspension the Head of School will ask the parent(s) of the student to submit a letter of withdrawal from Covenant School for this child:
 - The letter is to make the withdrawal effective on a date certain that is to be stipulated by the Head of School. No monies will be refunded in the event of a withdrawal for disciplinary reasons.
 - If neither parent has presented the requested letter of withdrawal to the Head of School by the date stipulated, the Head of School will expel the student from Covenant School. No monies will be refunded in the event of an expulsion for disciplinary reasons.
 - Since there had been ample opportunity for complaint or appeal during the earlier stages of progressive discipline, there are no means of appeal in the event of expulsion for progressive discipline. The Head of School may, at his discretion, grant extensions in the number of reports prior to suspension or expulsion for a student in kindergarten or 1st grade who is in his or her first year at Covenant School.
9. The Head of School need not count a report of a student as a step in the progressive discipline program if a faculty member reports a student to the Head of School for reasons other than the student having:
 - a) exceeded progressive discipline limits; or
 - b) violated limits on tardiness; or
 - c) committed a grave act
10. If a student commits an act of such serious consequences that the Head of School deems it advisable to bypass the progressive process, he may do so and impose immediate suspension or expulsion. Examples of such serious misconduct include the following: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, apparent violations of civil law, or any serious act in clear contradiction of scriptural commands. There are no means of appeal in the event of summary suspension or expulsion for a grave act.
11. Parents’ signatures on the statement of agreement and commitment form will constitute acceptance of all the means of discipline mentioned in this School Handbook.
12. A student who has been withdrawn or expelled from Covenant School for disciplinary reasons may not be readmitted prior to the following school year.
13. Should a student who withdrew or was expelled for disciplinary reasons desire to be readmitted to Covenant School, the Covenant School Board, or a designated committee of its members, will make a decision based on evidence concerning the student’s attitude, parental supportiveness, and all other relevant circumstances at the time of reapplication. The possible decisions by the Board are:
 - a. probationary readmission (the head of school shall establish and enforce the terms of such a probation); or
 - b. denial of readmission.
14. If the Board decision is to approve probationary readmission, the student shall undergo placement assessment by the faculty of Covenant School as if he were a new student applicant.

7.6 Uniform Dress Code

Covenant School is a workplace for students, a setting where the standard for both academics and conduct is high. The school dress code seeks to complement and reflect those high standards, while also helping maintain student focus on the task at hand and on issues of personal character. We require students to wear uniforms because it makes a corporate statement of identity. We are Covenant School – a community – not a loose collection of individuals. We seek to join with you to encourage our students to have positive attitudes in complying with the uniform guidelines.

The Uniform Policy Manual can be found on our website: www.covenantschool.org. Please call the school with any questions you may have.

Biblical Principles Underlying the Dress Code

The following key principles guide Covenant School’s decisions regarding the selection and approval of clothing choices for its staff and students.

- Christians should live intentionally to the glory of God, applying the lordship and wisdom of Christ revealed in the Scriptures to every area of life (1 Corinthians 10:31; 2 Corinthians 10:5).
- All human action, including the choices we make about our clothes, originate from the heart. Christians’ bodies, as well as souls, should be seen as objects upon which God’s sanctifying Spirit acts. One’s speech, actions, body language, clothing, hairstyle, etc., all are concrete manifestations of an inward disposition (Romans 12: 1-2; Mark 7:21).
- Clothing is a form of non-verbal communication and, therefore, Christians are obliged to carefully consider what their clothing is saying.

- We seek to affirm the corporate nature of Christian community over individualism. Dress is not merely an individual matter, but a statement of community and cultural virtue.
- Because the Scriptures value age, wisdom, and experience above youthfulness, simplicity, and inexperience, we will establish standards of dress which we see in spiritually mature adults (Leviticus 19:32; 1 Timothy 2).
- We desire to establish and maintain genuine standards of masculinity and femininity in dress so that the biblical teaching regarding the innate distinctions between men and women are maintained. The Bible commands that men and women should dress differently (Deuteronomy 22:5; 1 Timothy 2:9).
- Appropriateness, cleanliness, and neatness in dress will be emphasized and modeled by the teaching staff.

