

COVENANT CLASSICAL ACADEMY
PARENT/STUDENT HANDBOOK

v.2024

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Mission, Vision, and Philosophy

Mission Statement

Covenant Classical Academy supports families and churches by providing an academically excellent classical Christian education that cultivates knowledge, wisdom, eloquence, and godly character and equips students with the tools of learning that will last a lifetime.

Vision

Covenant Classical Academy (CCA) was established in 2024 to expand accessibility to academically excellent classical Christian education for Beaverton-area parents who are looking for a school that embodies the values and goals of a Christian home. The curriculum and culture of CCA are purposefully designed to amplify the discipleship work of families and churches and to promote human flourishing by training children to be lifelong learners who enjoy and magnify the Good, the True, and the Beautiful, namely the Triune God who has revealed Himself in the Scriptures. CCA classroom teachers, staff, and administrators assist parents in providing their children with a body of knowledge that enables them to rightly understand and enjoy the world in which they live; to engage contemporary culture with a biblical, Christ-centered worldview; and to communicate truthfully, graciously, and effectively.

Collaborative Model

CCA is neither traditional private education nor homeschool. Rather, it is a shared-instruction collaborative model that offers the best of both worlds: proven curriculum, guidance by expert teachers, and high levels of parental involvement and awareness. CCA exists to support parents in their God-given role as the primary educators of their children; it recognizes parental involvement as the most significant factor in student success. CCA teachers, administrators, students, and parents work together as a team. In this model, parents are co-teachers.

Philosophy of Education

"If we are to produce a society of educated people, fitted to preserve their intellectual freedom amid the complex pressures of our modern society, we must turn back the wheel of progress some four or five hundred years, to the point at which education began to lose sight of its true object.... Modern education concentrates on "teaching subjects," leaving the method of thinking, arguing, and expressing one's conclusions to be picked up by the scholar as he goes along...(classical) medieval education concentrated first on forging and learning to handle the tools of learning."

- "The Lost Tools of Learning," Dorothy Sayers, 1947

Classical methods of education have been tested and refined for over 2,500 years and were still the dominant approach to schooling in the United States as recently as the early 20th century. Building on the cultural heritage of the ancient Hebrews, Greeks, and Romans, a classical education equipped nearly every great thinker, leader, scientist, and scholar of Western civilization.

Following Sayers's 1947 essay "The Lost Tools of Learning," the modern resurgence of classical education is built around the Trivium, or "three paths" of learning. In ancient and medieval education, the Trivium described the meeting place or intersection of the three essential language arts -- Grammar, Logic, and Rhetoric -- which were considered fundamental to the education of free

people. These paths generally correspond to the natural development of the student's mind as he or she grows in knowledge, understanding, and wisdom:

- **Grammar** deals with the foundational rules and facts of any given subject. It is the focus of Kindergarten through 5th grade.
- **Logic** is emphasized during the middle school years (6th-8th) and is concerned with the reasoning that ties all the various particulars together.
- **Rhetoric**, the art of effective communication, is taught during the high school years when students are trained to express their thoughts clearly and persuasively.

With a classical education, students acquire “the tools of learning,” the ability to listen, read, interpret, understand, think, and communicate clearly, which enable them to continue as lifelong learners wherever God calls them to serve, whatever He calls them to do.

A classical *Christian* education is built on the conviction that every person is created in the image of the Triune God who has revealed Himself and His purposes for us in creation, in the person and work of His only Son, Jesus Christ, and in the Bible. A classical Christian school is an expression of our firm belief that God created and called us and our children to love and worship Him with all our hearts, souls, minds, and strength. Consequently, every aspect of the school's instruction and operation reflects the Gospel, which teaches us that all people are fallen and in need of redemption and restoration, and that God accomplished this redemption through the finished work of Christ and applies it to us by the Holy Spirit. We strive to maintain a learning environment where each child is given the opportunity to develop his or her thoughts and affections within the framework of a biblical worldview.

The principles and practice of classical Christian education are further explained in the following works:

- “The Lost Tools of Learning,” by Dorothy Sayers (essay)
- *Shaping Hearts and Minds*, by Monica Whatley
- *Wisdom and Eloquence*, by Robert Littlejohn and Charles Evans
- *The Case for Classical Christian Education*, by Douglas Wilson
- *The Seven Laws of Teaching*, by John Gregory
- *The Liberal Arts Tradition: A Philosophy of Classical Christian Education*, by Kevin Clark and Ravi Jain

While the Covenant Classical Academy program is not officially accredited, the commitment to classical and Christian education at St. Stephen's Academy has been rigorously examined and affirmed by three national accrediting bodies: the Association of Classical Christian Schools (ACCS), the Society for Classical Learning (SCL), and Middle States Association (MSA).

In loco parentis (“in place of parents”)

Covenant Classical Academy affirms that the education of children is the responsibility of parents and the immediate family rather than the state. Consequently, the education offered at CCA is inherently different in philosophy, content, and goals than that offered in public or other private schools.

CCA hires and trains qualified, highly effective teachers and staff who love and follow Jesus, who understand and are committed to the classical model, and who will pass on a love of learning to their students. Teachers and other staff members do not function with independent authority, but rather

with limited, delegated authority, which is given directly to parents by God and granted by parents to the school for specific purposes. This acknowledgment ensures that parents' authority over the education of their children is always respected at CCA. The principle of *in loco parentis* applies to all teachers and staff who exercise authority of any kind over students.

Statement of Faith

CCA is a distinctly Christian community. The following Doctrinal Statement, including the Statement on Marriage, Gender, and Sexuality (collectively, the "Statement of Faith") expresses the theological foundation and biblical convictions upon which CCA is based. It reflects the key elements of Christianity that are held by Protestant Christian churches and taught in various ways throughout the entire school. The substance of these Statements is considered primary doctrine at CCA. All parents and employees at CCA must agree to and support these Statements:

Doctrinal Statement

We believe the Bible, consisting of the Old and New Testaments, is the inspired and only infallible, authoritative Word of God.

We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.

We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that a person is justified through faith in the Lord Jesus Christ alone.

We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost – they that are saved, unto eternal life, and they who are lost, unto eternal damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ and His Church.

Statement on Marriage, Gender, and Sexuality

We believe God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God.

We believe the term "marriage," in human relationships, applies only to the exclusive union of one man and one woman as described in Scripture.

We believe God intends sexual intimacy only to occur between a man and a woman who are married to each other.

We believe God, for our good and His glory, has expressly prohibited all forms of sexual immorality including fornication, adultery, homosexuality, pornography, or acting upon any disagreement with one's biological sex. Such behaviors are distortions of God's design for human sexuality and are always destructive to the individual and offensive to God.

We believe God delights to forgive and restore all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.

We believe every person must be treated with compassion, love, kindness, respect, and dignity. All hateful, harassing, or abusive words, behaviors, or attitudes directed toward any individual or group are to be repudiated as contrary to Scripture and inconsistent with our calling as followers of Jesus Christ.

