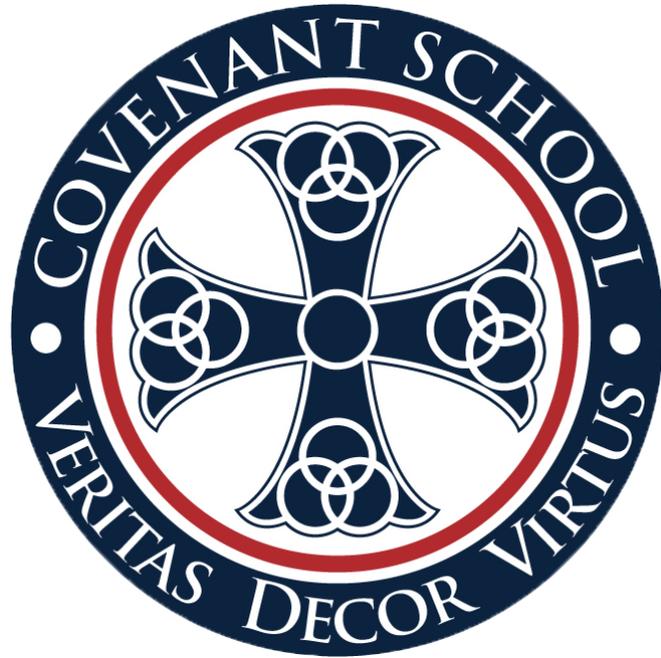


School Handbook



Covenant School Veritas. Decor. Virtus.

We cultivate persons with a love for learning,
wisdom, and virtue through a classical and
Christ-centered education.

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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 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

Covenant maintains the principle of “in loco parentis.” This means that Covenant School exists as a partnership with parents to aid them in fulfilling their divine obligation to provide Christian instruction

for their children (Deuteronomy 6:1-9; Ephesians 6:1-4). Covenant School operates as an extension of the family under the assumption that the education of children is the responsibility of the parents rather than the state. Parents voluntarily delegate their authority to the school to have their children trained at Covenant School. Teachers are to respect parent's wishes to the extent that it does not compromise the values, discipline, or policy of the school or compromise the educational experience for other students.

2. ORGANIZATION

2.1 Memberships and Affiliations

Covenant is a member of three professional organizations: Association of Classical and Christian Schools (ACCS), the Society for Classical Learning (SCL), and Independent School Management (ISM). The ACCS and SCL are associations of schools whose primary mission is to promote, establish, and equip schools committed to a classical and Christian approach to education. ISM is a well-respected, research-based, independent school consulting company. ISM offers a wide variety of seminars, materials, and services to enable schools to achieve excellence not only in teaching and learning, but also in the more unseen business, legal, and strategic areas that will determine the future viability of a school.

2.2 Board of Directors

The Board of Directors of Covenant School is responsible for governing the affairs and operations of Covenant School in accordance with Scripture, the Bylaws, Mission Statement, Philosophy of Education, and the Statement of Faith. The board is comprised of between five and fifteen members who are elected for three-year terms. The Board may maintain three to six permanent members who shall have no term limit to their term of service. The Head of School will serve as a non-voting ex-officio member of the Board of Directors.

2.3 Non-Discrimination Policy

Covenant School does not discriminate on the basis of race, color, national or ethnic origin, or sex in the administration of its admissions, scholarships, hiring, or other school-directed policies. All practices and policies of Covenant School shall be racially nondiscriminatory, as any such discrimination was improper before federal or state law addressed such issues, and continues to be improper.

3. ADMISSIONS AND TUITION

3.1 Admissions Requirements

Covenant serves children of believing parents. We require that at least one parent be a professing Christian and be committed to a Christ-centered "paideia" or Christian formation as understood by Covenant School. At Covenant, parents can have confidence they are in a partnership with other Christian parents and teachers that share similar commitments. Because Covenant is a covenantal school (meaning we are engaged in a partnership with the parents) it is necessary that students reside with a believing parent/guardian during their time of enrollment.

3.2 Policy on Class Size

Covenant School has planned for, and seen the benefits of a relatively small student: teacher ratio in the classrooms. In order to facilitate personal attention and small group work, class sizes will be limited to 20, but subject to Head of School review up to twenty-two students may be permitted per class. Should there ever be a case where the Head of School has reason to expand beyond 22 students, he/she must get Board Approval.

