



Covenant Christian Academy

University-Model School®

STUDENT HANDBOOK

2009 - 2010

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GENERAL INFORMATION

HISTORY AND CONCEPT

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

A University-Model School® is a unique private Christian school that utilizes a university-type schedule and a teacher-parent integrated instructional approach to produce a high level of academic achievement while enabling strong ties between parents and their children. The school is the first concrete expression of a new educational model called University-Model Schooling® (UMS) in which two proven elements of educational success – the professional classroom instruction of a teacher and the caring at-home mentoring of a parent – are combined into a single, unified, college-simulated program. Other proven elements of the school's program include character education, low student/teacher ratios, hands-on learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

NON-DISCRIMINATORY POLICY

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

FOUNDATIONS

VISION STATEMENT

Helping parents prepare college-worthy, character witnesses of Christ for the next generation.

MISSION STATEMENT

Covenant Christian Academy exists to love and glorify God, help fulfill the Great Commission, affirm and encourage parents, educate students with excellence, integrate home and school learning and experiences, and reach out to other communities by

- overseeing the academic education and related family ministries of Covenant Christian Academy (a prototype University-Model School®) and by
- facilitating the start-up and development of other University-Model Schools® wherever parents and educators demonstrate interest in providing such a ministry in their own communities.

DOCTRINAL POSITION

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

POSITION ON SERVANT LEADERSHIP

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

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

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

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

STATEMENT OF NON-AFFILIATION

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

NON-DENOMINATIONAL POSITION

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

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

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Training hearts & minds for the glory of God

MAJOR AIMS AND OBJECTIVES

First Aim

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

- A. We will seek to delight ourselves in the Lord and celebrate His greatness regardless of our circumstances.
- B. We will seek a daily, close, loving, and obedient relationship with our Lord Jesus Christ.
- C. We will aspire through all aspects of this ministry's operations to be in constant, joyful, and whole-hearted submission to God's purpose and will as revealed in the Holy Bible.
- D. We will consistently acknowledge, in word and deed, the Holy Bible as our standard of truth and final authority for faith and practice.
- E. We will challenge our staff, students and their families to love God by becoming progressively more knowledgeable of and obedient to His will as revealed in the Bible.

Second Aim

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

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

Third Aim

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

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

Fourth Aim

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

- A. We will teach a work ethic that values doing all things “as unto the Lord” (Col. 3:23).
- B. We will promote and adhere to high academic standards.
- C. We will stress the importance of character development as a basis for true academic success and achievement.
- D. In our curriculum design and pedagogical practices, we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of data and the mastery of concepts.
- E. We will strive for constant and consistent improvement in our instructional methodologies.
- F. We will help and encourage our students to understand that all truth is God’s truth by integrating the Bible’s message with the content of a classroom subject.
- G. We will teach and encourage the use of good study habits. We will train our students how to engage in independent study and research.
- H. We will incorporate and integrate student activities as an important tool in the educational process.
- I. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

Fifth Aim

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

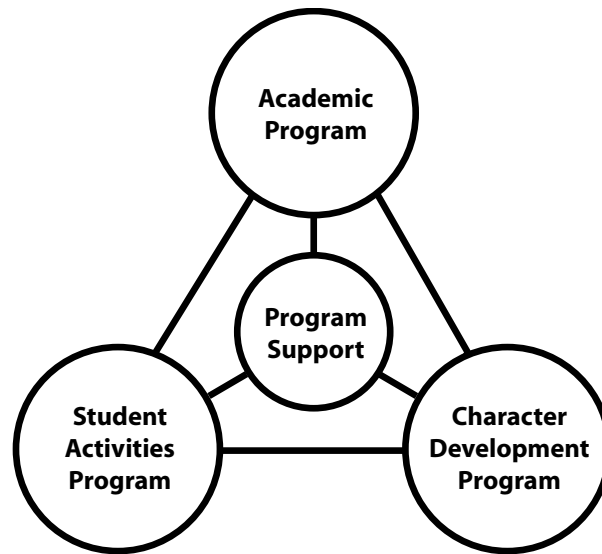
- A. We will seek to develop curricular designs, instructional methods, and student-activity guidelines that effectively utilize and integrate the resources of both home and school.
- B. We will seek to establish clear guidelines defining the relationship between the home and school as educational institutions.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

Sixth Aim

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

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

UNIVERSITY MODEL SCHOOLING



DEFINITION

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

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

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

GUIDING PRINCIPLES

- 1. Love and Glorify God as He is revealed in the Holy Bible.** "Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment" (Matt. 22:37-38). "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him" (Col. 3:17). "So whether you eat or drink or whatever you do, do it all for the glory of God" (1 Cor. 10:31). The Holy Bible is our standard of truth and final authority for faith and practice in all matters relating to this ministry. *Our chief aim is to love and glorify God through everything we do.*
- 2. Help Fulfill the Great Commission** (Matt. 28:18-20). The governing imperative verb of Christ's Great Commission in Matthew's gospel is "disciple" or "make disciples." Members of Christ's churches, therefore, are commanded to make disciples among all peoples by "going, baptizing, and teaching." They are to do so in the confident assurance that all authority is given to Christ and that always he will be with them. This ministry seeks to build up the body of Christ by cooperating with Christ's Great Commission purpose, encouraging all men, women, boys and girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ everywhere they go.
- 3. Affirm and Encourage Parents in their God-given opportunities and responsibilities.** "Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." (Deut. 6:5-7) The first two instructions to God's people after the original giving of the Great Commandment was that they (1) keep God's commandments in their hearts and (2) teach those commandments in their homes. Parents are God's first plan and His single most effective agents for spreading the Gospel to children and disciplining young believers. The vast majority of Christians come to a "saving faith" in Christ when they are children, under the influence of their parents; furthermore, the successful sharing of a parent's faith and values is best facilitated when actively-involved parents take the time, make the opportunity, and employ the tools needed for developing close, loving, and nurturing relationships with their children. Whether the issue is instilling positive traits (e.g. , respect for authority, personal integrity, honesty, dependability, loyalty, and commitment) or avoiding negative consequences (e.g., teenage suicide, substance abuse, adolescent violence, sexual promiscuity, and teenage pregnancy) parents must take their proper place on the front line. If the influence of parents ever breaks down, the cost will be measured in lost souls. The percentage of children who come to faith later in life is so small, and the consequences of a negative, neglected childhood are so great, that the positive influence of parents early in life must command our utmost attention and priority.

GUIDING PRINCIPLES Continued...

- 4. Educate with Excellence in a Christ-centered environment.** "Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving" (Col. 3:23-24). Children, like their Lord, are to keep "increasing in wisdom and stature, and in favor with God and man" (Luke 2:52). Likewise, "Blessed is the man who finds wisdom, the man who gains understanding" (Pro. 3:13). Also, "Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning" (Pro. 9:9). If we are to teach and instruct students "as working for the Lord," the standard of our performance can be nothing less than excellence.
- 5. Integrate Home and School in age-appropriate ways throughout the curriculum design and student activities.** A Christian University-Model School exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents' unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important "subjects" faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a family-strengthening, quality education both possible and practical.
- 6. Reach Out to Other Communities.** God's blessings are for the glory of His name and the enrichment of our world. If an educational approach, such as University-Model Schooling, can successfully demonstrate that a high quality, college-preparatory education can be provided in a manner that also protects and even enhances the roles of parents in the discipleship of their children, then it is right and proper to do everything possible to communicate that approach with anyone who needs and wants it. As this ministry experiences God's blessings, therefore, it will be about the business of sharing those blessings with "the world."

EDUCATIONAL PHILOSOPHY

UMS bases its educational philosophy on three main components: (1) a Biblical foundation, (2) preparing each student for life, and (3) emphasizing the parents' role.