God's Word forms the basis of the Christian's life, and our Statement of Faith is, we believe, a faithful summary of God's Word that is consistent with the doctrines held in common in all Protestant reformed and evangelical churches. The goal of Bible instruction at CCA is, first and foremost, to point our children to Christ, in whom are hidden all the treasures of wisdom and knowledge. We teach them to evaluate all truth claims in the light of Scripture and equip them to discern error when it is present in their own thinking and the thinking of others. We want our children to understand the central place that Christian doctrine has held in the history of Western culture, especially through the many controversies that have refined our understanding of those things God has revealed.

As we teach, we will strive to present Christian doctrine in its appropriate scriptural and historical contexts, and we will encourage the kind of discussion and debate which the church has enjoyed for the last two thousand years. Other issues of importance not addressed explicitly in our Statement of Faith are appropriate for discussion and useful for helping our students develop a more disciplined approach to interpreting the Bible. In the end, we encourage our students to seek the counsel of their parents and churches on matters of historical disagreement within Christ's Body.

Finally, we believe that in order to preserve the integrity of Covenant Classical Academy as a program of St. Stephen's Academy and an extension of the ministry of Evergreen Presbyterian Church, to fulfill our calling to serve and support like-minded families and churches in our community, to provide a biblical example to our staff and students, and to provide instruction consistent with our commitment to the Scriptures and our doctrinal confessions, it is necessary that all administrators, teachers, and co-teachers (parents), as well as any volunteers not under the direct supervision of CCA or SSA employees, agree to and abide by both the Doctrinal Statement and Statement on Marriage, Gender, and Sexuality. Failure to agree to, support, and comply with these Statements may result in immediate unenrollment or dismissal.

Oversight

Covenant Classical Academy is governed by an independent, self-perpetuating Board of Directors whose primary responsibility is to ensure CCA remains a classical Christian school and that it remains faithful to its mission, vision, doctrine, and values. Board members are invited to serve after a thorough evaluation of their commitment to classical Christian education and their support of the school. The session (elders) of Evergreen Presbyterian Church interviews all Board candidates and approves the appointment of the Board chair.

The Board of Directors appoints a Headmaster who is accountable for the operation of the school. The Headmaster is the Board's only employee and its sole connection with the employees and daily operations of Covenant Classical Academy.

There are five key documents that define the organization and its operations:

- **Bylaws** – Defines the rules that govern the corporation of St. Stephen's Academy

- **Board Policy Manual** – Defines the policies that govern the actions and responsibilities of the Board of Directors and Headmaster
- **Parent/Student Handbook** – Defines policies that apply to the parents and students of families that attend Covenant Classical Academy
- **Staff Handbook** – Defines policies that apply to the Covenant Classical Academy staff
- **Curriculum Guides** – Defines the course objectives and curriculum taught at Covenant Classical Academy

Covenant's Relationships with Other Organizations

Covenant Classical Academy is a program of St. Stephen's Academy and operates under the oversight of SSA, its administration, and its Board of Directors.

1. Covenant Classical Academy will not enter into any new relationship, partnership, or association that requires the school to compromise its educational mission or programs, or that prevents it from fulfilling its commitments to the parents of children enrolled at CCA.
2. To the extent possible, CCA will seek to support other schools, associations of schools, churches, or other organizations according to the following set of priorities:
 - CCA will always seek to further the cause of classical and Christian education as a ministry to families.
 - CCA will always seek to benefit its members through all educational, procedural, financial, and ministerial aspects of its relationship with other schools, associations of schools, churches, or other organizations.
3. The faculty and staff of CCA may offer informal help to outside persons or organizations by responding to inquiries that may be briefly answered, or by referring the inquirer to resources that are available elsewhere.
4. CCA's faculty and staff may offer formal help to requests for assistance, provided that help is defined and determined by contract approved by the Headmaster.
5. The faculty and staff of CCA will seek to pray with and for the leaders and faculty of similar schools in the region.

Admissions Policies

Qualifications

Students

1. Covenant Classical Academy admits students of any race or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship programs, and athletic and other school-administered programs.
2. A child must have reached the following ages by September 1 of the year in which they would be entering the indicated grade:
 - Kindergarten: 5 years old
 - 1st grade: 6 years old
3. If a child has successfully completed the previous school year, and the child's academic work and behavior are aligned with the comparable grade at St. Stephen's, the child will be placed in the

grade for which the child is applying. However, if an admissions assessment reveals that the child is not adequately prepared for the next sequential grade level, the child may be required to repeat the previous grade or, in some cases, not be admitted.

Parents

1. Because Covenant Classical Academy uses a shared instruction model (with lessons being taught in school and at home), it is necessary that parents (co-teachers) affirm their commitment to the historic Christian faith that is taught in the school. CCA parents must be members of (or pursuing membership in) and regularly attend a Protestant reformed or evangelical Christian church.
2. The parents of Covenant Classical Academy students must have a clear understanding of the educational philosophy and mission of the school. This understanding includes their sincere and earnest desire to teach their child in accordance with the clear teaching of the Bible, the system of Christian doctrine summarized in the Westminster Confession of Faith and catechisms, and a classical curriculum and pedagogy, in pursuit of the qualities described in the SSA Portrait of a Graduate, in various and frequent ways within the school's program.
3. Parents must be willing to support the curriculum and culture of the school and cooperate with all the written policies of Covenant Classical Academy. This is especially important in the area of discipline (see Uniforms, Basic School Rules, and Discipline Policy) and school work standards, as well as active communication with the respective teacher(s) and administration.

Learning Disabilities

Definitions

A *moderate* or *severe learning disability* is any condition that would require a separate classroom, program, and/or staff in order to provide the educational services desired by the parents. Examples include significant hearing, speech, or visual impairment, serious emotional disturbance, autism, epilepsy, traumatic brain injury, or multiple disabilities.

A *mild learning disability* is any condition that does not require a separate classroom, program, and/or staff in order to provide the education services desired by the parents. Examples include hyperactivity, limited attention span, poor retention, speech and language disorders, many forms of dyslexia, or inadequate social adjustment. For the purpose of this policy, it is not necessary that the condition was accurately diagnosed or is a genuine learning disability.

Policies

Children with *moderate* or *severe* learning disabilities (see definition above) will not be admitted to Covenant Classical Academy due to the lack of adequate staff and facilities.

Children with *mild* learning disabilities may be admitted to Covenant Classical Academy and will be expected to meet the same academic standards as all the other children in their grade level.

Students who have been diagnosed as having a learning disability may be placed on an Accommodation Plan at the request of a parent. Accommodations beyond those made for all students in a class (ie. change of seat, having a student repeat directions) will not be made without a diagnosis and recommendation from a medical or psychiatric professional.

Procedures

Enrollment

1. **Continuing students**

The priority enrollment period for current students opens in November. There is no enrollment fee for continuing students. However, parents are expected to notify the school if they plan to withdraw their student before the start of the next academic year so the seat can be offered to new students.