7.7 General Dress Code Guidelines

- Be respectful: All items worn properly and neatly with no holes/tears in clothes, clothing appropriately sized for the wearer, and be of correct color and shade.
- Be beautiful: Wear attractive clothing. Jackets, hoodies, and pullovers will not be permitted in the classrooms during school hours. The Uniform Code provides five different long sleeve options in case of chilly conditions. If your child is cold-natured, encourage him/her to wear a long sleeve shirt, a turtleneck under clothing, or Covenant uniform outer wear.
- Be modest: Modesty is often an issue in schools. Shirts and pants should not be tight fitting and should not reveal the midriff or backside during normal activities. Pants should come to the waist; low-rise pants will not be permitted. “Mini” skirts, skorts, or shorts are not permitted.
- Be professional: Outlandish and distracting clothing, including shoes, or appearance will not be allowed. Jewelry: Girls may wear simple and modest gold or silver earrings, necklaces, rings, and watches that complement their attire. Boys may only wear a simple and modest ring, watch, or necklace.
- Be diligent: Dress as if you are coming to work, prepared to do the work of a student. Be consistent in presenting yourself.
- Be clean: Students will keep hair well-groomed, clean, and moderate in length, avoiding extreme styles or coloring.
- Be prepared: Students should come into the building in the mornings already dressed according to code. Uniform and school clothing requirements are in effect until the student gets into the car that takes him home. For those who disregard the dress code, we may issue uniform violations. Five uniform violations will result in an office visit.

7.8 School Lockers

Students in grades 3-12 will be assigned a locker. Grades 2-4 will be assigned a lock to which the teacher has a key. Students in grades 5-12 must provide his/her own combination lock. The combination must be registered with the teacher; a copy of that will be provided to the administration. Covenant School administration, faculty, and/or staff may, at any time, go through the contents of a student locker for any reason. Any items in lockers, student desks and/or backpacks may be subject to searches, both intentional and/or routine.

7.9 Student Computers, Phones, and Other Technology

Any technological devices brought into the school are subject to Covenant School’s Technological Guidelines. If it is suspected that your child is using technology in any way contrary to that agreement, your child’s devices will be subject to searches.

Students must keep all devices locked in their lockers at all times. Devices are to be turned off at 7:50 a.m. and are not to be turned on again until the students have departed the school and are on their way home. Students may not have cell phones on during the school day for any reason (even in the lunchroom). If a student needs to contact their parent or guardian, they may obtain permission from their teacher to request use of an office phone. If a student is caught using a cell phone during the school day, the cell phone will be confiscated, and the parent must come to office to retrieve the phone. Subsequent violations will result further discipline. Please keep in mind that neither Covenant School nor Christ Temple Church will be held responsible for items kept in a book bag, desk, or locker. Students should not give out their locker combinations to anyone and should be conscientious about ensuring the security of their combinations.

7.10 Visitors

Students are not to bring visitors without prior permission from the office. All school visitors must enter the front door of the building and sign in at the Welcome Center (or school office if the Welcome Center is closed) upon arrival. Visitors will be given a badge or tag that identifies them to teachers and students.

7.11 Transportation

Transportation of students is the responsibility of the parents. Each parent is expected to see that the child is at school on time and picked up at the end of the school day on time.

Lunch Program

Students will bring their lunch from home in lunch boxes (with name clearly marked) and will eat in the school cafeteria or outside when the teacher determines that weather permits. There is no lunch for students on Wednesdays or any other day on which school is dismissed at midday.

Some grammar classes have “snack time” daily. Please check with your child’s teacher at orientation to see if that applies to your child.

We offer a “Lunch-Out” program that will start a few weeks after school starts. An order form will be sent home each month for you to order lunch on the days that you desire to do so.

7.12 Driving Privileges

Students with a valid driver’s license may drive to school. The following regulations will apply:

- Students must submit a valid driver’s license to the administrative office on the first day of school, or when the student receives it. A copy will be maintained in the students’ file.
- Students who drive to school must sign out at the Welcome Center each day when they leave.
- Leaving school during the school day without permission of the administration will be considered a grave act and will be dealt with accordingly.

7.13 In Lieu of Transportation

If you reside in Cabell County and live more than two miles from the school, you will be paid (by Cabell County) one dollar per day per child for transportation. (Putnam County also pays for transportation.) The school secretary will file the appropriate report with the appropriate offices, and you can expect a reimbursement check by July 1.

