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CCA Mission Statement

Covenant Classical Academy exists to assist parents in their covenant responsibilities to train their children to love the Lord their God with their whole mind, heart, soul, and strength. We accomplish this through the use of proven classical methods implemented within a consistent Biblical worldview, designed to strengthen these young Christian soldiers for the great raging battle for truth, beauty, and goodness. We seek to equip our students with the tools necessary to take dominion in every area of creation over which Christ asserts His Kingship.

Covenant Christian Academy was established in 1997 as a private, Christian school committed to providing a classical and biblically-based education to young people in the primary and secondary grade levels. Education at CCA is intended to be inherently different in both philosophy and content than that offered in the state schools. CCA strives to operate as a servant to the family based on the premise that the education of young people is the responsibility of parents, the immediate family and the Church, rather than the prerogative of the state. CCA provides a biblically-based curriculum and teaches subjects as parts of an integrated whole with the Scriptures at the center.

Educational Foundations

CCA exists as a community of believers committed to the fulfillment of the Great Commission our Lord gave His Church. As such, we believe we are to educate Christians, “teaching them to observe whatsoever Christ has commanded.” As such, a Christian education cannot be trade-specific. In order to be taught in all Christ has commanded, the range of study must correlate to the breadth of Christ’s commands. CCA, therefore, is committed to a liberal arts curriculum in order that our students will be equipped to press the crown rights of King Jesus into every area of faith and life. Education, Biblically defined, is comprehensive, deep and broad.

Our Methods

CCA utilizes the time honored, Biblically based, Classical curriculum of the Trivium. This method, begun formally in Greece and developed in Rome was brought to full flower in Medieval Christendom. It follows the Trivium of Grammar, Logic and Rhetoric. In the Grammar School of CCA, a student, in accordance with the progression of the Trivium, is taught to memorize and observe God’s glorious creations in every area from Mathematics and Science, to History and Bible, to Latin and English Grammar. In the Logic School the students are brought to more maturity as they are provided with a framework through which to properly understand God’s world, discern truth from falsehood, and think precisely and clearly. In the final stage of the Trivium, that of Rhetoric, the students are taught to discern the deep things of the creation in the fields of Philosophy, Mathematics, Theology, Science, and History. During this stage they are also taught to express themselves with beauty and precision in every area into which Christ has called them to work.

Statement of Faith

The statement of faith adopted by Covenant Classical Academy is limited to primary Christian doctrine, which is considered to be central to all Christian denominations, and which sets Protestant Christianity apart from other faiths. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* in CCA. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

1. We believe the Bible alone to be the word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by Whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

As a charter member of the Association of Classical, Christian Schools (A.C.C.S.), CCA also subscribes to the A.C.C.S. Statement of faith, which is found in that association's by-laws (essentially the first two chapters of the Westminster Confession of Faith).

Philosophy of Education

The desire to educate our children well is a God-given desire and mandate. By what standard, though, is an education judged to be good or bad? Many times the only criterion for determining whether or not a young man or young lady has received a good education is the score achieved on a standardized test such as the SAT or the ACT. Certainly these standards of measurement and others like them are needed to determine if a child has learned important facts to function well in society. But is an education simply a matter of filling one's mind with a plethora of so-called facts?

Understanding that there is more to education than mere factual learning, many Christian parents desire that their children receive a Christian education. What exactly is a Christian education? Do we take the same curriculum as the government schools and put it in a

different setting, add a Bible class, and label it a Christian education? Is Christian education merely having a better moral environment in which our children may learn and turn out to be decent members of society? The facts that are taught in Christian schools are generally the same as any other American school. For instance, Christian schools do not teach that Columbus sailed to the new world in 1800. So what makes learning historical facts such as this (as well as others) different in a Christian education? While we desire our children to be decent members of society, is that all that makes Christian education uniquely “Christian?”

A true Christian education is different from other philosophies of education. *Christian education is learning to think of the world in terms of the way God created and redeemed it.* Christian education is rooted, like the whole of the Christian faith, in the opening words of Genesis and the first line of the Apostles’ Creed. Genesis 1.1 declares, “In the beginning God created the heavens and the earth.” Christians around the globe confess our faith regularly in this one God when we confess our faith saying, “I believe in God the Father almighty, Maker of heaven and earth.” It is here that we have the roots of and the imperative for Christian education.