- 1. A Biblical Foundation:** All truth in education is God's truth. The Bible, as the infallible, inerrant, and inspired Word of God, is the foundation and guide for all knowledge and basic to all elements of education. Because God created, sustains, and will consummate all things through His Son, the Lord Jesus Christ, the universe and all life are dynamically related to Him and have the purpose of glorifying Him. This purpose is fundamental to Christian education and will permeate every aspect of our goals and objectives, our teaching methods, and our curriculum. All representatives of the school will strive to demonstrate and teach values, character, and "Christ-likeness" as well as facts.
- 2. Preparing Each Student for Life:** The primary goal of all Christian education is to prepare each student to glorify and honor God in all that he does. We seek to fulfill this goal by:
 - training and encouraging students to become committed disciples of Christ,
 - supporting the family as the primary social and educational unit instituted by God,
 - promoting personal responsibility for academic excellence and a strong work ethic, and
 - integrating home and school for the development of life skills and strong Christian character in balance with academics and co-curricular activities.

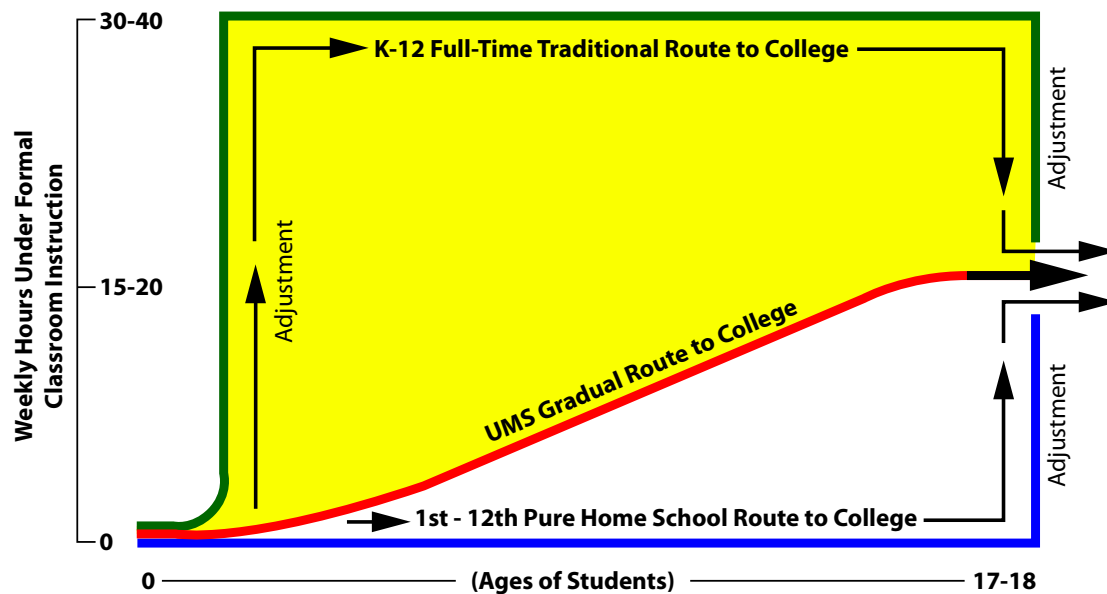
Students will be encouraged to assume personal responsibility for learning as part of the maturation process. We expect Covenant Christian Academy students to be prepared for pursuing any chosen profession, through rigorous academic instruction and discipline, and be committed to a lifetime of learning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

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

COVENANT CHRISTIAN ACADEMY DESIGN

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

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



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

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

COVENANT CHRISTIAN ACADEMY DESIGN Continued...

preservation of parental influence during a child's educational years, then it will likely be measured in lost souls.

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

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

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

University-Model Schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a private tutor in the elementary years to a guide for dependent study in Junior High to more of a course monitor in the Senior High courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, the school is then able to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college.

CHARACTER DEVELOPMENT PROGRAM

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

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

For this reason, an increasingly necessary element in our Character Development Program is **Parent Encouragement Processes**. Clearly, the educational objectives are best served when they promote healthy home environments and loving parent-child relationships. As today's parents are often in need of affirmation in their roles, confidence, time with their children, and practical tools for their all-important parenting tasks, Covenant Christian Academy's goal is year-to-year continuous improvement in the parent-encouragement "enterprise." By careful and consistent reading of school communications, parents can stay informed of the latest seminars and resources made available for their enrichment and edification.

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

ADMISSION REQUIREMENTS

PARENT AND STUDENT RESPONSIBILITIES

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

Parent Guidelines

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

Student Guidelines

- A. Students must be willing to adhere to the "Student Code of Conduct."
- B. Students must be willing to adhere to the "Dress Code Policy."

REQUIRED STATEMENT OF PARENT RESPONSIBILITY

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

PARENT ROLES

Co-Teacher, Kindergarten - 4th Grade

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

Private Tutor, 4th - 8th Grade

In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. Courses involving this role are successful because each student has a private tutor, the parent, willing and ready to assist.

Guide for Dependent Study, 8th - 10th Grade

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

Guide to Independent Study, 11th -12th Grade

Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a UMS at this level should mimic that of a junior or community college program where independent study skills and disciplined planning for completing homework assignments.

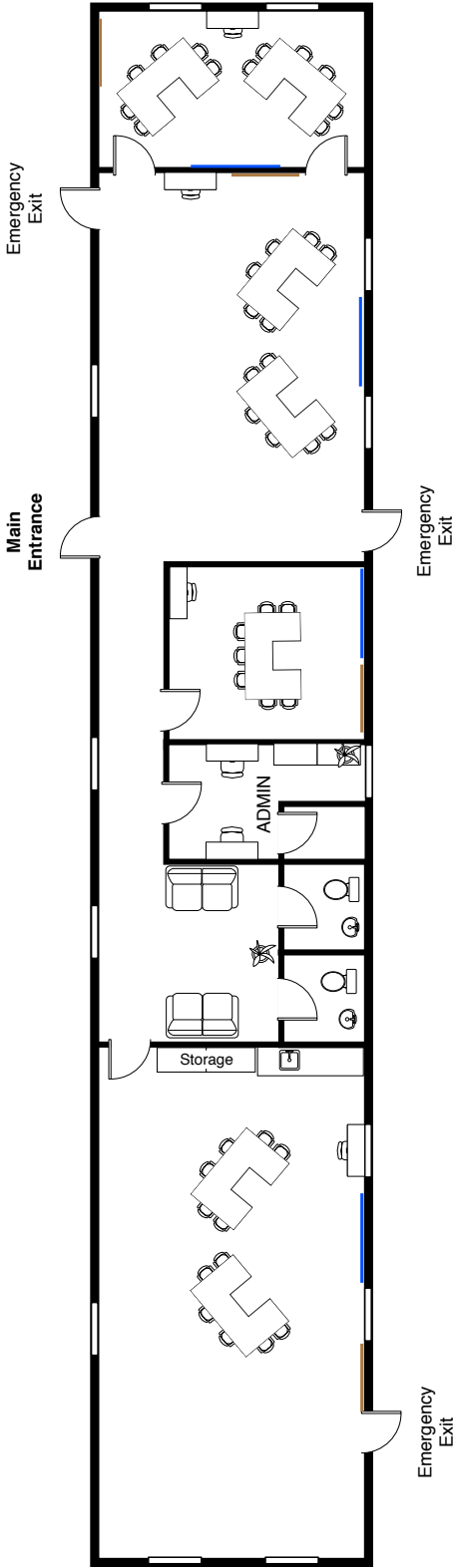
Interactive Discussion

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

Course Monitor

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

FACILITY OVERVIEW



CALENDAR

| Date | Program |
|-----------------------|---|
| August 24-28 | Teacher Orientation/Training |
| September 2-4 | Mandatory Parent Orientation |
| September 8, 2009 | First Day of On-Site Classes |
| October 22, 2009 | Community Meeting |
| November 5, 2009 | End of First Quarter |
| November 23-27 | Thanksgiving Break – School Closed |
| December 17, 2009 | Community Meeting, Christmas Celebration |
| December 18-January 4 | Christmas Break – School Closed |
| January 28, 2010 | End of Second Quarter |
| March 18, 2010 | Community Meeting |
| March 29- April 2 | Spring Break |
| April 7, 2010 | End of Third Quarter |
| April 27-29 | Stanford Achievement Testing |
| May 20, 2010 | Community Meeting |
| June 3, 2010 | End of Fourth Quarter, Last Day of School, Closing Ceremony |