8. PARENT INVOLVEMENT

8.1 Parent Involvement

“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord” (Ephesians 6:4).

As a support and extension of the family unit, Covenant School considers the family to be of first importance to a child. God, through His Word, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, parents have responsibilities to help their children in the educational process. In addition, we continually seek ways to actively involve parents, siblings, and grandparents of our students in the many programs and activities of Covenant School.

There are many opportunities for parents, grandparents and friends to help at Covenant School. Volunteers are needed every day during lunch, during recess, and after school for a variety of jobs, including maintenance and upkeep of our facility. You may sign up for one or more days per week. In addition, there may be a need for help in the school office and in the reception center.

Below are just a few additional ways of being involved in Covenant School. Please feel free to bring up additional ideas.

1. Closely monitor and praise your child’s progress by reading all teacher notes and student papers sent home. This includes signing and returning work as requested by their teacher.
2. Attend all parent-teacher conferences. They are formally available after the first grading quarter each year. Informal conferences may be held anytime at the request of a child’s teacher or parent.
3. Commit to the time necessary to help your child with homework.
4. Be sure your child has the required classroom supplies as requested by the teacher.
5. Visit your child’s class at any time. (Simply make arrangements in advance out of courtesy to the teacher.)
6. Assist in the classroom, regularly or as you can. (Again, arrangements should be made with the teacher concerned.)
7. Act as a chaperone on field trips, library visits, etc. Field trips are for students of the particular class only; siblings are not permitted on field trips.
8. Serve as a story-reader or guest artist; offer your special talents.
9. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
10. Share your experiences, trips, and vacations as they may relate to an area of study in a class.
11. Volunteer your help for the many tasks involved in operating a school.
12. Praying for the teacher, class, and students.

9. COMMUNICATION

9.1 Maintaining Up-to-Date Information

The office should be notified immediately about any change in the family's address, telephone number, or email address, as well as the place or phone number of parental employment or any other pertinent information (e.g., change in doctor, his phone number, and a student's allergy to any drugs). Each year, as part of the registration process, an emergency information card must be submitted. Also, we require that parents of new students provide a copy of your child's birth certificate and immunization records for our student files.

9.2 Messages to Parents from Teachers and Administration

Please check your child's backpack on a daily basis for any messages from the school that might contain dated material. Parents are responsible for the information received in backpacks. All office communication will be handled by email. If an item needs to be filled out and returned, we also send that home in hard copy. Please make sure you provide the school office with your correct email address.

- You will generally receive important information in the "Blue Notes" twice a month, or by Monday Memo each week.
- The website (www.covenantschoolwv.org) is also available for important information.
- Lower School parents will receive a letter from the teacher every week. This will be contained in your child's envelope or folder and/or will be posted on the website.

9.3 Comprehensive Grievance Policy

Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of "either disputant) threatens the successful implementation of Covenant's objectives and goals. It is the intent that the following parties involved in any disputes of grievances shall make every effort to resolve the dispute at the lowest possible level (Matthew 18:15-18).

Students/parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student should bring the concern to the appropriate administrator. If the student brings the concern; he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents appeal the decision to the Head of School. If there is still no resolution, they may submit a written request through the Head of School to the Board chairman for a hearing with the Covenant School Board.

Parents to administrator:

1. If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate administrator.
2. If the situation is not resolved, the parents may present the matter to the Head of School.
3. If there is still no resolution, they should request a hearing with the Covenant School Board in writing through the Head of School to the chairman.
4. This procedure applies to Board members who are acting in their capacity as parents, and not as members of the Board. A parent who is a Board member will have no part in the deliberation or disposition of a grievance brought by themselves or a member of his household.

Volunteers to staff/administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, Head of School, development director, etc.).
2. If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with him to discuss the concern.
3. If the problem is still not resolved, the volunteer should request a hearing with the Board in writing. The request will be passed through the Head of School. The Head of School is required to pass the request promptly to the Board.

10. HEALTH AND SAFETY

10.1 Obligation to Report

Anyone may report suspected child abuse or neglect. Under WV Law (WV Code 49-6A-2) certain persons are required to report. These persons include, but are not limited to, schoolteachers, other school personnel, and/or volunteers. The "reporter" on a case is, by law, kept confidential. If a volunteer suspects abuse or neglect, but is not comfortable with reporting, they should make an immediate appointment with the Head of School's office and they will handle the report.