To confess that God the Father almighty is Maker of heaven and earth is more than what many in our present culture would call “a religious statement” (i.e., a set of privately held beliefs that have no practical effects outside of one’s own thinking). It is true that this confession says something about how one person or a group of people relate to God. But if God is the Maker of all things, then nothing in creation can be understood properly apart from this affirmation. If nothing in creation can be understood properly apart from the truth that God created all things, then everything we know and learn about the world—education—must take its foundation precisely in this truth. If this statement is not true, then any methodology, philosophy, and, really, any facts will do. That is, it really does not matter how we educate our children. Every philosophy is equally valid because all things are matters of personal opinion and preference. Since this cannot be the case, a thorough Christian education, rooted in the fact that the God of Scripture as ultimately revealed in Jesus Christ is the Creator of all things, is imperative.

The Scriptures do not leave us with this general statement about creation. God continues to tell us how He created all things. The apex of this creative activity is man, who is created in the image of God. While every detail of man’s being and life can be extrapolated from what it means to bear God’s image, in general it means that man is created as an individual and a community whose vocation is to develop the world given to him by God, bringing it into its rest even as God entered into his rest after His work was completed (Gen 2.1-3). Man’s existence as individual and a community, reflecting the nature of the Triune God of Scripture (i.e., Father, Son, and Holy Spirit), is seen clearly in the opening words of Scripture: “So God created man in His *own* image; in the image of God He created him; male and female He created them” (Gen 1.27). Man is to understand himself not only in terms of what he thinks as an individual, but how he is to relate to others. Man is created to be a relational being. As a relational being each individual must learn how he/she fits within the larger community, and the community as a whole must learn how to relate to the individuals within it.

Man, being created in the image of God also relates to his vocation, or his calling, in the world. God created man to have dominion over all of non-human creation (Gen 1.26, 28). He is to learn how to relate properly to the animals, the trees, the ground, etc. in order to bring all of creation to its intended purpose. Clear evidence of the first man fulfilling his

vocation in the world is given in Genesis 2 when God brings the animals to Adam for him to name. He is to observe the creation as God made it and work with it in terms of that order. In this particular instance Adam sees classes of animals and particular animals and gives them names. He also observes that God created the animals in corresponding pairs; i.e., male and female. From this observation he also learns something about himself: he is alone. That is, he does not have a “match” like the animals have. So, God teaches him through the created order something about himself, the way he was created, and what God intended him to be (i.e., to live in community and not alone). Man learns to think God’s thoughts after Him through a process of understanding the world in terms of God’s creative word.

God’s word concerning man’s vocation in the world does not end with a general call to take dominion over the creation. God’s word defines for man the means and the end for which that dominion is taken. Man’s dominion, and the education that is inexorably a part of it, must be in accord with the word of the Creator Himself. This truth is made clear to the man after God plants the Garden of Eden and puts man in it to tend and guard it. At that time God sets two trees apart from all the others by His word: the Tree of Life and the Tree of the Knowledge of Good and Evil. Man’s submission to that word concerning these trees will determine life or death. His eating of the forbidden tree—the Tree of the Knowledge of Good and Evil—will bring death to all that it means to be man. His relationship with God will be severed. His relationship with others will turn to enmity. His relationship to non-human creation will be devastated. How man orders his life in relationship with God’s word—submission or rebellion—will effect the way he thinks, acts, his relationship with others, and his relationship to all the non-human creation around him. All areas of life are determined by whether or not his thoughts are in conformity to God’s word.

In this freshly created world man must understand that there are no facts in the world that exist apart from or are not interpreted by the Creator. God created everything, providing the basis for man’s understanding. Man created in God’s image is to think the way God thinks, or, to put it another way, man is to think God’s thoughts after Him. In order to understand the facts of creation—what is and how it operates—man must learn to think of everything in terms of how God creates and interprets the world. Living in submission to God and His Word will enable us to live as we were created to live: (1) in a right relationship with God (peace), (2) in a right relationship with those around us (harmony, unity), and (3) in a right relationship with non-human creation (caring development). Living in submission to God’s Word will bring proper understanding of His creation and man’s purpose in life.

The result of submission to God’s Word will be life as God intended it to be for man. The result of rebellion against God—listening to the word of a creature rather than the Creator—will be death (cf. Gen 2.17). Death is the opposite of life. If man dies he will be (1) severed from a right relationship with God (enmity instead of peace), (2) severed from a right relationship with others (discord, disunity), and (3) severed from a right relationship with non-human creation (exploitation or worship of the creature/creation). The entire existence of man will be completely the opposite of what God intended for man. Apart from submission to God’s Word, man will not be able to think properly about the world. Therefore, as he rejects God’s word, his mind will become darkened, not being able to understand himself or the world around him (cf. Rom 1.21). His purpose will be frustrated, his end will be destruction, and the world will turn chaotic.