2. **Siblings of current students**

Covenant families who wish to enroll additional children not presently attending the school will be given enrollment consideration before new family applicants. The application process for new siblings of current students opens in November. The online application for additional children is accompanied by a non-refundable application fee. The family interview for additional students of current families may be waived at the Headmaster's discretion. A class placement meeting may be scheduled with the Principal after all academic records have been received and assessment results have been reviewed.

3. **New students**

The enrollment process for new students is as follows:

1. Parents contact the Admissions Coordinator, complete the reading packet, and attend a school tour
2. Upper School (6th-12th) students are required to shadow for at least a half day of classes
3. Parents complete and submit the online application with a non-refundable application fee
4. Parents meet with the Headmaster for the parent interview. The interview is intended to answer parent questions and ensure that families understand and support the school's philosophy of education, mission, and values and are aligned with the school in the mutual pursuit of excellence in education, consistent with the goals and policies of the school.
5. If approved for continuing the admission process, a student assessment for class placement will be scheduled
6. After the assessment results have been reviewed, and all requested academic records have been received, parents may be asked to meet with the Principal to discuss class placement
7. The Admissions Committee reviews and finalizes admissions decisions and parents are notified
8. Parents accept the offer of placement and finalize enrollment by paying a deposit equal to 1/12th the annual tuition amount.
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Tuition

1. Annual payment: The full amount of annual tuition is due prior to July 1
2. Monthly payment option: Families may choose to pay tuition on a monthly payment plan divided equally over 12 months (July 1-June 1)
3. Need-Based Tuition Assistance: Need-Based Tuition Assistance: Need-based tuition assistance is available to all eligible families. Covenant Classical Academy determines eligibility based on household income and family size. Please contact the administrator for more information.

4. The published tuition amount includes textbooks and most classroom school supplies. All reusable books and materials purchased by the school remain the property of Covenant Classical Academy. Items not covered in tuition include uniforms, test fees, and school lunches.

Business Matters

Payments

Electronic payment may be made online by ACH withdrawal, credit card, or check (for tuition), or venmo or check (non-tuition). Applicable fees will be charged at the time of payment. All non-electronic payments must be submitted to the front desk of the school office, either by dropping in the payment box or by postal mail. Cash will not be accepted for tuition payments.

Late Payments

Parents are responsible to pay tuition when it is due. If accounts are not current by the last day of the school year (June 30), a place will not be held for the student(s) for the upcoming year until all fees and tuition have been paid. Report cards and/or transcripts may be withheld from parents until back tuition is paid.

Withdrawal/Refunds

The Financial Agreement represents a family's commitment for the full tuition and fees of all enrolled students for one school year. Parents may withdraw their student from the school by notifying the Admissions Coordinator; however, because the school's ability to meet its financial obligations (teacher contracts, facilities lease, etc.) depends on families honoring their Financial Agreement, all enrollment deposits and tuition payments are non-refundable. (Prepaid annual tuition is only refundable by trimester: 75% if withdrawn before school starts, 50% if withdrawn before term 2 begins, 25% if withdrawn before term 3 begins.)

Parent Involvement

Covenant takes seriously its responsibility to support parents in the education of their children, and the direct involvement of parents in all aspects of their children's education is assumed. This includes the Co-Teacher responsibilities listed below:

- ☐ Administer at-home learning days based on teacher-prepared lesson plans.
 - ☐ Prepare to teach lessons by reviewing plans in advance.
 - ☐ Seek teacher's advice about any instructional questions after previewing lessons.
 - ☐ Use direct, one-on-one instruction with your student in areas such as math, grammar, and spelling.
 - ☐ Sing, chant, memorize, and experience wonder together with your student!
 - ☐ Monitor your student as they work independently on age-appropriate tasks.
-

- ☐ Provide individualized educational support based on intimate knowledge of your child's strengths and needs.
- ☐ Help cultivate an attitude of perseverance within your child as you learn together.
- ☐ Communicate student progress to the teacher on a regular basis.
- ☐ Assist your student in taking completed work to school.

Co-Teacher Trainings

-Co-Teachers are expected to attend monthly training sessions. These take place on the same day and time each month. Topics for training include focus on specific teaching strategies, curriculum approaches, character and virtue formation, as well as the classical Christian approach to education.

-Co-Teachers are required to attend a one week summer orientation each August that focuses on introducing the goals, teaching strategies, and curriculums for each student's grade, as well as orienting the Co-teacher to the procedures of the collaborative model and CCA specifically.

Communication Expectations

Email

This is the best form of communication for questions about lesson plans, implementation, and any updates with your child's progress. Teachers will respond to all emails within 24 business hours.

Office Hours

Each Teacher has four set office hours each week. You can schedule to meet with your teacher in 15 minute increments for phone calls/Google Meet during these times.

Office hours are great for any time a discussion would be helpful to support at-home teaching or your child's progress. If a question or conversation arises that would take more than a one paragraph email to answer, an office visit is the way to go!

Campus Visitors

Parents, volunteers, and alumni are welcome to be on campus for a stated purpose under the supervision of a teacher or staff member. All visitors going beyond the lobby of the school must sign in and out on the Visitor Log and wear a visitor ID badge. Visitors are expected to respect the school staff and allow them to get their work done while on campus.

Anyone wishing to meet with specific administrators or faculty may schedule an appointment directly with them. Headmaster appointments should be scheduled through the office.

All visitors are expected to dress and behave appropriately while on campus, consistent with our desire to maintain a distraction-free learning environment that promotes professional and biblical standards of modesty and decorum.

Observing Classes

Parents are welcome to sit in and observe any class. Visiting parents must make arrangements with the Principal at least two days in advance. All visitors must check in at the front office when they arrive. During the class, visitors should observe quietly from the area designated by the teacher.

Parent Conduct Standards

Parents are expected to conduct themselves in a courteous and respectful manner when interacting with students, faculty, staff, and administrators, as well as with those who lead extracurricular activities, including coaches, volunteers, or other representatives of CCA.

Any parent who engages in a pattern of harsh speech or unruly conduct, whether in person or through other forms of communication, may be required to withdraw their child from the school. Should a student desire re-admittance to CCA after being withdrawn for parent conduct, the Headmaster will make a decision based on, but not limited to, the circumstances surrounding the withdrawal, the parent's current attitude as relates to the reason for withdrawal, and the circumstances at the time of re-application.

If a family has a legitimate grievance, provisions for addressing their concerns are published in this handbook (Grievance Policy), and no provision of the above policy is intended to prevent a family from having their concerns heard and addressed through appropriate channels.

Promoting Outside Programs or Events

Covenant Classical Academy does not officially promote outside programs or events, including those our students are involved in. However, students are free to invite their friends at school to events or performances.

Students may not solicit pledges or sales for outside programs at school.

Special Occasions

We strive to use class time for instruction, and celebrations should be planned so as not to distract from the teacher's instructional goals. For birthdays or other celebrations, please contact the child's teacher prior to making any plans that require school time. Parents who receive permission from the teacher to bring treats for a special occasion must check in at the front desk when delivering the treats.