CLASS SCHEDULE

| | 8:10- 8:30 | 8:30-10:00 | 10:00-11:30 | 11:30-12:30 | 12:30-1:00 | 1:00-1:30 | 1:30-2:30 | 2:30-3:30 |
|---------------------------|-------------|------------------|-------------|------------------------------|--|----------------------------|-------------------------------|------------|
| Kinder- garten | Bible Study | Language Arts | Math | 11:30-Recess 12:00- Lunch | Computer (Tues) Spanish (Thurs) | P.E. (Tues) Art (Thurs) | Science/ Social Studies | Enrichment |
| First Grade | Bible Study | Language Arts | Math | 11:30-Recess 12:00- Lunch | Computer (Tues) Spanish (Thurs) | P.E. (Tues) Art (Thurs) | Science/ Social Studies | Enrichment |

| | 8:10- 8:30 | 8:30-10:00 | 10:00-11:30 | 11:30-12:30 | 12:30-1:00 | 1:00-1:30 | 1:30-2:30 | 2:30-3:30 |
|-------------------------|-------------|------------------|-------------|---------------------------------|----------------------------|--|-------------------------------|------------|
| Second Grade | Bible Study | Language Arts | Math | 11:30-Lunch 12:00- Recess | P.E. (Tues) Art (Thurs) | Computer (Tues) Spanish (Thurs) | Science/ Social Studies | Enrichment |
| Third Grade | Bible Study | Language Arts | Math | 11:30-Lunch 12:00- Recess | P.E. (Tues) Art (Thurs) | Computer (Tues) Spanish (Thurs) | Science/ Social Studies | Enrichment |

 Represents joint Elective classes

ADMISSION PROCESS

1. **Attend an Information Meeting**

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

2. **Complete an Application Form**

After reviewing the school material, complete the application and return it to the school office along with all academic records and other information as specified in the application packet. There is a \$50 per student application processing fee required at this time. This non-refundable fee covers the admissions process.

3. **The Family Interview**

The family interview is handled by the Admissions Committee. The purpose of the Family Interview is to make certain that each family has a personal opportunity to have all of their questions about the school answered and to help determine if Covenant Christian Academy is the best educational option for their child. A member of the Admissions Committee will schedule to arrange an interview once the admission application is processed. Once the interview has been completed, the family will be informed of the Admission Committee's decision.

4. **Entrance Testing**

Entrance testing is required for all new students enrolling in academic classes. Tests are given to determine placement in the appropriate grade level according to a child's Math and English skills in relation to our curriculum. Parents are required to supply copies of the student's school grade reports and/or achievement testing (within the last 2 years) prior to or at the time of testing. There is a one-time \$50 fee per student for entrance testing for students.

5. **Enrollment**

Once entrance testing results are returned with our academic recommendations, CCA administration and parents will enroll students in the appropriate classes.

6. **Order Textbooks and Uniforms**

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

7. **Attend Parent Orientation**

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

INSURANCE

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

FINANCIAL POLICIES

TUTION AND FEE SCHEDULE

Description of Admission Fees

1. An Application Fee of \$50.00 is due at the time of application of admission submission
2. A Testing Fee of \$50.00 is due at the time of admission testing

Student Tuition

- Kindergarten - 3rd grade- \$3000.00

Discounts

- A discount of 5% will be given for payment in full due at the time of fall enrollment.
- A family discount of \$100 per year, per family will be given upon enrolling more than one student.

Payment Options

- Payment in full at the time of fall enrollment
- 0% interest monthly payments through FACTS

Terms and Conditions

Admission and Tuition fees are non-refundable. Further, the overhead expenses of Covenant Christian Academy do not diminish if a student departs during the course of a year. Accordingly, the obligation to pay tuition for the full academic year is unconditional.

TEXTBOOK / MATERIALS FEES / SCHOOL SUPPLIES

Parents are required to purchase textbooks for each course. Textbook costs vary for each course. CCA will supply textbook lists for each class. All books, workbooks, and all other materials necessary for class must be purchased by the first day of school. Some classes may require a small materials fee. Textbooks are available to purchase through Classbooks.com, view link on our website. CCA will supply a list of supplies required for students. Teachers may periodically require additional supplies. Parents will be responsible for purchasing each student's supplies.

PAYMENT POLICIES

1. When FACTS installments are not received by the agreed date, the student is not permitted to attend school until a complete payment is made.
2. Student records, including report cards, are held until all finances are made current.

DONATIONS / CONTRIBUTIONS

Covenant Christian Academy is a school built on prayer. Contributions are greatly appreciated and received. CCA is a 501-3C organization and all gifts are tax exempt.

STUDENT CONDUCT

STUDENT CODE OF CONDUCT

It is by his deeds that a lad distinguishes himself, if his conduct is pure and right. (Proverbs 20:11)

The purpose of CCA's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students. Therefore, it is important that specific guidelines regarding behavior while attending CCA be set. While on-campus concerns are primary, CCA reserves the right to address any off-campus conduct deemed to be significantly affecting on-campus relationships and/or learning environment.

1. Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should, therefore, be used when addressing an adult.
2. Students should treat each other with respect, kindness, purity and compassion just as God commands us in Matthew 7:12, "So in everything do to others what you would have them do to you," and in 2 Timothy 2:22, "Flee the evil desires of youth, and pursue righteousness, faith, love and peace, along with those who call on the Lord out of a pure heart."
3. CCA operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (persistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life – academics, activities, and personal relationships – can result in consequences that lead toward expulsion.
4. The school facility and grounds should be kept clean, orderly, and in a manner which shows an attitude of gratefulness.
5. There will be no horseplay, running, or rough play during or between classes.
6. Use of profanity is not permitted.
7. Public displays of affection such as hand-holding, kissing, hugging, etc. are not permitted.
8. Students should not bring radios, CD players, tape players, MP3 players, CDs, tapes, or computer discs to school unless specific permission is given by the school administration.
9. Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school sponsored event.

DRESS CODE

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

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

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

To aide parents in purchasing proper uniform attire for their student(s), Covenant Christian Academy requires Lands' End School Uniforms as our uniform provider.

ELEMENTARY DRESS CODE REGULATIONS

Boys Uniform:

Tops:

- Polo or Oxford collar-style shirt, long- or short-sleeved
- Pullover sweaters (not sweatshirts) or cardigans in the school uniform colors may be worn over uniform shirts.
- Turtlenecks in school uniform colors may be worn under long-sleeved regulation shirts.
- Shirts must be solid in color and design, with the exception of an optional school logo.
- Colors: white, navy, yellow, light blue, red, dark green

Bottoms:

- Flat-front or pleated style pants or shorts
- Colors: khaki or navy

Boys General Guidelines:

- All shirts (with the exception of those worn for physical education classes) must be tucked in at all times while on campus.
- All clothing must be neat and clean at the beginning of the day, and may not be torn, have frayed edges, be excessively wrinkled or have any other unusual features which attract undue attention.
- No clothing may be excessively tight or loose. All pants and shorts must be worn at the waistline. All pants or shorts with belt loops must be worn with a brown or black belt.
- Boys may not wear earrings or have any other body piercing.
- Hair must be kept groomed and clean and may not include unnatural coloring or styles. Boys may not wear beads or other jewelry in their hair. No facial hair is permitted.
- Tattoos or other body art (temporary or permanent) are not permissible.