3.3 Tuition and Fees

Enrollment constitutes a significant financial commitment on the part of the school to provide personnel, facilities, curriculum and supplies. Covenant School asks all families to commit to enrolling for the entire school year so that we may reliably and adequately make plans and provisions to conduct the school for the year. Therefore, full tuition & fees for the entire school year are obligated & payable in full by each family upon enrollment. Due dates for tuition start on May 1 each year. Covenant School may offer deferred payment plans as specified in the annual enrollment contract. Tuition & fees are non-refundable and non-transferable regardless of the circumstances, except at the sole discretion of Covenant School.

Withdrawals

Any outstanding tuition & fees due at time of withdrawal for any reason will be paid per the payment plan agreed upon during the enrollment process regardless of the portion of the school year completed at the time of withdrawal, except at the sole discretion of Covenant School.

Late Payments

In the event that any portion of tuition & fees are not paid within the first 10 days of the agreed upon date, the parent account will be considered delinquent. Covenant School reserves the right at its sole discretion to perform any of the following actions in the event of account delinquency:

- Assess late fees against the family account upon delinquency.
- Attempt to come to terms on a remedial payment plan with the delinquent family within approximately two weeks after the due date.
- Change the payment plan & required method for payment of delinquent accounts as part of the remedial payment plan.
- If no arrangements between the parents and the school are yet made within this time, the Head of School and/or Director of Operations will personally contact the family. The essential agreements for remediation of delinquent accounts made at this time will be recorded and filed.
- If the remedial payment plan is not adhered to by the family and/or if the delinquent account is not brought back into good standing within a reasonable timeframe, Covenant School may dismiss the students for either the period until the delinquent account is brought back into good standing by timely payments, or for the remainder of the school year, whether in whole or in part. Grades will be withheld until payment is received and the opportunity for re-enrollment may be rescinded.

3.4 Tuition Assistance Policy

At Covenant, we believe that families from all income levels should have the opportunity to enroll at the school. Levels of need-based financial assistance offered will depend on a number of factors, including total (gross) family income, number of family members, number of children enrolled at Covenant, and any additional extraordinary financial circumstances.

It is expected that families will pursue every other available means of financial assistance prior to applying for aid directly from Covenant School. If other assistance is available to a family, the school asks the family to utilize it to make more of the school's funds available to other families in need. If a family qualifies for assistance from other scholarship sources or financial aid funds, these other funds shall be used to reduce the amount of assistance taken directly from Covenant School and therefore will not necessarily reduce the family's tuition obligation to Covenant School.

Those families receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school. Therefore, tuition assistance awards are for a single year at a time only, and application for financial assistance in subsequent years may be made at the time of re-enrollment.

To apply for financial assistance, simply complete the financial aid application that may be made available during the admissions and/or re-enrollment process. Covenant School utilizes an external consulting service widely used in the education industry to assist Covenant in accurately determining a family's level of financial need for tuition assistance.

3.5. Re-enrollment

Re-enrollment is offered to Covenant students who are in good standing academically, behaviorally, and financially. Space is reserved for the student in the designated grade level when the enrollment packet & deposit are submitted.

Parents should contact the school administration if they have questions regarding their child's enrollment for a new school year. School administration will be in communication with parents should an adjustment need to be made to the student's grade level for academic or social reasons.

3.6 Readmission after Voluntary Withdrawal

Generally, students who have been voluntarily withdrawn from Covenant School will not be readmitted. An exception may be granted in a case for which the Board concludes that extenuating circumstances had made the withdrawal necessary. 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: (1) the extenuating circumstances that they believe necessitated the withdrawal of their child from Covenant School, and (2) what changes have occurred in these circumstances, and (3) their present level of commitment to a Christian education for their child.

3.7 Learning Differences

At Covenant School, the attempt is made to serve the educational needs of a diverse population of students. However, due to a lack of specifically trained staff, funding, and facilities, as well as the rigorous nature of a classical curriculum, all children will be required to meet the same general academic standards as all other children in their grade level. Children with physical/motor limitations that do not necessarily have learning disabilities, but because of the possible need for special provisions will be considered for admission on a case-by-case basis.