Party Invitations

Invitations to off-campus birthday parties may not be distributed on school property.

Daily Routines

Parking Lot Traffic

General

The speed limit throughout all school parking lots is 5 mph. All drivers must watch carefully for adults and children entering and exiting vehicles in the parking lot.

Parents and students must use available crosswalks to cross the parking lot, and drivers must be prepared to stop for students throughout the parking lot. Barriers will restrict traffic through the parking lot during school hours.

Drop-off

Students must be dropped off during the 15 minute window before the start of school. Students may not be dropped off earlier unless parents have received express permission from the school office. If students arrive on campus prior to 15 minutes before the start of school, they should wait with their driver in their vehicle in the car line.

Parents may park and walk students into their classrooms, or students may exit cars in the section of the drive thru lane just in front of the school's front doors. If parents arrive late (after the start of school), students should be walked up the stairs and checked in at the front desk by their parent.

Drivers should exit the lot in the proper direction (turning left just after the front doors and then left again to the exit). Drivers must not attempt to turn around or exit the parking lot by driving the opposite way.

Pick-up

Students will be dismissed directly to their parents from the exterior doors to their classroom.

Students are not to be on campus later than 15 minutes after dismissal time unless they are under parental supervision.

School personnel are responsible for all students in their custody during school hours. The school will maintain a record of people who are authorized to pick up each student. Students will not be released to anyone who is not on the list of people authorized to pick up the child (either during the school day or at dismissal) unless a parent/legal guardian has notified the school office by telephone or in writing. Anyone other than custodial parents picking up a student should be prepared to show photo ID. Anyone picking up any student during school hours (whether a parent/legal guardian or authorized "pick-up" person) must come to the front desk to sign the student out. The school will not release students to anyone without following these procedures.

Release of Students

School personnel are responsible for all students in their custody during school hours. The school will maintain a record of people who are authorized to pick up each student at CCA. Students will not be released to anyone who is not on the list of people authorized to pick up the child (either during the school day or at dismissal) unless a parent/legal guardian has notified the school office by telephone or in writing. Anyone other than custodial parents picking up a student should be prepared to show photo ID. Anyone picking up a student during school hours (whether a parent/legal guardian or authorized “pick-up” person) must come to the front desk to sign the student out. The school will not release students to anyone without following these procedures.

Early Release of Students

If a student needs to leave for any reason during school hours, parents must notify the office in advance. Students must be signed out by a parent. Students who return to school during school hours must check in at the office.

Attendance

Definitions

Tardy-Excused:	dentist, doctor, traffic, extenuating circumstances
Tardy-Unexcused:	overslept, not ready on time, left late, behavior/uniform issues
Absent-Excused:	illness, bereavement, family illness
Absent-Unexcused:	vacation, out of town guests, non-CCA extracurricular activities

Purpose

This policy promotes the safety and effective instruction of students by ensuring that all students are accounted for throughout the school day. Because each class period contributes significantly to the curricular objectives of Covenant Classical Academy, and because the instructional program is progressive and sequential, student attendance is expected in all scheduled classes. Missed learning activities can rarely be replicated, and many missed assignments are not replaceable with make-up assignments.

Communications

Students enrolled in Covenant Classical Academy are expected to attend all scheduled classes, i.e., parents and/or students do not decide which core classes students are enrolled in. A record of attendance for each student will be kept with the total number of days absent and days present recorded on the student’s permanent record. Parents must notify the school office when their student will not be at school by email at office@covenantnw.com

Unplanned, Short-Term Absences, and Tardies

If a student is expected to be tardy or absent for any reason, parents must notify the school office before the start of the school day by email at office@covenantnw.com. The email should include an

estimated arrival or return time and state the reason for the tardy or absence (including symptoms if ill). Students who are absent due to illness more than three days in a row may be required to provide a note from their physician.

Planned and Extended Absences

Parents must notify Administration by emailing the office at least two weeks prior to any extended (two or more in-class days) voluntary absences, explaining the circumstances.

School Verification

Each school day, within the first half hour, office staff will compare attendance notifications received from parents with class attendance records. If any student is not present and the school office has not received notification from parents, office staff will notify the Director of Operations and begin calling all numbers on file for the parents. Every effort will be made to reach parents in this event. If office staff speak with a parent and learn that the student was dropped off at school and is now missing, the police will be notified immediately.

Policies

Tardies

Students who arrive in class after the start time are marked tardy. When students are tardy, they must check in at the front desk of the school. Habitual tardiness, five or more in a trimester, may be dealt with as a matter of student discipline.

Excused Absences

Students whose absences are deemed excused will receive additional days and support to make-up assignments. Teachers will work with the student to make-up missed assignments and/or in-class activities; on occasion students may be excused from assignments or activities that cannot be made-up.

In the event of an unplanned extended absence, such as for illness, bereavement, or other emergency, students will have one week from the day of return to make up their schoolwork.

Unexcused Absences

Students are expected to be in class unless they have an excused absence. No additional days will be given for making-up missed assignments for unexcused absences. Assignment due dates will remain the same for the unexcused absent student as for the rest of the class including work assigned during the absence. The late work policy (see Homework section) will be followed for work turned in after an unexcused absence. This means that an assignment due on the day of the unexcused absence that is not turned in that day will receive a 20% grade reduction. Assessments that are missed due to unexcused absences will also be considered late and receive a 20% grade reduction (exception for Finals Weeks below).

Maximum Absences

In the event a student is absent from a class or from school for more than 10 days in a trimester or 20 days in a year, the student's parents may be asked to meet with the Principal (and teacher(s) if necessary) to determine whether the student will receive a letter grade, a grade of P (pass), a grade of

F (fail), or an incomplete (I) on their report card and transcript. In extreme cases where students miss multiple weeks of school in a year, the student may not be allowed to progress to the next grade.

School Rules and Discipline

Basic School Rules

The following school rules are essential policies that every student is required to understand and adhere to:

1. **Obedience:** Obey all requests from a teacher, administrator, staff member, or volunteer promptly and cheerfully.
2. **Stewardship:** Treat school property, school facilities, and the property of others with care. Students will not take or use items that do not belong to them without permission of the owner. When using the property of others, including textbooks, students will treat those items with respect and care. Staff and students will strive to keep the school's campus neat and clean.
3. **Respect:** Be respectful, patient, and gracious to other students, teachers, administrators, staff members, and guests. Scripture exhorts us to use our words to build one another up. Insults, careless joking, complaining, gossip, and unkind, vulgar, obscene, and profane speech have no place in the CCA community.
4. **Preparation:** Arrive to class promptly and ready to learn. This means not only being on-time to class, but coming to class having the necessary materials and completed pre-work.
5. **Participation:** Joyfully participate in all class and school activities. Because the classroom is a community of learners, students will refrain from behavior that distracts classmates from their learning. Students will demonstrate honesty in their school work and dealings with one another and staff.

The basic school rules are summarized and posted in each classroom as follows:

1. Obey cheerfully all the way and right away
2. Be respectful and kind to one another
3. Be prepared and stay on-task

Students may not possess weapons (as defined in ORS 166.360) on school grounds.