- No hats or other head coverings, such as bandanas, may be worn in the building.
- Upper body wear must not include unusual features such as hoods, zippers, snaps, etc.
- All boys shall wear clean, close-toed shoes, with socks. The shoes must enclose the heel and may not have loud colors or other features (including shoe laces) which call undue attention to themselves. Sandals, flip-flops, mules and military-style boots are not acceptable foot wear. All shoelaces must be tied. Socks must be in the school uniform colors.
- Outerwear must not be worn in the classroom.
- Backpacks and school bags should be plain (no characters) and may be of any color.
- Any article of clothing, jewelry or hairstyle deemed to be unusually distracting (due to color, style, pattern, cut, etc.) is unacceptable for school wear.

Girls Uniform:

Tops:

- Polo or Oxford collar-style shirt, long- or short-sleeved
- Turtlenecks in school uniform colors may be worn under long-sleeved regulation shirts.
- Pullover sweaters (not sweatshirts) or cardigans in the school uniform colors may be worn over uniform shirts.
- Shirts must be solid in color and design, with the exception of an optional school logo.
- Colors: white, navy, yellow, light blue, red, or dark green
- Pullover sweaters (not sweatshirts) or cardigans in the school uniform colors may be worn over uniform shirts.

Bottoms:

- Twill pleated slacks, flat-front pants, capris, walking shorts, jumpers, skirts or skorts
- Colors: khaki or navy

Girls General Guidelines:

- All shirts (with the exception of those worn for physical education classes) must be tucked in at all times while on campus. No skin may show between upper and lower body wear at any time.
- All clothes must be neat and clean at the beginning of the day, and may not be torn, have frayed edges, be excessively wrinkled or have any other unusual features which attract undue attention.
- No clothing may be excessively tight or loose. All pants or shorts with belt loops must be worn with a brown or black belt. All skirts are to be no shorter than 3 inches above the top of the knee. Shorts and skorts may be no shorter than 4 inches above the top of the knee.
- Hair must be kept groomed and clean and may not include unnatural coloring or styles. Girls may not wear anything that could be distracting in their hair (such as brightly colored hair bows or ribbons, beads, etc.).
- Girls may wear one earring per ear; no other body piercing is allowed.
- Tattoos or other body art (temporary or permanent) are not permissible.
- No hats or other head coverings, such as bandanas, may be worn in the building.

- All students shall wear clean, close-toed shoes, with socks or tights. Shoes must have enclosed heels and may not have loud colors or other features (including shoe laces) which call undue attention to themselves. Sandals, flip-flops, mules and military-style boots are not acceptable foot wear. All shoelaces must be tied. Socks and tights must be in the school uniform colors.
- Outerwear must not be worn in the classroom.
- Backpacks and school bags should be plain (no characters) and may be of any color.
- Any article of clothing, hairstyle, or item of jewelry deemed to be unusually distracting (due to color, style, pattern, cut, etc.) is unacceptable for school wear.

PHYSICAL EDUCATION UNIFORMS

When students have Physical Education, they are required to wear tennis shoes.

DRESS CODE ENFORCEMENT

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

First Violation: For a first violation the student's name will be recorded for future reference. The student will then be asked to correct the problem. For minor offenses (e. g., shirt tail is untucked) the student will correct the problem at that time. For major offenses (wrong clothing, color or style) the student will be sent home at the conclusion of the school day with a "Uniform Violation Slip" which is to be signed by the parent and returned to the principal the next day. If the slip is not returned, a phone call will be placed to the parent.

Second Violation: For a second violation of the uniform policy, the student will call his/her parent and ask parent to bring the appropriate uniform clothes to school.

Third Violation: Upon a third violation, the student's name will be placed on a Dress Code Violation List. For a period of four weeks, each student on this list must check in at the beginning of his/her day with the office. Parents will be notified that their student is on a check-in list and must be in uniform (and stay in uniform) each class day.

Successive Violations: If further violations occur, whereby the student is out of uniform or fails to check in with an administrator and/or with the office, the student will be suspended for a period of one day from school, during which the student will receive a "zero" for all graded assignments due that day. The student will also remain on the Dress Code Violation List for the remainder of the semester. Parents and teachers will be notified.

STUDENT USE OF TELECOMMUNICATION DEVICES

Students may carry pagers, cell phones, and other such communication devices on campus, but they must be turned off and stored in bags, backpacks, etc. All student communications with parties outside the school should go through the central office while a student is on campus. Any variance to this policy must be granted by the Administration.

STUDENT DISCIPLINE PROCEDURES

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

OVERVIEW

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

GENERAL DISCIPLINE POLICY GUIDELINES

1. In most cases, a distinction will be made between elementary and secondary students in specific policies governing disciplinary procedures, since it is assumed that a greater degree of self-discipline and good conduct should be expected from secondary students.
2. Any and all secondary discipline cases referred to the office for handling are to be accompanied by a discipline form completed by a staff member.
3. Any discipline matter deemed to be of an urgent or potentially dangerous nature shall be brought immediately to the attention of the administration. It will not be necessary to notify the administration of discipline problems of a routine or non-serious nature. Such problems will be handled at such times and in such a manner as shall be convenient to the administration.
4. The student shall be given an opportunity to correct his own behavior following the first offense of a routine or non-serious nature, and the parents shall not be notified unless the student or staff member involved specifically requests that they be notified. The parents shall be notified of any subsequent offenses. A copy of the relevant discipline referral form shall be mailed to them for this purpose, and the parents will be asked to sign and return the form.
5. An administrative staff member will personally attend to serious, urgent, or potentially dangerous discipline matters, and the parents will always be notified in such cases.
6. Should repeated or serious first-time violations of the student code of conduct or dress code occur, a student may be suspended or expelled.
7. Since student participation at CCA naturally has an impact on other students, off-campus behavior can, at the discretion of the administration, have an impact on a student's level of school involvement and/or on a recommendation to the board for a change in the student's admission status.

DISCIPLINARY ACTIONS TO MAJOR MISCONDUCT

Suspension (can be administered by either the Administration or the School Board)

1. Suspension from all classes and activities with no permission to make up work.
2. Suspension from all classes and activities with permission to make up work.
3. Durations
 - One Day
 - Two Days (any combination of 2 successive weekdays, except for Friday-Monday)
 - Three Days (any combination of 3 successive weekdays)
 - Five Days (any 5 successive weekdays)
4. Suspensions may carry with them any number of requirements that the administration and/or board deem appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to expulsion considerations.

Expulsion (can only be administered by the School Board)

1. Expulsion without permission to appeal. Expulsion must appear on the student's permanent record.
2. Expulsion with permission to appeal.
 - Student is suspended immediately from all classes and activities.
 - The family's admission agreement with the school is declared null and void.
 - If the family does not wish to appeal, then the student is officially no longer CCA student and the record of expulsion will appear on the student's transcript.
 - If the family wishes to appeal, they must submit their formal request for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission agreement with the school.
 - If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless parent is single) and the student must schedule a time to appear before the board to discuss the appeal.
 - Re-admittance, if granted, may only be on the condition that the family obligates itself to anew and revised admission agreement, complete with the board's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
 - If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from his or her permanent record at the end of that school year or at a time later than that if the board deems it appropriate to the situation.

COMMUNICATION AND PARTNERSHIP

Communication between the school and the home is vital in any healthy academic setting, but because we function in something of a team-teaching situation with the parents, it is especially important in the University Model School. Besides the usual channels of communication utilized by almost all schools, Covenant Christian Academy has devised other methods, such as assignment sheets, email, Google apps, and Hotchalk.com, to enhance the quality and clarity of school-home communications. Admittedly, some of these methods require some added effort from both parents and school staff; they are, however, well worth that effort in the long run, and ultimately increase, rather than decrease our efficiency. All members of the school community are encouraged and expected to make proper and on-going use of any communication methods the school may devise, in accordance with any relevant school guidelines.

STATEMENT OF COOPERATION

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

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

Family Education: I understand that I am responsible to complete a minimum of two Family Education Units per year as long as my children are enrolled at CCA. I understand that any structured event that specifically instructs our family to manage our home better, encourages us to parent our children more effectively, or improves our home education will qualify for us to earn FEUs. I understand that one hour of instruction equals one FEU.