3.8 Fund-Raising

Covenant has a focused development program under the direction of the Head of School. The program includes an Annual Fund drive, which will be conducted in the fall of each year. The Annual Fund is typically used to make strategic investments in the growth of the school. Every parent is encouraged to make a gift each year to the Annual Fund, regardless of giving level. It is important for the Covenant community to have as close to 100% participation as possible. Foundations and corporations will often place an emphasis on the percentage of participation from current parents and faculty when making gift decisions. High participation levels also help as we approach outside donors and show a strong support for our school's endeavors and mission.

Additional initiatives to fund particular projects must be approved by the Head of School. The school may also conduct periodic capital campaigns to provide for building and campus needs. To ensure the success of the development programs and preserve an academic school culture, Covenant does not generally allow individual or class fundraising efforts that involve product sales or soliciting members of the Covenant community. Upper School clubs and teams may hold periodic fundraisers that target populations other than Covenant students, parents, and donors but only with the express permission of the administration.

4. ATTENDANCE

4.1 School Day Schedule

The daily hours for K-12th grades are 7:55 a.m. – 2:45. On Wednesday only, the school day ends at 12:30p.m.

4.2 Tardiness

Students may not arrive earlier than 7:30 a.m. and should only be dropped off when faculty/staff are present. To be considered on time, the student must be in the room (or morning meeting), in his or her seat, and prepared for class to begin by 7:55a.m. Frequent tardiness can result in a meeting with the appropriate administrator to discuss a plan for changing the pattern of tardiness.

4.3 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.

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). Excessive absences may result in a meeting with the appropriate administrator to discuss a plan for increasing regular attendance.

4.4 Planned 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 school 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.

If your child will not be at school due to illness, please call the school or email info@covenantschoolwv.org as soon as possible on each morning of such an absence. 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 note from the parent.

4.5 Planned 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.

4.6. Completion of Make-up Work

Make-up work will be compiled and available for pick-up at the end of the absence. Lower School students will be guided by their teacher to make a make-up plan. Upper School students will have a grace period equal to the length of their absence, unless a teacher determines that additional time is appropriate.

5. ACADEMICS

5.1 Philosophy of Education

See 1.5 for our Classical and Christ-centered philosophy of education.

5.2 Curriculum and Curriculum Map

Covenant's curriculum map shows the overall course of Covenant's academic program from K-12. This document is available on our website and by request at info@covenantschoolwv.org

5.3 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.

5.4 Class Placement and Promotion

Students in the Lower School will be promoted to the next grade level when they have demonstrated sufficient academic and social proficiency needed for success in the next grade. Evaluation for advancement is based on classwork, report cards, parental involvement, and, if necessary, diagnostic testing. When it becomes apparent that a student will not be promoted to the next grade level, the parents, teacher, and administrator will work on a student promotion plan, which will clearly identify what needs to be accomplished for the student to be promoted.

To be promoted to the next grade level, upper school students must earn an annual (unweighted) GPA of 2.0 or higher and remain on track to meet all graduation requirements by his or her senior year.

5.5 Report Cards

Report cards are distributed four times each school year, or every nine weeks. Report cards will be emailed to parents approximately two weeks after the close of each term. Parents can print copies from [this link](#).

5.6 Grading for Grades K-6

We believe that more qualitative or narrative-based feedback has been a part of historical classical education. This form of assessment prioritizes the formation of the student as a person toward our portrait

of the graduate. We desire to give the parents rich qualitative feedback to strengthen our partnership with the parents and we want to help students focus on learning for its own sake and not merely for the sake of a quantitative mark. For this reason, our assessments and quarterly report cards combine non-numeric and narrative feedback. We encourage parents to review these assessments and report cards closely.

Our quarterly report card includes narration in three fundamental areas: habits of the life-long learner, the art of numbers, and the art of words. Further, students receive a rubric with a report on their progress on critical skills for each quarter. “E” stands for exceptional; “M” stands for Meritorious, and “NS” stands for Not Sufficient. “E” (Exceptional) stands for achievement above grade level, meaning the student is beyond their grade level in comprehension of this skill and subject. “E” is a relatively infrequent designation. “M” (meritorious) means that the student is on track and meeting expectations for the grade level. “NS” (not sufficient) means the student did not meet the expectation for grade level and is meaningfully behind in this area.

5.7 Grading Scale for Grades 7-12

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 grade 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).