Cheating and Plagiarism

Covenant Classical Academy does not tolerate cheating or plagiarism by any of its students in any class. The school defines cheating as seeking to gain or provide an unfair advantage by giving or receiving unwarranted help on an assignment, project, or test. This illegitimate aid can be verbal, written, or electronic. When a student is caught cheating, he or she will receive an automatic zero for the assignment. In the case of flagrant or repeat offenses, the Principal may impose other disciplinary measures including a failing grade for the course, suspension, or expulsion.

Plagiarism: According to the Council of Writing Program Administrators, “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” Plagiarism is a form of cheating and is dealt with in the same manner as other cheating situations.

Note on AI: Blatant copying and pasting of AI generated content is considered plagiarism based on the definition above. Furthermore, at Covenant Classical Academy, the assignments and questions teachers present students with are intended to take time and be difficult. Skills and understanding come through patient and persistent effort, often involving struggle. Using AI to circumvent the learning process robs students of further opportunities to grow. All assignments are intended to be completed *without the use of AI* and the assumption is that students will complete it as such.

Electronics

Covenant Classical Academy requires no use of computers during classroom days, and minimal use by co-teachers in preparation for at home school days.

Computer Use

Co-teachers are expected to have access to a computer and the internet at home. Covenant Classical Academy uses Google Classroom as the platform on which Lesson Plans are posted and classroom teachers and co-teachers communicate. No student work is uploaded to Google Classroom, and its use is for the Co-teacher only. A student will never be expected to log onto a computer, Google Classroom, or engage in any type of distance learning activity on a computer.

Printing

Parents may need to print assignments and are expected to have access to a printer at home.

Cell Phones and Smartwatches

Covenant Classical Academy students are not permitted to bring cell phones or smart watches* onto campus at any time.

Students who need to contact parents during school hours may use the phone at the school office.

*for the purpose of this policy, a smart watch is understood to be a wearable device that is capable of an internet connection, whether or not it is actually connected to a network.

Food and Drink

The following guidelines provide the parameters for consuming food and drinks during the school day. The purpose of these rules is to minimize distractions in the classroom and maintain care for the facilities.

- Food is only permitted in the classroom when it is for the entire class and approved by the teacher
- No nuts or peanuts are allowed due to severe allergies
- Chewing gum is not allowed during the school day
- Water is the only beverage permitted without prior permission from the teacher
- Parents may not deliver treats or drinks during the school day without prior permission from the teacher

Discipline Policy

Discipline is an ongoing activity, not an event. It is a long, purposeful process of training, shaping, reminding, correcting, counseling, and encouraging. While we typically think of “discipline” as what happens when children disobey, it is important to remember that true biblical discipline involves much more than just correcting bad attitudes and misbehavior.

Any correction of misbehavior at CCA will be based on biblical principles of repentance, confession, asking and extending forgiveness, appropriate consequences, restoration of fellowship, and no lingering attitudes. The majority of behavior issues will be dealt with at the classroom level. Any correction of students in the classroom will be administered such that it does not detract from teaching time.

Office Visits

If a student violates any of the basic school rules, a representative of the school (teacher, staff, volunteer, or coach) may refer the matter formally to Administration.

During the office visit, the Administrator will seek to understand what happened and determine the appropriate response. In-school consequences may include verbal or written apology, restitution, loss of privileges, or other appropriate measures consistent with biblical guidelines.

In the event of a formal visit to the Administrator or Headmaster, the following accounting will be observed:

1st and 2nd Office Visit: The first two times a student is sent to the office for discipline, the student's parents will be contacted and given details of the situation and the school's response.

3rd Office Visit: Following the third visit, a meeting will be scheduled with the student's parents and the Headmaster to discuss the situation and create a Student Improvement Plan.

4th Office Visit: Should the student require a fourth visit, a two-day suspension may be imposed on the student.

5th Office Visit: If a fifth incident occurs, the student may be unenrolled from the school.

Suspension/Expulsion

Covenant Classical Academy realizes that excluding a student from school is a serious matter and should always be carefully considered on a case-by-case basis. Forgiveness, reconciliation, and restoration of fellowship are fundamental to our discipline policy. However, when a student's behavior clearly communicates that he or she is unwilling to constructively participate in the daily life of the school, suspension provides a concrete illustration of the student's attitude and can help the student (and parents) better understand the seriousness of the situation. If a student and his or her parents are unable or unwilling to remedy behavioral problems before a fifth office visit, the student may be unenrolled.

The Headmaster may exclude, suspend, or unenroll any student at any time if the Headmaster decides such action is necessary to protect and promote the mission and culture of the school. Such an action would be rare, usually following multiple attempts to remedy the situation, and only occurring after it is determined that the student's presence at the school is having a significantly adverse effect on other students or evidently undermining the school's ability to fulfill its mission and maintain its culture.

Serious Misconduct

Examples of serious misconduct include: acts endangering the health or safety of other students or teachers, gross violence or vandalism to the school or church facilities, drug and alcohol use, and/or other violations of civil law. Should a student commit such an act, the discipline process may be accelerated and suspension or expulsion imposed immediately. Students may be subject to school discipline for serious misconduct which occurs outside of school hours.

Readmittance

Should an expelled student desire readmittance to Covenant Classical Academy at a later date, the Headmaster will make a decision based on the student's attitude and circumstances at the time of the re-application.

Library Rules and Book Evaluation

Any book that is checked out to a student, either from the library or as part of the curriculum, must be returned in similar condition to when it was checked out. Damaged books will be assessed a fine for repairs or replacement according to the following scale:

GOOD

Minor repairable damage to cover and pages with no loss of functionality.

Fine for damage and repairs = 25% of the book's replacement value

FAIR

Major repairable damage to cover and pages with questionable functionality.

Fine for damage and repairs = 50% of the book's replacement value

POOR

Major damage with loss of functionality.

Fine for damage = Full cost of replacement

If the condition of the book is in question, final determination of the condition will be made by the Librarian.

Grievance Policy

The Bible teaches that conflicts should be handled discreetly and carefully, in a spirit of reconciliation, while believing and speaking the best about each individual involved. The following policy establishes the process for resolving misunderstandings, differences of opinion, concerns, disputes, and grievances concerning any aspect of Covenant Classical Academy's operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administrators, and board members. If at any point the proper channel or contact is not clear, do not hesitate to contact an administrator or the Headmaster for counsel/direction. Otherwise, the general procedures below should be followed.

Parents/Students to Staff and Administrators

1. All questions or concerns associated with the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student. A respectful demeanor is required at all times.

2. If the issue is not resolved, or if the question or concern is about a school policy or the general operation of the school, the parents or student may bring their concern to the appropriate administrator (principal, dean). Students must have permission from their parents before bringing an issue to an administrator.

Parents/Staff to Headmaster

1. If appropriate channels have been pursued and the issue is still not resolved, concerns may be brought to the Headmaster. This is the last recourse regarding school curriculum, programs, rules, discipline, staff members, and other school activities.