Parent Partner Program: I understand that I am responsible to serve in the school program according to the Parent Partner schedule for each of my students. I agree that the only reason that would excuse me from my scheduled days is illness or a death in the family, and that otherwise I will be charged a \$50.00 fine. I understand that I am responsible to find my replacement if I am unable to come on my scheduled days.

Community Meetings: I understand that I am responsible to attend the Community Meetings, held throughout the school year. (Check the current school year calendar for the dates). I understand that attendance at these meetings is important to my continued participation with the school, and will be required of me. I understand that I must call the office or an administrator within 24 hours before or after the meeting in order for my absence to be excused.

Fundraisers: I understand that because of the very nature of our school, fundraising must be an ongoing part of the CCA experience. A parent being at home with their student is a foundational

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

RESPONSIBILITIES AND UNDERSTANDING OF PARTNERSHIP

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

1. Parents must sign the Statement of Faith as an expression of who we are and what will be taught in the classroom and expressing their own personal commitment to Jesus Christ.
2. At least one parent must be a born again believer in Christ and the family must regularly attend a Bible teaching Christian church.
3. Parents and students must be willing to abide by the school's policies and regulations as expressed in this student handbook or by the Administrator.
4. Every family must achieve a minimum of two Family Education Units per year to continue enrollment. Any workshop, conference, or class that enriches their marriage, parenting, or homeschooling may qualify. One hour of instruction equals one FEU.
5. All parents of children enrolled in classroom programs are required to participate on campus regularly. This allows parents to learn from and observe their student's teacher while they are teaching. The classroom teacher assigns duties that include, but are not limited to: checking in students' daily work, assisting students as the teacher directs, accompanying the class to lunch and recess, etc. Parents serve on a rotational schedule with other parents in the same grade level based on the number of students enrolled in class. Parents serve an average of 2 days per semester in their child's classroom.
6. One parent is to attend the Parent Partner Workshop held during Orientation. This workshop gives parents the tools they need to succeed as a partner in their child's education at CCA.
7. Scheduled community meetings are required, and an important gathering of all staff, faculty, and parents. A corporate session offers a time of worship and updates on school information, and breakout sessions keep parents in touch with their student's teacher and other class parents.
8. The success of the students at CCA depends on the parent's commitment to their home education on the days they are not on campus. Parents are responsible for teaching and supervising all lessons and work assigned for home school days as required by the teacher's lesson plans. Parents are required to purchase the teacher's manuals for a few of the core subjects they teach at home on alternate days.
9. Parent Orientation Workshops are held just prior to the beginning of school for parents to meet faculty and staff, and get vital information for their student's success at CCA. Parents spend several hours with their student's teacher to receive training specific to that grade level and the daily responsibilities of teaching the curriculum.
10. Parents must be willing to use a Christian Conciliation Service to settle any disputes if they cannot be resolved at the school level.

VISITORS POLICY

In order to enhance both student safety and operational efficiency, CCA has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours. For the purposes of this policy, "visitors" are defined as all individuals other than staff or students present in any part of the building or on the grounds other than the normal student loading area.

1. All visitors must check in with the office staff upon arriving at the campus. At a minimum, visitors must identify themselves, explain their intended business, and indicate how long they expect to be on campus. A written record of this information will be kept.
2. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations.
3. Any child who is not a current or former student must be accompanied by an adult.

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

FIRST AID

CCA is restricted to minor first-aid (Cleaning cuts, applying Band-Aids, taking temperatures, etc.) Parents will be called if the student becomes ill or injured. If your child requires medication during the day, a note with instructions must be brought to the office along with the medication. All medication will be kept in the office. CCA will not supply any medication to students.

SNACK AND LUNCH

Parents are responsible for providing a snack, a lunch and beverages for students. Microwaves and refrigerators will not be available to students. Students are not permitted to use vending machines.

SCHOOL CLOSINGS

CCA will send e-mails through cancellations.com for all of our school closings, delayed openings, and early dismissals. Please also view www.cancellations.com for posted updates for CCA's closings, delayed openings, and early dismissals.

TRANSPORTATION

Drop off for students is between 8:00-8:10 A.M. Pick up is at 3:30 P.M. CCA will provide signs to be displayed on interior windshields for pickup. Please notify the office of any changes to pickup for your child (different driver, carpooling, etc.)

KINDERGARTEN CUT OFF DATE

CCA requires that kindergartners be at least five years old by September 30 of the enrolling school year. If an enrolling kindergartner does not meet the age requirement, an exception for admission can be allowed after the student passes the entrance testing, and is recommended by a CCA teacher.

ACADEMIC POLICIES

ATTENDANCE

ATTENDANCE REQUIREMENTS

Students must regularly attend classes in order to successfully complete a course. This means that they may not be absent, whether excused or unexcused, more than two days during a semester. The records of students failing to meet these attendance requirements will be reviewed by the Academic Dean upon the completion of each semester. A decision on whether or not to grant credit for the course will be made based on attendance records and other factors. Should credit not be granted, a grade of incomplete will be awarded. Removal of the incomplete can be done by the granting of a variance, or by make-up course work prescribed by the school.

ABSENCES AND MAKE-UP WORK

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties, as the case may be. Whenever possible, arrangements for making up work should be made prior to the absence.

EXCUSED ABSENCES

When a student has been absent from class, it is expected that a note from a parent will be sent within two class days of the student's return to school. If a note is not received within 2 days, the absence will be counted as unexcused. The excuse note should contain the following information:

- Date letter is written
- Name of student
- Date(s) of absence
- Reason for absence
- Name and signature of parent

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

- Doctor/dentist appointment (please try to schedule these outside of class time if possible)
- Personal illness
- Sickness or death in the immediate family
- Family emergencies (parents should contact an administrator if at all possible)
- Car trouble or weather or road conditions making travel dangerous or impossible

Any absence that is longer than both Tuesday or Thursday class days, or one week will be evaluated by the administration.

TARDY POLICY

In general, a tardy will be treated as a discipline problem (especially when in excess). However, it is important to remember that when a student is late to a class, it disrupts the teacher and other students. As our class time is valuable, students need to know that every three tardies will equal one absence. Students will report to the front office when tardy to receive a tardy slip for entry into class. No student will be admitted to class without this slip. Only those tardies beyond the immediate control of the student or his or her parents/guardians will normally be considered excused.

EARLY DISMISSAL

Any student who needs to leave a class for a valid reason (doctor's appointment, etc.) should have a note from a parent: (1) explaining the reason for the early release, (2) time and date the student should be released, (3) when (or if) the student will return and (4) a phone number where the parent can be reached. If a student does not have a note with the above information, the parent must talk with someone in the front office validating the student's early dismissal before the student will be released. No student will be released from a class without prior consent.

GRADING, EVALUATION, AND FEEDBACK

GENERAL PERSPECTIVES

We will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual but rather as accurate reflections of the quality of his work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At CCA, grades serve four basic purposes: 1) to help us teach, rebuke, correct and train, 2) to help us in the on-going (and, hopefully, progressive) placement of students at a level and in subjects responsive to their needs, background, and abilities, 3) to provide us with a just and legitimate means of holding students accountable for the quality of their work, and 4) to provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents. In order to accomplish this, we purpose to establish just and objective standards which are based on legitimate expectations. This means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their background and abilities rather than any social criteria (such as age). Finally, it means that students will receive credit based upon what they have done relative to a common standard, rather than upon individual considerations (such as learning disabilities). The grading standards themselves will be oriented toward the work of the student rather than the student himself. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and his parents valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in his learning and achievement.