Genesis 3 records what man chose to do in relationship to God’s Word: he chose to submit

to the creature rather than the Creator. The woman was approached by the serpent and questioned as to the veracity of God's Word. Eve was deceived by the serpent. Adam, who was not deceived, listened to his wife who listened to the serpent (i.e., Satan), and rebelled against God. In doing so man as image of God is distorted and twisted. He cannot think correctly about the world around him because he is not thinking about things in terms of the way God created the proper relationships. Man decides that he will try to understand the world around him apart from the divine intention given to Him in God's revelation of Himself. Man decides to be a law unto himself. The problem with this of course is that the creation—including man—belongs to God and will not operate in terms of the dictates of man. By God's Word heaven and earth were created, and by God's Word they are sustained (cf. e.g., Gen 1, John 1.1ff., Ps 33.6; Heb 1.3). Only in submission to that Word will man understand and fulfill his purpose in the world.

If God would have left the man in this condition, according to God's own promise, the man and the world would have come to ultimate destruction/death. God, being a God of mercy, comes to man shortly after he sins, addresses the sin, and begins the process of restoring man and moving him to his divine intention. In order for this to happen, man must become submissive to God's Word again. But the effects of sin will not be reversed immediately or easily. The serpent and his seed have gained a prominent place in the world and will fight against God and His people at every turn. Couple with this the deleterious effects of sin upon man's thinking, and there is an intense war. Indeed, God promises that there will be a continual war between the serpent and his seed and the woman and her seed throughout history (cf. Gen 3.15). At the heart of that war concerns who will be believed: God or the creature. Man will submit to one or the other, and that submission will determine how everything in the world is viewed. No area of existence will be left unaffected.

All facts, therefore, are interpreted through a particular perspective. The belief that there are facts that exist in the world as "neutral" is a myth. All facts will be interpreted either in terms of the way God created and redeemed the world, or they will be interpreted through the sinful perspectives of creatures. Sometimes these particular perspectives are implicit, sometimes they are explicit, but they always "color" the way facts are viewed (or accounted for). These perspectives answer the ultimate questions of why things are the way that they are.

In order to renovate man completely—inside and out—the problem of sin must be addressed. God, in His grace, promises that there will be a seed of the woman who will ultimately crush the head of the seed of the serpent. This God did when He Himself came in the Person of Jesus Christ, the Word of God made flesh (cf. John 1.1, 14). He is the second and last Adam (cf. Rom 5.12-21; 1 Cor 15.45). He has secured for Himself a new bride, the Church (cf. Eph 5.25ff.). Together Jesus and His Church are the new humanity, the promised seed, that will fight against and defeat the serpent and His seed. Jesus secured that victory through His own death and resurrection. The Church carries that victory into every area of life and to the ends of the earth. The Church of Jesus Christ is being continually renovated by the Spirit given to us as the gift of the ascended Christ. By the Spirit's power, God's people will be changed, the effects of sin being diminished throughout history. This is, in sum, the mission of the Church.

Considering the fact that the Church is a new humanity, it must be acknowledged that she is more than what moderns would call "a religious institution;" i.e., only concerned about private experiences. The Church has the responsibility herself to submit to God's Word at

every point and call others to take every thought captive to the obedience of Christ (2 Cor 10.4). This mission inevitably involves education. The Church must be teaching her children—directly or by delegation—how to live and interpret reality in terms of God’s creative and sustaining Word. Since this Word has been revealed in Jesus Christ, the world cannot be understood properly apart from understanding how He relates to the world as Lord. God has made known His will and purpose in and through Jesus Christ for mankind and for the rest of creation. If man is to think properly about everything in creation, he must think in submission to the revealed Word of God.