Parent/Staff to Board of Directors:

1. If a parent or staff member believes that the Headmaster is derelict in his or her duties, or is acting in a way that is unethical or immoral, or that the Board is violating its own policies, then it would be appropriate to request, in writing, a hearing from the Board, stating the issues, concerns, proposals, and steps taken while seeking resolution.
 2. Written requests for Board review shall be provided to the Chairman of the Board, who will first determine whether the grievance policy has been followed. If it has, then the request will be presented to the full Board for consideration. It is wholly up to the Board to decide whether to hear an issue, encourage further discussion with the administration, or defer to the Headmaster's decision.
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Safety

Liability Waiver/Medical Release Form

All parents are required to sign an electronic liability waiver/medical release at the beginning of each school year. This signed release must be on file in the school office in order for a student to attend school. Please notify the school if the medical and/or insurance information changes at any time during the year.

Safety Drills

Students will receive instruction in the following emergency procedures: evacuation (fire, building collapse, hazardous materials), shelter (earthquake), hold (incident in the hall), secure (potential outside threat), and lockdown (active threat in the building). Students will be instructed about the variety of possible reasons for each procedure and practice following the teacher's instructions quickly and calmly.

In instructing students about emergency procedures and conducting safety drills, Covenant will emphasize to students the sovereignty of God in all things and that we practice for emergencies not out of fear, but to become familiar with following instructions and acting quickly and calmly.

Crisis Response Procedure

In the event of an emergency due to police activity or other threat, administrative staff shall notify teachers of a secure or lockdown procedure.

Secure is a procedure used when there is a potential threat outside the building, preventing unauthorized persons from entering the school. This procedure allows school activities to continue as normal inside the building during the outside disruption. In a secure procedure, any students and staff who are outside shall immediately return to the building. All entrances to the building will remain closed and locked and no one will be permitted to enter or exit the building until further notice from administrative staff.

Lockdown is a procedure used when there is an immediate threat inside the school, such as an intruder. Lockdown minimizes access to the school and secures staff and students in rooms. In the case of a lockdown, teachers will immediately lock the doors to their classrooms, cover the door window, turn off the lights, move the students to a predetermined area of the classroom, and keep students calm and quiet. As part of this procedure, everyone must remain inside their rooms until the situation has been declared safe by administrative staff or police.

In the case of a catastrophic event, administration or local law enforcement will provide direction (most likely via text message) regarding a location where parents can receive updates and be reunited with their students. These locations are not predetermined due to a variety of factors that would be assessed at the time of an incident.

Custody

If custodial parents separate or have a change in custody arrangements, they must notify the school immediately. When legal documents dictate custody arrangements, a copy of these documents must be provided to the school. When legal documents do not exist, the parents must communicate their new arrangements, to be verified by both parents.

Mandatory Reporting

According to ORS 419B.005 and 419B.010, any school employee who has a reasonable suspicion that a child has suffered abuse is required to make a report. Employees of Covenant Classical Academy will adhere to this law.

Photos/Videos

Families are permitted to take photos and videos of their children at school events and field trips. They are free to use their own children's images how they see fit, but before they post photos of other children to any social media, the internet, or otherwise distribute these images, they must have the written permission from any other affected child's parents.

Student Files

Access to student files shall be restricted to the student's parent or legal guardian, the student's teachers, and the administrative staff. If a teacher wishes to review a student's file, they may do so in the school office. If a parent wishes to review a student's file, they may do so in the presence of administrative staff. All material reviewed must be returned to the file. A parent may request a photocopy of their student's file.

Student Health and Medications

Immunizations

All students attending Covenant Classical Academy must have on file with the school either a current immunization record or an exemption statement according to ORS 433.267.

Illness

A child should be kept home from school anytime the student is feeling unwell. Our goal is to minimize the spread of illness within the school and keeping ill students home is a vital key to this goal.

Anytime a student has a fever above 100.4° or has experienced vomiting/diarrhea they must be symptom free without the use of medication for 24 hours before they can return to school.

If your student has head lice, please keep the student home until after the initial treatment has been completed.

Please communicate with the school office anytime you will be keeping your student home for health reasons.

Medications

Definition

Medication: non-injectable medication as defined by the FDA: over-the-counter or prescription medication that has active ingredient(s) (These have been approved by the FDA and are eligible for administration at school by trained staff.)

Possession of Medication by Students

Students are not allowed to have any medication in their possession (pocket, backpack, locker, etc.) at school. Any medication a student may need to take while at school must be delivered to the office by a parent according to the guidelines under Staff Administration of Medication to Students. Students will go to the office to receive their medications in a manner that does not disrupt classroom instruction.

The only exceptions to this policy are cough drops and sunblock/sunscreen. Students in grades 2-12 may possess and use cough drops, sunblock, and sunscreen at school, according to the instructions on the package, if the student and parent have signed the self-administration form and delivered it to the office. Students must not share cough drops, sunblock, or sunscreen with other students.

Staff Administration of Medication to Students

Trained staff will administer medication to students at school and at school sponsored activities. Staff are not able to administer medication to students outside of the requirements below (for example, staff may only administer medication provided by parents and with the completed paperwork). Parents may request a copy of the staff policy regarding the handling of medication at school from the office.

Requirements

1. A parent or guardian of the student must submit to the school a completed medication administration form for each student and each medication.
2. All prescription medication must be in the original bottle with prescription label.
3. Over-the-counter medication must be in its original packaging and not expired.
4. Medication requiring cutting must be cut by a parent or legal guardian before being brought to school. Parents must supply the school with dosage spoons for any liquid medications.

Controlled Substance Administration

In the event that a student is prescribed a controlled substance (any substance listed in the schedules of the Controlled Substances Act of 1970) that needs to be administered during school hours, the following additional steps will be followed:

1. When the parent or guardian delivers the medication to school, a pill count or liquid measurement will take place and be signed off by both the receiving staff and the parent.
2. Every time a controlled substance is administered to a student, there will be a two staff sign-off on the amount given and time administered.
3. A medication reconciliation will be performed at the end of the prescribed treatment to ensure amount received, amount given, and amount returned (if any) are accounted for.
4. Any unused portion of medication that is to be returned to the parents will be counted and signed off by both staff and parent.

Head Injury / Concussions

Parents should keep a student home from school for the first 24 hours after a head injury if there is a suspected concussion.

If the diagnosis of concussion is made by a licensed medical professional, parents should notify the school as soon as possible. The school nurse will then work with the parents, doctor, and school to coordinate academic accommodations and return to learn/return to play protocols.

Uniforms

Purpose

Students are required to wear simple uniforms in order to promote a disciplined, safe, and distraction-free learning environment. The dress code cultivates a sense of corporate identity and encourages students to express their individuality in ways other than external appearance. It is designed to minimize negative peer pressure, simplify decisions for parents, and cultivate modesty and decorum.