GRADING STANDARDS KINDERGARTEN and FIRST GRADE

The letter grade equivalents are as follows:

- A grade of satisfactory plus, S+
- A grade of satisfactory, S
- A grade of satisfactory minus, S-
- A grade of needs improvement, N

GRADING STANDARDS & PERCENTAGES SECOND and THIRD GRADE

The letter grade equivalents are as follows:

- A grade of 98-100 is equal to an A+
- A grade of 94-97 is equal to an A
- A grade of 91-93 is equal to an B+
- A grade of 87-90 is equal to a B
- A grade of 83-86 is equal to an C+
- A grade of 78-82 is equal to a C
- A grade of 74-77 is equal to a D+
- A grade of 70-73 is equal to a D
- A grade of 0-69 is equal to an F

No course grades in excess of 100 are awarded. Other grades recognized by CCA are I (incomplete), WP (withdrew passing), WF (withdrew failing).

ACADEMIC STANDING

Students must earn a semester grade of 70% or above each semester in attendance at CCA in order to remain in good academic standing. A student who falls below 70% at the completion of the semester may at the discretion of the Academic Dean, be placed on academic probation. A student placed on academic probation must raise his/her grade to 70% or above (as indicated on progress reports or the final grade report) in order to return to good academic standing. If a student should earn a grade less than 70% for two consecutive semesters, he/she may be blocked from further enrollment in classes or be required to retake any classes in which he earned a grade less than 70%.

IMPACT OF WITHDRAWING FROM COURSES ON ACADEMIC STANDING

Should a student drop a course no later than one week following the issuance of the first progress report in any given semester, no record of his/her original enrollment in the course will be indicated on the student's transcript. Should he/she drop a course after this time a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdrew passing) or WF (withdrew failing). Students who withdraw from the academy may, at the discretion of the administration, receive grades of I (incomplete) for all courses dropped at the time of withdrawal.

HONOR ROLL AND DEAN'S LIST

Students with all A's and B's for the marking period will be placed on the honor roll. Student's who achieve A's and B's for the entire semester will be placed on the Dean's list.

STANFORD ACHIEVEMENT TESTING

CCA administers Stanford Achievement Tests each year to students at all grade levels. This test is an important tool to help evaluate the progress of students and the effectiveness of our curriculum. It is helpful for parents to know where their child is academically. Testing fees are included in the tuition.

LATE WORK POLICY

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1), Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24), But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

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

1. An academic (i.e., grade) penalty will be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for turning the work in late or unless prior
2. arrangements have made. In general, "sufficient reasons" are events or conditions, such as illness, whose initiation or termination is outside of the immediate control of either the student or his family. This principle was adopted as a means of encouraging our students to adopt and cultivate the biblical values of self-discipline, diligence, and self-control.

3. Late work, if turned in within a reasonable period of time following the original due date, will be accepted and evaluated, allowing the student to receive some credit for his efforts. This principle was adopted primarily as a means of encouraging students to complete assignments, even when late, so that they might benefit from the learning opportunities those assignments represent.
4. Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted more than three weeks beyond its due date, or any time after the end of the semester in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonably accurate reflection of both his actual level of work and achievement up to that time and his current standing in the course.

ABSENCES AND MAKE-UP WORK

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties, as the case may be. Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence.

ACADEMIC INCOMPLETIONS

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

MODIFICATIONS TO STANDARD INSTRUCTIONAL OR EVALUATION PRACTICES

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

POLICY ON ACADEMIC DISHONESTY

Significance and Purpose

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

Definitions

1. **General:** Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. Includes but is not limited to:
 - A. Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
 - B. Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
 - C. Using any resources, including but not limited to solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments,
 - D. Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the academy itself, including but not limited to such materials properly used and in the possession of students currently or previously enrolled in the course, without the authorization of the course instructor,
 - E. Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency" which customarily sells or offers free of charge term papers or other academic materials,
 - F. Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
 - G. Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.
2. **Specific:** The following guidelines define CCA's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the teacher.
 - A. Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
 - B. Homework: homework should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by

the catalogue or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.

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

Enforcement

1. **Discovery and Determination of Academic Dishonesty:** Determination of academic dishonesty may be made by the instructor the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eye witness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.
2. **Appeals Process:** Should a student desire to appeal the determination of the course instructor, he must request in writing a hearing with the principal, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the principal, or another administrator, should the principal be an original party to the case, will render a determination in the matter based on his assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the principal, he must request in writing a hearing before the Academic Affairs Committee, which shall be chaired by a member other than the principal for the purposes of the hearing. During this hearing, only that evidence that was presented and examined during the previous conference with the principal shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the principal for a new hearing to be conducted according to the procedures described above. The Academic Affairs Committee shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the Academic Affairs Committee, that committee, excluding the principal and any other member who has been a part of any earlier conferences or discussions regarding the matter, or any member who feels he may have a conflict of interests in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Academic Affairs Committee will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described below.

3. **Penalties:** The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by the academy, and (c) to place pressure on an erring student in the hope of motivating him to abandon this destructive behavior. Discretion in the administration of penalties may be exercised by the instructor in consultation with school officials in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be dispensed automatically, once dishonesty is confirmed. The penalties are assessed according to the number of occurrences the student has been discovered to be engaged in academic dishonesty over the course of a full academic year (at least two full semesters).
- A. **First offense:** a first offense will result in (1) a written warning from the teacher to both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration.
- B. **Second offense:** a second offense will result in (1) a written warning from the principal to both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a conference between the principal and the parent(s) of the student, and (4) a writing assignment for the student, in which he investigates and reports on Biblical instruction regarding honesty and integrity.
- C. **Third offense:** a third offense will result in (1) a one day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities, including those unaffected by the academy's policies on scholastic probation.
- D. **Fourth offense:** a fourth offense will result in expulsion from the academy.

NOTES: CCA gratefully acknowledges its indebtedness to the University of North Texas for several of the fundamental ideas from which it developed its own policy on academic dishonesty.

DIFFICULT OR CONTROVERSIAL ISSUES POLICY

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

In the World But Not of It

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

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

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

The Great Commission and the Training of Disciples

When we talk about training up a child in the nurture and admonition of the Lord, we are, in essence, talking about making disciples. This, of course, is simply an application of the Great Commission to parenting and education. The Great Commission defines, in large part, the purpose of the Church in the World today: "Go . . . and make disciples of all the nations, . . . teaching them to observe all things that I have commanded you . . ." (Matt. 28: 19, 20; NKJV). If we are to train our children to become true disciples it is necessary that we understand what it is, exactly, God wants to see in a disciple, and what He desires to accomplish through a disciple. If we do not take time to understand His purposes, we will undoubtedly fall far short of the full measure of cooperation that He desires from us as He works in our lives and the lives of our children. And to the degree that we fall short of cooperating with Him as He works toward His goals in discipleship, we are falling short of obeying both the Great Commission and the instructions given us in Ephesians 6.

The main qualities that God desires to see in a disciple are love and loyalty ("baptizing them in the name of the Father and of the Son and of the Holy Spirit"; baptism was and is a sign of deep commitment to a person) and obedience ("teaching them to observe all things that I have

commanded you"). This, of course, is the affirmative side of His desire that his children not be of the world. The main work that God desires to accomplish through His disciples is, essentially, spiritual reproduction ("Go therefore and make disciples of all the nations . . . ") and is apparently one of the primary reasons He not only places His children in the world, but actually sends them to the world. Thus a Christian education, if it is to be fully in line with God's word, must seek to cooperate with Him in producing disciples who do not retreat from the world, nor join in the values of the world, but who are prepared in such a way that they can effectively and triumphantly invade enemy territory and thus aggressively extend the reach of the Kingdom of God into an unbelieving world.

Training for Warfare

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

The Instructions

The educational instructions given us in the word include both normative standards and pedagogical principles. By normative standards we mean standards against which all other beliefs or practices are to be compared and evaluated. Instruction we would classify as normative standards would include all teachings relating to moral absolutes, doctrinal positions, church practices, and so forth. It would go far beyond the purposes of this position statement to enumerate all of the standards of belief and conduct which the Lord has revealed in His word; sufficient for our present purposes is a frank acknowledgment and acceptance of His word, and His word alone, as the source we will employ for evaluating the moral, theological, or practical quality of all with which we come into contact. Instruction regarding the way in which those standards are built into the thinking and lives of our children, on the other hand, we might classify as pedagogical principles, or divinely established means for communicating and instilling God's normative standards to and in our children. These divinely appointed means for communicating the truth of God's word can largely be summarized as teach constantly and teach completely, treating from a godly perspective all of life's realities, both the good and pleasant and the sinful and ugly.