5.8 Co-Curricular Eligibility

Students are required to maintain a 2.0 unweighted GPA average for overall classes for 9 weeks and must not be in danger of failing any subject. Fall eligibility is determined by the fourth quarter average for the preceding school year. Winter eligibility is determined by the first quarter grade average. Spring eligibility is determined by the second quarter grades.

A student with a grade average below a 2.0 or failing any subject is placed on academic probation. Eligibility may be reinstated when grades return to above a 2.0 average with no failing subjects.

5.9 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.

5.10 Covenant School Graduation Requirements

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

5.11 Academic Honors

Graduating students may earn one of three honors distinctions. This is based on a cumulative (unweighted) GPA, using grades earned in all course completed at Covenant from grades 9-12.

GPA:	Honors:
3.50 –3.69	Cum Laude
3.70 –3.89	Magna Cum Laude
3.90 – 4.0	Summa Cum Laude

5.12 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.

When parents drive, the vehicle must be equipped with a seat belt for each person in the vehicle. The teacher will determine seating assignments. Only parents or school staff may drive and chaperon on trips unless special arrangements have been made with the appropriate administrator.

Off campus field trips are to provide unique educational experiences and deepening relationships. For this reason, the use of electronic devices for entertainment is prohibited unless an administrator gives specific permission to parents or students. Teachers and chaperones may give permission for phone calls or camera use.

5.13 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.

5.14 Learning Differences and Disabilities

At Covenant School, the attempt is made to serve the educational needs of a diverse population of students. However, due to a lack of specifically trained staff, funding, and facilities, as well as the rigorous nature of a classical curriculum, all children will be required to meet the same general academic standards as all other children in their grade level. Children with physical/motor limitations that do not necessarily have learning disabilities, but because of the possible need for special provisions will be considered for admission on a case-by-case basis.

Teachers are not free to make accommodations in a student's work without the approval of Covenant's administration. The development of a specified plan involves meetings with parents, teachers,

administrators, and, if necessary, educational specialists. To complete a student support plan, parents may be responsible to secure any needed outside testing.

Note: accommodation refers to changing either the conditions in which work is done or the nature of the work itself. Extra time, shortened assignments, or the replacement of written with oral assessment are examples of accommodations.

6. STUDENT LIFE AND CULTURE

6.1 Co-Curricular Activities

Rather than sit tangentially to the school, co-curricular activities at Covenant (i.e., athletics and clubs) serve the school's mission: to cultivate persons of wisdom and virtue. The co-curricular activities pursue and promote a proper balance between co-curricular activities and other academic or family commitments.

6.2 Athletics

Covenant School strives to develop the whole student - mind, spirit, and body (academically, socially, emotionally, spiritually, and physically) to be like Christ.

Our athletic teams strive to develop Christian values and character in our student-athletes. This involves developing a spirit of excellence in the entire athletic program including a range of areas from basic behavior to leadership.

Athletics is a microcosm of life that allows real life situations to hone skills of handling and resolving conflict, making sound decisions under pressure, dealing with success and failure, coping with disappointment, emphasize the importance of teamwork, and understanding the advantages of a good, or consequences of a poor, work ethic.

We desire to provide an opportunity to strengthen and unite the loyalty of our student-body, parents, patrons, friends of the school, and community.

6.3 House System

The Covenant House System enhances the mission of our school by cultivating the values of leadership, service, and community. All students in grades 7 – 12 are inducted into a house, and they remain in this house until graduation.

The House System is a student-centered program, which provides formal leadership opportunity in the Upper School. Each year, a student is chosen as Head of House, who leads and organizes their House for that year. And each House is overseen by a faculty sponsor. In addition, there are several student Team Leaders for each house, who under the direction of the Head of House, provide additional administration and support. Each year, the House Cup is awarded to the House receiving the highest total score from all house activities.

The purpose of the House system includes the following:

1. Provide a formal structure for student leadership in the Upper School
2. Cultivate community across the grade levels of the Upper School
3. Cultivate community among the students and faculty
4. Create a formal structure for student leadership over Upper School activities.
5. Provide a student-led structure for community service and community partnerships.
6. Foster natural peer-to-peer mentoring relationships
7. Promote community school events outside of school hours.