Policies

Students are required to wear simple uniforms in order to promote a disciplined, safe, and distraction-free learning environment. The dress code cultivates a sense of corporate identity, encourages students to express their individuality in ways other than external appearance, and trains students in self-management. It is designed to minimize negative peer pressure, simplify decisions for parents, and cultivate modesty and decorum.

Policies

1. Uniforms are to be worn while at school (from the moment students walk in the doors until the end of the school day).
 2. Students are to dress neatly (clean clothes with no holes or tears, shirts tucked in, shoes tied, clothing appropriately sized for the wearer, only top most shirt button unfastened).
 - Students will come to school with shirts tucked in. PreK-2nd grade students are not required to keep shirts tucked in throughout the day.
 3. All clothing is to be purchased through approved vendors – Lands’ End and Dennis – or be identical in color, style, and fit.
 4. Specific uniform guidelines for each grade are published on the CCA website at www.covenantnw.com.
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Educational Policies

Course Descriptions

Covenant Classical Academy maintains a curriculum guide where each course or subject taught in the school is summarized through prescriptive content goals and objectives.

Materials Selection

This policy applies to all classes taught at Covenant Classical Academy. It is designed to ensure that the philosophical and educational goals of Covenant Classical Academy are being adequately reinforced through the teaching materials selected for each class.

Selection criteria: All curricular materials must be aligned to the corresponding course guide for the course being taught. Additionally, the materials should be grade level appropriate and reflect the mission and values of the school.

Teaching materials written from a non-Christian perspective must meet the following conditions:

- a. Thorough research identifies no sound biblically-based materials of equal or better quality than non-Christian materials, or
- b. The material’s primary document status necessitates it be used to fulfill adopted course objectives, or
- c. It is determined that while secular in intent, the materials support rather than undermine broad biblical truths (e.g., a high quality, secular mathematics text, or high quality, classic literature).

Process of adopting materials:

- a. The principals, Headmaster, or a teacher may make the recommendation to add, alter, or discontinue a text.
- b. The decision to modify curriculum will be left to the Headmaster, in consultation with the teacher(s) and principals.
- c. All such recommendations of texts/materials must comply with the above considerations for selection of materials, in addition to other factors including durability and future availability of proposed texts/materials.

If a member of the school community (parent, teacher, Board member) has a concern about the use of a particular text/material, the matter will be referred to the Principal for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the Headmaster.

Controversial Subjects

Covenant Classical Academy respects the diverse convictions of parents and teachers in various academic subject areas, while at the same time striving to teach all subjects in the light of a comprehensive Christian worldview.

A controversial subject is a subject about which Christian families and churches commonly disagree.

1. If, in the course of teaching a class, a controversial question or topic arises and the teacher determines a discussion of the topic will not help achieve the goals set for that class in the curriculum guide, the teacher will not allow class time for the discussion of the topic.
2. If the teacher determines a discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - Assess whether he or she is prepared to lead an edifying discussion of this topic.
 - As necessary, instruct the class on the responsibility of Christians to be charitable in the midst of disagreement.
 - Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - As appropriate (i.e., pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading differing authors, etc.
 - Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling or poor teaching of controversial subjects.
3. Teachers are expected to serve as a role model of a mature Christian adult to the students. As such, they must carefully avoid any adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he or she is to model and encourage a gracious and scholarly attitude in the students.

Secondary Doctrine

As we teach, we will strive to present Christian doctrine in its appropriate scriptural and historical contexts, and we will encourage the kind of discussion and debate which the church has enjoyed for the last two thousand years. Other issues of importance not addressed explicitly in our Statement of Faith are appropriate for discussion and useful for helping our students develop a more disciplined approach to interpreting the Bible. In the end, we encourage our students to seek the counsel of their parents and churches on matters of historical disagreement within Christ's Body.

"Secondary doctrine" is defined as doctrines about which Christians historically disagree or that are not explicitly addressed in the Westminster Confession of Faith and catechisms. Classroom discussions of secondary doctrine should be informative, not inflammatory. Teachers must be careful not to speak to students in a manner that would cause them to lose respect for their parents or pastor. The teacher should encourage the students to follow up any questions they may have with their parents and/or pastor.

Promotion and Academic Probation Policies

Definitions

Promotion: the advancement of a student from the most recent grade completed to the next successive grade

Retention: requiring a student to repeat the grade in which he was most recently enrolled

Academic Probation: an indication that a student is not making sufficient academic progress

The curriculum of Covenant Classical Academy is sequential, meaning that the majority of the goals of a particular grade are built upon prerequisite skills, knowledge, and understanding gained in a previous grade. In desiring the character and academic growth for all students, the school makes every effort to place students in the grade/course for which they are most likely to find success. The promotion/retention policy provides guidance to families, teachers, and administration regarding when the decision to retain a student would be made. The school's academic probation policy ensures clear and timely communication when students are not making sufficient academic progress.

Promotion

Assumed Promotion

Promotion is assumed for all students who receive passing grades (above 70%) in all of their subjects/courses or have only a few failing grades that do not meet the criteria for a Promotion/Retention decision. In circumstances where a student was in danger of failing multiple subjects/courses, the school may recommend retention, but will not require it.

Promotion/Retention Decision

The school Principal will communicate a decision to either retain or promote a student whenever a student's final report card includes either of the following:

1. Two trimesters with a failing grade (below 70%) in a single subject/course (ie. an F in Math for both Trimesters 1 and 2),
2. Or, two or more failing grades in the final trimester of the year.

A student will be retained when teachers and Principal agree that a student is not prepared to make appropriate progress if promoted to the next grade. Communication of the decision will be made to parents no later than the week following the publishing of trimester 3 report cards in June.

Student Improvement Plan

At the discretion of administration, students who are struggling academically or behaviorally at Covenant Classical Academy may be placed on a Student Improvement Plan (SIP). The purpose of the SIP is to provide accountability and a clear path for improving student behavior or academic discipline. For students placed on a SIP, their ability to remain at the school may depend on demonstrated change in behavior or academic performance. The SIP will be outlined at a meeting with parents, an administrator, one current teacher, and the student (if appropriate). The goal of the meeting is three-fold: to identify student needs, to set improvement goals, and to identify the responsibilities of the school, parents, and the student with the goal of improving educational outcomes.

Minimum Requirements for Placement or Promotion

(In addition to passing previous **math, reading, and writing** classes with at least a 70% average per term.)