The Model

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

Principles and Policy Guidelines for Treating Difficult or Controversial Topics

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

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

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

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

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

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

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

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

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

Summary

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

CURRICULUM

CURRICULUM STATEMENT

CCA integrates a variety of methods and materials for teaching our children according to Biblical principles and the ancient wisdom found throughout Scripture. Our curriculum incorporates the Classical style, with attention given to the developmental progression of the grammar, dialectic, and rhetoric learning stages.

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

We use the ABEKA Reading Program for grades (K-2). The ABEKA program compliments our balanced literacy program. The ABEKA program includes well-designed phonics wall charts and flash cards, a phonics handbook, workbook and set of readers for each child. The ABEKA Reading Program is correlated with the ABEKA Language Program. In addition to the ABEKA curriculum, students will be exposed to a variety of quality, age-appropriate literature.

In 3rd grade BJU Press will be used to teach grammar, writing, and reading. Students will enjoy reading classical literature with a variety of poetry, fiction, and non-fiction that will build character and encourage Christian ideals, spiritual values and higher level thinking. We agree that a great literature-based curriculum will move students toward cultural literacy and provide the foundation for a broader understanding of history.

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

Science is taught as an exploration of God's creative design throughout the universe that will give students an understanding of the God-ordained order and physical laws found in the natural world. Life sciences, earth sciences, space science, physical science, chemistry and technology are explored systematically and variously throughout all academic levels. Hands-on experiential learning is a vital part of the science curriculum.

Math is presented as a continuum of skills and conceptual mastery. We use the Scott Foresman approach throughout the elementary levels, which is known for its strengths in teaching arithmetic computation, mathematical principles and constant integrative review. The primary level features a strong use of manipulatives and is supplemented with additional drill exercises.

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

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

CURRICULUM

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

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

A Beka Language and Phonics, grades K-2

Handwriting Without Tears, grades K-3

ACSI Spelling, grades 2-3

Bob Jones University Press English, Grammar & Writing, and Reading grade 3

3rd Grade Classical Literature- Anne of Green Gables; The Secret Garden; The Adventures of Robin Hood; and Ben Franklin, Amazing American

Mathematics:

Scott-Foresman Mathematics Diamond Edition

History and Science:

A Beka

Spanish:

Bob Jones University Press Pasaporte al español

Bible Study:

Ergermeier's Bible Story Book

Enrichment & Teaching Enhancements:

Hero Tales; Wordly Wise, vocabulary workbooks; Explode the Code, phonics/grammar workbooks; Wee Sing America CD/Songbook

Special Note: Every year, textbooks come up for review and evaluation, and every year there are some new selections made. Extensive effort is expended to find texts that cover a particular academic area in a format that is as cost-effective for you as possible. Major consideration is also given to how well the text of choice aligns with our Christian values; however, we are not always able to find Christian texts with the academic criteria we stress at Covenant Christian Academy.

We know that it will not surprise you to learn that we have yet to find the "perfect" textbook (excepting the Bible, of course). In fact, experience has taught us that even Christian-based texts can include things that some of us may disagree with or find offensive. Such instances are rare, but they do occur.

Whenever our teachers become aware of these areas of concern, they make an effort to clarify our basic Christian beliefs and identify how a particular item is in conflict with those beliefs. We encourage you as parents to do the same. Help your students understand that all things written in books are not necessarily true. Help them to test all things by the Truth revealed in God's word, the Bible, and to cultivate the habit of "rejoicing in the truth" at all times.

COURSE DESCRIPTIONS

ENGLISH AND LANGUAGE ARTS

GENERAL PURPOSE

The two major goals of the English and language arts program is to develop and refine student skills in both oral and written communication and to promote an understanding of and appreciation for fine literature. We believe that the first goal can best be accomplished through an instructional emphasis on reading and writing proficiencies and a utilitarian approach to the study of language structures (i.e., grammar), and that true achievement in the second can come about only as students are taught to evaluate the world's great literature against the standard of scriptural truth and wisdom. Thus the department seeks to balance the development of communications proficiencies with training in a biblically-based approach to critical thinking skills.

COURSE DESCRIPTIONS

Kindergarten English and Language Arts

Students will learn the names and sounds of letters, be able to identify vowels and consonants, blend letters, learn sight words, understand the difference between long and short vowel sounds and start to learn two-vowel combinations. The language arts course also teaches students about simple sentence structure (capitalization, periods, etc.), rhyming, simple analogies, and classifying. Using a handwriting program in conjunction with the language and phonics program, students will gain proficiency in the correct holding of a pencil and printing of letters.

- **Parent Role:** Co-instructor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for their next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and monitoring their child's academic progress (including the timely submission of all assignments).
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test.

1st Grade English and Language Arts

This course takes the skills that the student previously learned and expands them to teach the student to decode, divide, and alphabetize words. The student will learn beginning and ending sounds as well as prefixes and suffixes, moving on to read sentences and short stories, while gaining comprehension skills. Capitalization and punctuation skills lead to the recognition of complete sentences. The handwriting program is continued and expanded this year to help the student to gain more proficiency in letter and sentence formation.

- **Parent Role:** Co-instructor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for their next class. They will also bear the primary

responsibility for direct instruction in some aspects of the course, such as spelling, and monitoring their child's academic progress (including the timely submission of all assignments).

- **Course Prerequisites:** Satisfactory performance on the appropriate placement test and successful completion of Kindergarten English or the equivalent during the preceding school year.

2nd Grade English and Language Arts

Students in this course will practice the previously gained skills by learning to fluently read paragraphs and comprehend a given text. Strong reading, spelling and writing skills are learned as students continue to learn how words are put together (root words, contractions, prefixes, suffixes, compound words, plurals, syllables, etc.).

- **Parent Role:** Co-instructor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for their next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and monitoring their child's academic progress (including the timely submission of all assignments).
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test and successful completion of First grade English or the equivalent during the preceding school year.

3rd Grade English and Language Arts

This course will lay the foundations for developing proficiencies in reading, writing, and oral communication, by taking a utilitarian approach to understanding the mechanics of grammar, punctuation and capitalization, and spelling and vocabulary. Students will have instruction in study, reference, listening and speaking skills in addition to using the writing process to learn different types of writing. Students will also be introduced to some of the fundamental concepts associated with the appreciation of literature through the reading of text and novels.

- **Parent Role:** Co-instructor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for their next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and monitoring their child's academic progress (including the timely submission of all assignments).
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test and successful completion of second grade English or the equivalent during the preceding school year.

MATHEMATICS

GENERAL PURPOSE

The mathematics department exists to help students learn to appreciate the orderliness of the creation and, by extension, the Creator, even as they learn to think logically and analytically using highly structured mathematical systems. A concurrent focus on the development of problem-solving skills and methodologies gives the math program an important applications emphasis.

COURSE DESCRIPTIONS

Kindergarten Math

The pupils learn math concepts of sorting and classifying, shapes, patterns, size, graphing, more or less, measuring, time and money, adding, taking away, fractions, and numbers to 100. They learn to understand, find data, plan, estimate, solve, and check problems in the areas mentioned above. Manipulatives and games are used to create excitement while learning.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test.

1st Grade Math

First grade math teaches the student to learn with understanding. Each student will use objects, pictures, and number sentences to relate to real-life situations using addition and subtraction facts to 12. Reasoning and problem solving strategies are taught as well as strategies for learning addition and subtraction facts. The use of blocks, play money, counters, and other manipulatives allow for a hands-on approach to learning math skills.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test.