A thoroughly Christian education, then, is not merely a good option in a veritable smorgasbord of good options. A thoroughly Christian education is mandated by God and necessary for children to understand who they are, why they are here, and why things operate the way that they do. Without these foundations, the house is easily destroyed. Armed with a good, thoroughly Christian education, our children will understand that even those who profess antipathy for God must live in His world and operate according to the way He has ordered all things. For example, some men claim that we live in a random universe. Molecules collide with one another with no apparent rhyme or reason. Yet many of these same people will say that $2 + 2 = 4$. Their underlying rebellion against God’s ordering of creation renders this math fact impossible. In a random universe $2 + 2$ might equal 4 on one day, but what will it be the next day? There can be no accounting for the consistency of this “fact” in a random universe. Only in a world created and sustained by the God who has revealed Himself to us in Scripture and ultimately in Jesus Christ can we account for the fact that $2 + 2 = 4$. Christian education gives explanation as to *why* things are the way that they are and function the way that they function. When people who reject this way of thinking are asked “Why?” the response may many times be “It just is.” Children who begin to ask questions can grow up to believe that there is no firm answer to the sentence $2 + 2$. Those who accept the fact as fact must assume the Christian perspective, even if not consciously, and work within that perspective. Christian education provides the proper perspective as well as the proper content accounting for the “whys” that inevitably arise from God’s inquisitive creatures—children. For these reasons CCA will not teach “religion” as if it is a separate category within a group of self-contained units of study. God’s creative, sustaining, and redeeming Word controls thinking and properly interprets all subjects. It is the unifying principle of the diverse particulars. The children of CCA will be taught to read and critique Aristotle, Dante, and the daily newspaper through the lens of a thoroughly Christian worldview.

So, what is Christian education? *Christian education is learning to think of the world in terms of the way God created and redeemed it.* It is the rejection of the myth of neutrality concerning facts. It is submission to God’s Word revealed in Christ which is the foundation for all understanding, knowledge, and purpose in this life. Christian education is the understanding that the fear of the Lord is the beginning of knowledge (Prov 1.7). Christian education is our mandate and mission as we seek to bring every thought captive to the obedience of Christ.

Why Do We Teach. . . .

History

Knowledge of God

History is the story of the creation composed by God and brought to pass by His wise providence. As such the study of history is indispensable to the Christian Curriculum. The lessons of the past are the proverbial truths of the future, not because the history of mankind is valuable in and of itself, but because God, the wise and master author of history, has composed the story to disclose His truth, beauty and goodness. History is one means God uses to reveal who He is, how He acts, and what He thinks.

Knowledge of Ourselves

Moreover, history is that stage on which man stands at every point of his existence. Every scientific inquiry, every logical deduction, every mathematical theorem, indeed every finding in every study stands on the stage of history. The present is tomorrow's past. Not only so, but every scholastic undertaking is done on the shoulders of the fathers of that field. The study of history is indispensable, not only for the education of the Christian seeking to discover the unity of God's story, but also in order that he might know where he stands in the context of that story. The study of history answers the questions, "Where have we been," "Where are we going," and "How do we get there?" Studied in the light of Holy Scripture, history is a vast depository of God's revelation for the future.

Knowledge of Christ the King

Since history is God's story, it is necessary to realize that the Gospel, "the old, old story," is inextricably bound to this field of inquiry. God's salvation of His people as well as his curses on disobedience are the subjects of this study. God's fulfillment of His promises to mankind in Christ Jesus is accomplished in history. Likewise, the punishments God brings upon wickedness have temporal as well as eternal consequences. The gospel cannot be understood apart from the historical workings of God, for in truth, the gospel is the great historical work of God.

In short, History at CCA is taught because Christians, in order to think good, true, and beautiful thoughts must learn to think God's True, Good, and Beautiful thoughts after Him. The study of History aids the student to think God's thoughts after Him more contextually and completely. Through the study of history, the CCA student is able to contextualize his or her own life, looking at history and learning from the past successes and failures of the great men and women who have preceded him or her in God's providential story.

Theology

Knowledge of God

Theology is the study of the Author of everything man finds in the creation around him. Theology has thus been known as the queen of the sciences. For, in the study of Theology every science finds its root, life, and limb. Nature is what it is because of the God who

made, sustains, and governs it. Truth is what it is because God thinks it so. Goodness is what it is because God is who He is. Beauty is what it is because of who He is and declares what He declares. In other words, every study in a curriculum is necessarily theological. CCA seeks to be explicitly and unashamedly Christian in every area of study. In order to achieve unity in the curriculum, Theology is an indispensable part of education.