To enter 1st grade a student will be able to:

- Form lowercase and capital letters in cursive at 70% accuracy or above
- Recite the days of the week and months of the year
- Identify the 26 letters of the alphabet and their sounds (minimum: short and long vowel sounds)
- Write 26 lowercase letters at 70% accuracy or above
- Isolate beginning, middle, and final phonemes
- Blend sounds into words 70% of the time (or more) with grade level text
- Decode sounds from words 70% of the time (or more) with grade level text
- Retell a grade level passage at instructional or independent level
- Count to 100
- Count forward and backward by 10 from 0 to 100
- Recognize numbers 1-50
- Write numbers 1-30
- Add and subtract within 10 with or without manipulatives
- Identify what comes next in a pattern
- Compare greater and lesser numbers below 20
- Order increasing and decreasing patterns below 10
- Write their name using capital and lowercase letters
- Write a sentence (a complete thought) with attention to capital, ending punctuation, and spelling

To enter 2nd grade a student will be able to:

- Form all lowercase and capital letters correctly in cursive
- Identify 54 phonogram sounds at 70% accuracy or above
- Score at 1.5 grade level or above on a diagnostic orthography (spelling) test
- Read a grade level passage at a rate of 60 words correct per minute or above
- Retell a grade level passage at instructional or independent level
- Answer questions from a grade level passage at 70% accuracy or above
- Count by 2, 5, 10
- Add and subtract mentally within 20
- Identify the number before and the number after a given number
- Count backwards from 30
- Identify odd or even numbers
- Identify place value up to one thousand's place in a given number.
- Order increasing and decreasing patterns greater than 10
- Write two simple sentences of their own creation with grade level words spelled at 80% accuracy or more
- Capitalize the beginning and punctuate the ending of a sentence 70% or more of the time.
- Identify a noun and verb in a sentence

To enter 3rd grade a student will be able to:

- Form all lowercase and capital letters correctly in cursive and print
- Identify 72 phonogram sounds at 70% accuracy or above

- Score at 2.5 grade level or above on a diagnostic orthography (spelling) test
- Read a grade level passage at a rate of 100 words correct per minute or above
- Retell a grade level passage at instructional or independent level
- Answer questions from a grade level passage at 70% accuracy or above
- Count by 2, 3, 4, 5, 6, 7, 8, 9, & 10's at 70% accuracy or above
- Add and subtract mentally within 100
- Addition and Subtraction facts mastered 1-10
- Multiply by 2s, 5s, and 10s
- Identify place value up to the ten thousand's place in a given number.
- Identify increasing and decreasing patterns of numbers greater than 100
- Round numbers to the nearest tens and hundreds places
- Solve 2-digit addition, subtraction, and multiplication problems.
- Order 5-digit numbers least to greatest
- Tell time on an analog clock and have strategies for solving elapsed time problems
- Count coins and bills and find the difference between money amounts.
- Write three to four simple sentences on one topic with grade level words spelled at 80% accuracy or more
- Capitalize the beginning and punctuate the ending of a sentence.
- Incorporate descriptive word choice into sentences of their own construction.
- Identify a noun, verb, adjective, and adverb in a sentence

To enter 4th grade a student will be able to:

- Form lowercase and capital letters correctly in cursive and print
- Identify 72 phonogram sounds at 70% accuracy or above
- Score at 2.5 grade level or above on a diagnostic orthography (spelling) test
- Read a grade level passage at a rate of 120 words correct per minute or above
- Retell a grade level passage at instructional or independent level
- Answer questions from a grade level passage at 70% accuracy or above
- Add and subtract mentally within 1,000
- Addition and Subtraction facts mastered 1-10
- Multiplication facts 2-10 memorized to automaticity at 70% accuracy or above
- Identify place value up to the ten thousands place in a given number.
- Identify increasing and decreasing patterns of numbers greater than 1,000
- Round 4-digit numbers to the nearest tens, hundreds, and thousands places
- Solve 3-digit addition, subtraction, and multiplication problems.
- Order 4-digit numbers least to greatest
- Tell time on an analog clock and implement strategies for solving elapsed time problems
- Count coins and bills and find the difference between money amounts
- Solve one and two-step word problems using a bar model at 70% accuracy or above
- Identify fractions: ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$). Add and subtract, simplify, and order fractions at 70% accuracy or above
- Write four to five simple sentences on one topic with grade level words spelled at 80% accuracy or more
- Capitalize the beginning and punctuate the ending of a sentence.
- Incorporate descriptive word choice into sentences of their own construction.

- Identify a noun (including transitive), verb, adjective, adverb, direct object, and prepositional phrase in a sentence

To enter 5th grade a student will be able to:

- Form lowercase and capital letters correctly in cursive
- Identify 72 phonogram sounds at 70% accuracy or above
- Score at 2.5 grade level or above on a diagnostic orthography (spelling) test
- Read a grade level passage at a rate of 130 words correct per minute or above
- Retell a grade level passage at instructional or independent level
- Answer questions from a grade level passage at 70% accuracy or above
- Add and subtract within 1,000
- Addition and Subtraction facts mastered 1-100 at 70% accuracy or above
- Multiplication facts 2-10 memorized to automaticity at 80% accuracy or above
- Identify place value up to the hundred thousands place in a given number.
- Identify increasing and decreasing patterns of numbers greater than 10,000
- Round 5-digit numbers to the nearest tens, hundreds, and thousands places
- Solve 4-digit addition, subtraction, and multiplication problems.
- Order 5-digit numbers least to greatest
- List common multiples and factors
- Turn decimals into mixed numbers and vice versa
- Apply order of operations to equations with unknown values
- Tell time on an analog clock and implement strategies for solving elapsed time problems
- Count coins and bills and find the difference between money amounts
- Solve one, two-step, and three-step word problems using a bar model at 70% accuracy or above
- Add and subtract, simplify, and order fractions at 80% accuracy or above
- Write five or more simple sentences in a well-formed paragraph with grade level words spelled at 80% accuracy and capitalization and punctuation at 80% accuracy or above
- Incorporate descriptive word choice and transitional sentence openers into sentences of their own construction.
- Identify a noun (including transitive), verb, adjective, adverb, direct object, indirect object, adverbial clauses, and prepositional phrase in a sentence

Guidelines for Student Support

Covenant Classical Academy exists to help parents provide an academically excellent Christian education for their children. The faculty at Covenant Classical Academy is committed to helping students flourish by teaching a rich curriculum, demonstrating knowledge and love of subject matter, and developing relationships with each student. When students need additional support and attention outside the normal class time spent, the following guidelines will be followed:

Trimester 1:

- During the first trimester, if a student appears to be struggling as compared to a normal rate of progress, the teacher will document their observations using the Struggling Students Teacher Checklist and Accommodations Form. Furthermore, the teacher will communicate

these concerns with the family throughout the trimester and during Parent/Teacher Conferences.

Trimester 2:

- During the second trimester, teachers will work with colleagues and the family to generate a strategic plan. This strategic plan may involve diagnostic testing for learning disabilities. Furthermore, if progress is not being made, the family, teacher, and principal should meet to put together a Student Improvement Plan.

Trimester 3:

- The third trimester should be used to monitor and follow-up on the Student Improvement Plan. If adequate progress has not been made by the midpoint of the third trimester, another conference should be held with the parents to provide further strategies for success. This documentation should be captured in the student's file with plans for continued support outside of school with clearly defined goals for the next year.

If properly placed when entering Covenant Classical Academy, retention will rarely be considered. However, students need to demonstrate minimum requirements as noted in the above section in order to be promoted to the next grade level or be receiving intentional one-on-one tutoring that supports the academic growth of the child.



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