7. CONDUCT AND DISCIPLINE

7.1 Philosophy

Our philosophy of conduct and discipline takes seriously the exhortation to “above all else, guard your heart for everything you do flows from it (Proverbs 4:23).” We desire that our students possess a love for learning, wisdom, and virtue, and we believe that genuine virtue is an inner disposition or motivational habit by which we perform actions out of a right love for God and for a right love for neighbor. Put differently, genuine virtuous behavior flows from the heart. In our code of conduct and discipline, then, we aim for transformed hearts and not obedience in external behavior only. Genuine virtue is not a mere conformity to a set of rules; rather, true virtue flows from a heart that rightly loves God and neighbor.

7.2 Code of Conduct

All students are expected to abide by our code of conduct. This code of conduct is oriented toward genuine transformation of the heart and not obedience in external behavior only. Our code of conduct is not a simple list of rules but rather a set of inner dispositions of a heart that is oriented toward performing actions out of a right love for God and neighbor. We find these dispositions described and summarized best in the classical tradition on virtue. With the classical tradition on virtue, we divide the virtues and our code of conduct into three categories: the *intellectual* virtues, the *moral* virtues, and the *theological* virtues. In other words, these refer to the good habits of the *mind*, the *heart*, and the *soul*, and such habits will lead to a flourishing and happy life. Each teacher will use a system of classroom management that encourages formation in these good habits. Students who do not follow this code of conduct will be subject to disciplinary action.

Intellectual Virtues (Habits of the Mind)

- a. *Love of Learning*—demonstrates an eagerness and passion for learning through engagement in class discussion, unprompted learning outside of class. Students refrain from activities that distract their classmates from their work, such as arriving late or acting disruptively.
- b. *Wonder*—finds delight in mysteries of God’s creation and a joy in learning truth. Has a natural curiosity toward learning.
- c. *Imaginative*—engages creatively with the world around them
- d. *Attentiveness*—attends to classroom discussion and practices self-control in thought, word, and deed.
- e. *Orderliness*—produces neat work that reflects the best of their ability
- f. *Teachable spirit*—open to instruction and correction without defensiveness and makes intentional application of lessons to future assignments or situations.

Moral Virtues (Habits of the Heart)

- g. *Kindness*—seeks and celebrates the good for others and treats them like family. Students do not use unwholesome speech and instead use words that build one another up. In the Covenant community there is no place for insult, gossip, or profane speech.
- h. *Courage*—responds well to adversity and takes appropriate risks.
- i. *Diligence*—preserves to the completion of a given task with minimal distraction or redirection.
- j. *Humility*—modestly defers to others, rejoices in the accomplishments of others, and does not draw undo attention to themselves.
- k. *Self-control*—maintains appropriate decorum in body, action, and speech in the face of difficult emotions or challenging stimuli.
- l. *Truthful*—Students demonstrate honesty in all of their actions and in their dealings with teachers and staff.

Theological Virtues (Habits of the Soul)

- m. *Faith*—believes in God, expresses curiosity and joy in the reading of Scripture and shows reverence toward God.
- n. *Hope*—a joyful attitude toward the future, expects God to bring about their ultimate good.
- o. *Love of God and Neighbor*—desires the good of others and of themselves, desires to know more and to be commune with God.

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 serious 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.

7.4 Lower School Discipline

In the lower school, 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.

Serious misconduct can result in suspension or expulsion. Decision to suspend or expel will be made by the Head of School.

7.5 Upper School Discipline

In the upper school, faculty members are expected to maintain appropriate discipline in the classroom and to communicate behavior concerns to the parents. In the case of more serious offenses, the teacher will refer the students to the Head of School and/or an administrative designee. For the upper school, consequences may include, but is not limited to: detention, suspension, service/restation, or expulsion. Decisions to suspend or expel will be made by the Head of School.

7.6 Major Infractions

Some behavior or conduct may result in immediate expulsion from Covenant. The decision to expel will be made by the Head of School in consultation with other administrators and after discussion with the parents. Major infractions, for both in and out of school behavior, include but are not limited to:

1. Use or possession of alcohol, tobacco, or illegal drugs
2. Lying
3. Cheating
4. Stealing
5. Sexual immorality
6. Destruction of other's property
7. Possession of a weapon or threats made to the safety of others
8. Persistent patterns of bullying
9. Rebellious disrespect for authority
10. Leaving school without permission.
11. Skipping class
12. A persistent pattern of disobedience and class disruption
13. Any violation of the United States or West Virginia law.