Knowledge of Man

Without knowledge of God man can have no true knowledge of himself. Man was created in the image of God. Therefore, man, at his perfection, is a picture of God. For man to speak truth he must speak what God speaks, in order for him to do good things he must do what the Father has given him to do, in order for him to create beauty he must create works after God's own heart. Therefore, God is not studied as but one subject in the whole course of study at CCA. God is the author of all of our subjects and is thus the ultimate subject of inquiry in every course.

Moreover, CCA is committed to the Christian dictum, "Faith precedes knowledge." In order to succeed in any endeavor man is committed to believe that He is and is a rewarder of them that diligently seek Him. From faith proceeds knowledge. Or perhaps Solomon said it best, "The fear of the Lord is the beginning of knowledge."

Man's knowledge is derivative and therefore education takes place only where the source of knowledge is sought. The Christian is called to think God's thoughts after Him, but can this be done if he does not study His Word and works?

Knowledge of Christ the King

Without knowing the Lord who lives and reigns with the Father and Holy Spirit man misses the goal for which all things were created. For truly, "all things were created for Him, through Him and to Him." Christ is the reason this creation exists, how then can science be studied without reference to Him for whom that matrix was created? Christ is the means through which the Creation came into being, how then could a student study the result without reference to its cause? Christ is the goal of Creation, how then can the study of this creation be productive without reference to the goal for which it reaches? CCA is therefore committed, as a school that seeks deep and broad education, to seeking Him who is the beginning and end of all things.

Literature

Knowledge of God

Literature, at CCA, is the study of man's creative achievements in the area of language as he has attempted to image God the Great Author into the world. This course of study, like all that CCA offers is thoroughly God centered. In order to study literature one must first study and understand the stories of the great Author. For truly, every comedy is a resurrection story and every tragedy is a fall narrative. The devil has no stories. Every story throughout history either images God's stories, or is a perversion of his stories. God's providentially guided history, and especially His scriptures breathed from His own mouth, provides students with a rule against which all works of literature are to be judged.

Knowledge of Ourselves

Man was created in the image of God. He is therefore required to mimic God in every way in which he is capable. This is the foundation of man's creative faculty. He was created to be a creator like his heavenly Father. As such man, throughout world history, has sought to image the great Author by being himself an author. At CCA we study the great works of world literature in comparison the great work of literature, the Bible, in order to better understand the proper way of cultivating man's creative faculties. Through this juxtaposition the students at CCA learn how to discern truth from falsehood, beauty from ugliness, and right and almost right.

Through the study of Literature a CCA student also studies the field through which all the great ideas of world history have come. Every great philosophical inquiry is delivered to us through the medium of literature. The great discoveries in the area of mathematics come to us in the modern day through the realm of literature. In short, every study is a literature study. It is therefore imperative for any student to possess the tools necessary to discern truth and beauty in the realm of literature.

Knowledge of the Redeemer

God has called all men everywhere to bow the knee to Jesus the King. Moreover, God has called men to do so by delivering His Word throughout the ages in narrative, legal, philosophical, mathematical, and poetical mediums. Service to the King demands literacy mastery because King Jesus is the hero of God's story, He is the Word for the world, and He has dominion over every area of life. We at CCA take this very seriously, and in attempt to better image the image, Jesus the King, seek to cultivate discerning, creative, and beautiful minds in service to the Kingdom. Through literature our students learn to think God's thoughts after Him more universally.

Logic

The Knowledge of God

Logic is the study of the orderliness of God's thought and Word. Through the study of logic man comes to discover how God's thought is woven in consistency and precision. Realizing this, man is driven also to realize, since God is the creator of all things, that all things in the world are coherent and woven together by many and various intricate connections. Because the world is a logical place, rules apply. One can search for and find truth in the world because, and solely because, there is a reasonable God who made it, sustains it, and governs its every movement.

The Knowledge of Ourselves

Likewise, Man as the image of God must therefore think coherently and precisely if he is to serve His King obediently. He is called to determine truth from falsehood because God is truth and because man is His image. Moreover, he is called to cultivate the earth and learn from it of his God more fully. As such, a Christian student realizes that logic is the key to unlocking every study. The study of history demands that a student make logical connections, such as the causes of World War II. Science demands that the students understand the interrelationship of all things in the created order. Indeed, every area of inquiry to which man can devote himself demands the right use of logic and knowledge of

the laws that govern it.