2nd Grade Math

The course purpose for second grade math is for students to demonstrate accuracy and fluency of addition and subtraction facts to 18, and to demonstrate addition and subtraction of two-digit numbers with or without regrouping. Second grade children experience math through the use of manipulatives. They also develop an understanding of various concepts in graphing, patterns, time, money, geometry, place value, and fractions.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.

- **Course Prerequisites:** Satisfactory performance on the appropriate placement test, successful completion of the preceding course in the school's math sequence during the preceding school year, or permission of the instructor.

3rd Grade Math

This course focuses on the use of mathematics in real life situations. Social studies and science connections are stressed. Students will be given an opportunity to master basic concepts related to numbers and skills in applying those concepts to solving basic addition, subtraction, multiplication, and division problems. They will also study fractions, measures, volume, mass, time, area, graphing, and interactions with money.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test, successful completion of the preceding course in the school's math sequence during the preceding school year, or permission of the instructor.

SCIENCE

GENERAL PURPOSE

The primary goals of the science department are to teach essential scientific concepts, skills, and methodologies, to encourage the development and appropriate use of higher-level thinking skills, and to help students better understand the Creator-creation relationship, while balancing the acquisition of scientific knowledge with the application of valid problem-solving skills and methodologies.

COURSE DESCRIPTIONS

Kindergarten and 1st Grade Science

Kindergarteners learn about God's plan for seeds, animals, the seashore, health, weather, and seasons with the help of a big, colorful science book. Hands-on activities to help increase comprehension of basic science concepts are included

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.

2nd and 3rd Grade Science

Second and third grade students learn to enjoy God's world as they study His plan for creation. Both reading comprehension and knowledge of scientific concepts are increased as students learn about the human body, animals, plants, matter, energy, earth and space, and conservation from God's viewpoint. By answering "how" and "why" questions, this course helps to satisfy the natural

curiosity of children about the world around them and helps to develop their thinking skills. Hands-on activities to help increase comprehension of basic science concepts are included.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test, successful completion of the preceding course in the school's science sequence, or permission of the instructor.

SOCIAL STUDIES

GENERAL PURPOSE

As the term indicates, the academic area known as social studies has as its primary interest the social aspects of human existence and experience. Specifically, it examines the various institutions, relationships, ideas, and problems related to the origin, development, and essential nature of human society in general as well as specific cultures and societies. The primary goal of the Social Studies program is to prepare students for effective ministry and useful citizenship within whatever life station or geographical location the Lord should deem appropriate for their service. In order to achieve this goal, students must develop the ability not only to understand and utilize general facts and ideas but also (and especially) to sift and evaluate a given culture's values, traditions, etc., through a Biblical grid supported by a knowledge and understanding of essential information and concepts associated with the academic subjects traditionally associated with the Social Studies (e.g., history, government, economics, geography, etc.) and the effective application of communication, research, and critical thinking skills.

COURSE DESCRIPTIONS

Kindergarten and 1st Grade Social Studies

Children develop patriotism as they learn about our country's heritage, its great leaders and places. They learn about American community helpers as well as how children in ten other countries of the world live. Children learn how our country was founded and what our basic freedoms are. They meet several famous American patriots and take a trip across America. Good citizenship is emphasized and reading skills are developed. Patriotic songs make this course a fun journey.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.

2nd and 3rd Grade Social Studies

Second graders step back into history and learn what life would have been like in our country's early days. They learn the history of our flag and of patriotic songs and holidays and study the lives of groups that made valuable contributions to our American heritage: the Pilgrims, American Indians, early colonists, pioneers, cowboys, and immigrants. Geography is interwoven in this study.

- **Parent Role:** Private Tutor. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.
- **Course Prerequisites:** Satisfactory performance on the appropriate placement test and successful completion of first grade social studies or the equivalent.

CHARACTER DEVELOPMENT BIBLE STUDY

GENERAL PURPOSE

At Covenant Christian Academy, one of the primary goals of the Bible Study is to partner with parents in the discipleship of their student(s). As a Christian school, we believe it is of the utmost importance to encourage our students in their daily walk with Christ. We hope to accomplish this not only by encouraging the development of good study skills but also by promoting a greater understanding of biblical truths that will help them feel confident to express and defend their faith as they develop and refine their biblical worldview.

COURSE DESCRIPTION

Kindergarten - 3rd Grade Bible Study

The purpose for this assembly is for students to spend time together that is edifying and equipping. Students will listen to a devotion or Bible story and will explore topics that focus on: biblical studies, Christian theology, Christian ministry, Christian missions, or worldview. Students may also participate in age appropriate Praise and Worship. Prayer is included as a vital part of the Bible Study.

ART

GENERAL PURPOSE

At Covenant Christian Academy, the primary goals of the Art program are to promote among our students a more godly approach to both the practice and the enjoyment of art and to prepare them for more effective ministry to others.

COURSE DESCRIPTION

Kindergarten – 3rd Grade Art

CCA's Art program develops interaction between each student's creative expressions and their appreciation for art. It provides opportunity for each student to have instruction and hands-on experiences in producing their art enhanced by the integration of art history. Classes will encourage critical and creative problem-solving skills, as well as empathy for historical and contemporary art works. The program is designed to encourage perceptual awareness, through the involvement of all of the senses.

PHYSICAL EDUCATION

GENERAL PURPOSE

The purpose of the Physical Education Department is to teach students to use and care for their bodies in a way that honors God. The development of godly character qualities will be emphasized along with the development of physical strength, endurance, skills, and abilities. Students will also be encouraged to develop a life-long appreciation for and enjoyment of physical recreation.

COURSE DESCRIPTIONS

Kindergarten- 3rd Grade Physical Education

Each P.E. course offered will involve both individual and team activities that are grade appropriate and that cover a wide array of games and sports. Physical activity will be presented in a manner that will interest students and that will naturally attract them to participate. Character development and Christian sportsmanship in competition will be stressed. First through third grade students may, on occasion, be transported to a nearby gym for their P.E. activities. Students are encouraged to wear clothing in which they can be active or to bring such clothing with them for use during P.E. classes.

- **Parent Role:** Course Monitor. The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express this interest to their children. If problems should develop, then the teacher needs to know immediately.

COMPUTERS

Kindergarten- 3rd Grade Computers

This course employs a strong hands-on approach to introduce elementary students to some of the fundamental concepts and skills involved in understanding and operating the computer and finding their way around the keyboard.

- **Parent Role:** Course Monitor. The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express this interest to their children. If problems should develop, then the teacher needs to know immediately.
- **Course Prerequisites:** Appropriate age and/or grade level.

FOREIGN LANGUAGE

GENERAL PURPOSE

The primary goals of the foreign languages department are to help students gain proficiencies in the use of a second language, to encourage the development of skills which will help students better understand and utilize the communicative power of languages in general, and to help students develop a greater awareness of, interest in, and increased appreciation for the people of other cultures. Ultimately, it is hoped that by achieving these goals our students might become better students of the Word and more concerned and effective ambassadors for Christ.

COURSE DESCRIPTIONS

Kindergarten- 3rd Grade Introduction to Spanish

This course introduces students to the spanish language through a creative learning experience. Students will learn the fundamentals of the spanish language through oral presentation, age appropriate curriculum, games, and music to develop an enjoyable experience while learning a second language.

- **Parent Role:** Course Monitor. The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express this interest to their children. If problems should develop, then the teacher needs to know immediately.
- **Course Prerequisites:** Appropriate age and/or grade level.

ENRICHMENT

GENERAL PURPOSE

At Covenant Christian Academy, Enrichment classes are designed to introduce students to exciting and stimulating learning. Through various activities and exploration students will have fun participating in a hands on learning experience.

COURSE DESCRIPTIONS

Kindergarten - 3rd Grade Teacher led Enrichment

Enrichment studies will vary from class to class focusing on a unit style of teaching. Teachers will guide students through various activities, games, story telling, and crafts to encourage students to learn through exploration and experience. Unit studies and themes will vary between seasons, holidays, and other studies the students are participating in other classes.