7.7 Uniform Dress Code

Covenant's Uniform and Dress Code Policy expresses the values of simplicity, order, beauty, and modesty. Uniforms contribute to a learning atmosphere marked by minimal distractions and a love of learning. Students are required to wear clothing that is non-conspicuous and free of trends that are associated with social status.

The full uniform policy is available on the website or by request at info@covenantsschoolwv.org

General Guidelines:

Apparel

- Clothing must be clean and without holes, tears, or excessive fraying.
- Sweaters must be worn with a collared, tucked in shirt underneath.
- Boys' shirts are to be tucked in at all times, except during active outside or gym play.
- All clothing must follow the uniform standards listed below and must be purchased from Land's End.

Jewelry

- Excessive jewelry and excessive make-up are not permitted.
- Boys are not permitted to wear make-up, earrings, bracelets, or exposed necklaces.
- Jewelry in pierced body parts, with the exception of earrings for girls, is not permitted.

Hair

- All students must keep their hair neatly groomed and conservatively styled. Hair should be kept out of the eyes so as to not interfere with eye contact or line of vision.
- Unnaturally colored hair is not permitted. Make-up and Tattoos
- Excessive, distracting make-up is not permitted.
- Visible tattoos are not permitted.

Outerwear

- Only approved uniform apparel items may be worn as the first warmth layer on top of a uniform shirt.
- Non-uniform sweatshirts are not permitted.
- Rain coats and winter jackets/coats may be worn outside in addition to the warmth layer but should be generally complementary to the uniform and are not to be distracting.

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 Phones and other Electronic Devices

Any technological devices brought into the school are subject to Covenant's Guidelines.

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 Covenant School will not 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.

8. PARENT INVOLVEMENT

8.1 Parent Involvement

Covenant School affirms the importance of parental involvement in the education and formation of their child(ren). Our school serves *in loco parentis*, meaning that our teachers and administrators stand temporarily in the parent's place, training and forming students in partnership with the parents at home. For this reason, we encourage and support a high amount of parental involvement in the school. We also require at least one parent teacher conference per academic year.

8.2. Volunteering at Covenant

There are many ways that a parent can volunteer at Covenant. Many of Covenant's events and programs depend on parental involvement. Parents may volunteer for organizing and leading programs, lunch and recess duty, teacher appreciation week, and transporting students on field trips. In addition, parents are frequently invited to serve on *ad hoc* committees for the school.

9. COMMUNICATION

9.1 School Communication

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 Monday Memo by email each week.
- The website (www.covenantschoolwv.org) is also available for important information.

9.2. Email

Emails to teachers and administrators should be used for two primary purposes: (1) to ask a quick, simple, and clarifying question; and (2) to schedule a call or conference. Using emails to raise or discuss an issue or concern is highly discouraged. If the purpose of the email is a point of concern and is more than a couple of sentences long, then it is likely that a personal meeting is needed.

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:

All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.

If the problem is not resolved, the parents or student should bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.

If the problem is still not resolved, the parents 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:

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.

If the situation is not resolved, the parents may present the matter to the Head of School.

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.

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.

Staff to administration:

All concerns about the standards of the school must first be presented to the appropriate administrator. A respectful demeanor is required at all times.

If the problem is not resolved, the staff member should appeal the decision in writing to the Head of School, followed by a meeting to discuss the matter.

If the problem is still not resolved, the staff member should appeal to the Board in writing and request a hearing. The request will be passed to the Board through the Head of School. The Head of School must promptly pass on all such requests.

Parents to Board

No member of the Board has any individual authority apart from the Board as a whole. Therefore, no Board member should be approached with a specific school related issue or concern. Instead, the matter should be taken to the appropriate staff member, faculty, or administrator. Furthermore, no individual Board member may speak on behalf of the Board, or directly to school-related issues, unless the board has already ruled on the issue or the Board member has been specifically authorized by the Board to do so.

It is understood that if any disputes arise which are not covered by this policy, the Administration and/or Board will decide what procedures to follow based on reasoning from the procedures established by this policy. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

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, school teachers, 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 General 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 refers to 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.

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.

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.

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 School by the parent or guardian. All entrances to the building will remain locked during school hours except the front door of the church. 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.