10.2 Health Policy

We request that your child be kept out of school if he has a fever, rash, earache, upset stomach, sore throat, severe cold symptoms, lice, or unidentifiable sore. We do not have a place to care for sick children for long periods of time. If your child has had a temperature (100 degrees F. or more) within the past twenty-four (24) hours, and/or diarrhea and/or congested cough, he will pass

germs to the other members of his class. If your child comes to school in these conditions, you will receive a call to take your child home.

Regarding medicine at Covenant School, students are permitted to bring medications to school, with directions and note from parent; medications must be stored at the office, and the student must administer it to themselves. Outside of this situation, we do not dispense any medication to any student. The parent may bring medication during the school day and have the receptionist call the student to the office so the parent may dispense the medication.

10.3 Immunization Requirements

Covenant School is required to keep record of all students' immunizations on file. If you cannot provide the records for the required immunizations for your child, you are required to open a case through the Cabell County Health Department. Covenant School is not permitted to allow any exceptions on immunizations. If you have opened a case with the county health department, please provide a copy of all correspondence to the school secretary, which will be kept in your child's file. We understand that many parents have a broad spectrum of feelings on this issue, and we want to be sensitive to that; however, please understand this is not up to Covenant School, but the State of WV.

10.4 Serious Diseases Policy

Serious diseases: Those diseases which are potentially life threatening, or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically). Spinal (or viral) meningitis, AIDS (Acquired Immune Deficiency Syndrome) and pneumonia are examples of the type of diseases herein referred to. Common colds, influenza (mild forms), chickenpox, strep throat, etc., though unpleasant and contagious, are not to be considered serious diseases.

Guidelines:

1. The Head of School will take every appropriate precaution to reduce the risk of infection of any student or teacher by any known serious diseases. This will include isolating the student(s) who may have the disease or have been exposed to it. Closure of the school may be necessary in extreme cases.
2. Covenant School cannot be held responsible for the communication of any serious disease that was introduced to the school without the knowledge of the administration.
3. Upon receiving reliable information that a student or teacher at Covenant School has contracted, or has been in contact with, a serious disease, the Head of School will immediately contact local health officials and the Centers for Disease Control in Atlanta, Georgia to obtain more information.
4. The information sought should answer such questions as:
 - a. To what degree is the disease communicable?
 - b. How is it transmitted?
 - c. What is the incubation period for the disease?
 - d. What are the disease symptoms?
 - e. What precautions should the school take?
 - f. What information would be helpful to the school's families?
5. Based upon the answers to the above questions, the Head of School will determine what actions are necessary. He will then contact the parents of the affected student(s) and share with them the information received, as well as the decisions made.
6. The student may be asked to remain home for a specific, or undetermined, length of time.
7. If the Head of School determines that a deviation from this policy is necessary, the matter will be presented to the Covenant School Board as soon as possible for a decision.
8. All cases of serious diseases that have affected or could affect the school will be reported to the Board.

10.5 Fire Drills

As required by the state, a minimum of ten (10) fire drills will be held at various times during the school year. The teachers and staff will acquaint the students with the proper procedures to be followed. A map of the evacuation plan will be hung in each classroom, and each teacher will see that the students fully understand the route. If you are present during a fire drill, please follow the posted evacuation plan.

10.6 Security

During the school day, children will be released only to their legal guardian or parent unless a request has been submitted to the Welcome Center by the parent or guardian. All entrances to the building will remain locked during school hours except the front door of the church. This door will be closely monitored by CTC personnel. Entrances to hallways will remain locked during school hours except during fire drills.

10.7 School Closing for Inclement Weather

In the event of inclement weather, even if Covenant is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep their children home and notify the school that they are going to do so.

In the case of inclement weather, Covenant School will follow the recommendation and pattern of Cabell County Schools. If Cabell County Schools issue a delayed start on a scheduled half-day for Covenant School, Covenant School will close on that day.

During times of inclement weather (or other school closing emergencies), parents should monitor local television stations for announcements about delays, early dismissals, or cancellations. Covenant will also communicate delays, early dismissals, or cancellations by email and through the Covenant School App.