The Knowledge of the Redeemer

Lastly, Jesus Christ is the One in whom all things hold together. Moreover, in Him all the treasures of wisdom and knowledge are hidden. In Him all things consist and find their meaning. As such the study of logic is the study of the interrelation of all things, not in and for themselves, but in and for their King who sits at the right hand of God the Father. The study of logic is the study of our faith, hope, and love we have in and for Jesus our Savior, therefore it is a necessary part of a consistent Christian curriculum. For if all things hold together in Christ, and logic is the study of the coherence of all things, then truly the study of logic is Christocentric. Logic helps man fulfill his calling for through it man learns to think God's thoughts after him more coherently, more Christ-like.

Mathematics

Knowledge of God

Mathematics is a precise language for studying the orderliness of the thoughts and creation of God. Through the study of math, students learn to seek precision in all that they do, again not for its own sake, but because that is who God is. A Christian student, called to image God, must learn to see what God sees and think what God thinks and do what God does. Through mathematics, students learn to see the mathematical precision of all of creation, to think precisely about it, and to act in the world with careful calculation because that is what God has done, does, and will do.

Knowledge of Ourselves

Man, made in the image of God, is called to study mathematics in order to see, think, and act as God does. But, not simply to do so with numbers, but in every area of their lives. Mathematics is the tool necessary to utilize man's scientific findings in the world. Any person who took a high school level science class knows how closely related the worlds of mathematics and science really are. Still greater, mathematics is the study of the orderliness of God's thought and its manifestation in the world around him. Therefore, mathematics is not a study that is isolated, or non-religious, but mathematics is a universal study that lies foundationally on religious presuppositions. Mathematics is useful, meaningful, and fun, not because it "is," but because God is who He is and man is who God says He is. Without the foundation of God's orderly thoughts world, mathematics is a useless, meaningless, and pointless endeavor.

Knowledge of the Redeemer

Jesus Christ was the true image of the invisible God. He was the true man after God's own heart. As such, he thought precisely, coherently, and purposefully in every moment of His earthly ministry. In order to become more conformed to His image, Christian education utilizes the study of mathematics to see the interconnectedness and cohesion in the world that is found in Christ Jesus. Through the study of mathematics Christians are more and more conformed to God's image because they learn to think God's thoughts after Him more precisely.

Science

Knowledge of God

Science is the study of God's creation. As such, science is inherently theological. He created the world with the power to declare His glory. Through the sciences students use the key of logic, the tool of mathematic, in the context of history as delivered through literature, under God (theology) in order to discover more deeply God's wisdom and deliver it to future generations. In science, just as in every scholastic endeavor, every course of study that God has called man to comes into cohesion. For, in the sciences God is the object of the study through the means of the natural order.

Knowledge of Ourselves

In order to study the sciences man must situate himself in the historical context of the fathers who have gone before. The discoveries of science are made, not in an historical vacuum, but in the context and through the findings of the generations of the past. As such, the study of the sciences not only is a study of the wisdom of God, but of the achievements of His image throughout the ages.

Knowledge of the Redeemer

Jesus Christ the King of all creation. All things were created through Him and thus they find their origins in Him. All things were created for Him and so all of creation is to be ruled by his vice-gerent on earth in order to present Him a conquered and cultivated creation. All things were created to Him and thus all of creation is seeking Him as its goal. As such, the study of science is a necessary part of discipling our covenant children, for the creation is God's good gift to man as his dominion and Christ's rightful inheritance as the true Son of God.

Language

Knowledge of God

Language is the means through which all of the other courses of study come. Theology is the study of the Book and message of creation; science is a study whose findings are expressed in words and not demonstration alone; mathematics is a language of its own. In every area of study language is the means used to convey the truth found therein.

Knowledge of Ourselves

Language is a necessary area of study for God's image because God is Himself the great Speaker and Writer. It is He who breathes the Word that we find in the Holy Scripture. It is He who expresses Himself in that Word form. In order to be a good image of Him, man must necessarily master the ability to communicate and express his thoughts clearly. Specifically, Christians must do so in order to better proclaim the message of salvation to mankind, but more generally they must master language in order to proclaim all of God's truth as found in the creation.

Knowledge of the Redeemer

In short, language is to be studied in order that man, His image, may express the thoughts of

God as he finds them in his various studies more beautifully. This is the reason why Classical education condenses all manner of learning in language-oriented terms (Grammar, Logic, Rhetoric). For every study is held together by the Word.

Art

Knowledge of God

God is the great artist. His artwork is displayed in the blue of the heavens, the greens in grasses, and every stroke of His brush in every atom of creation. His art is the form to which man, His image, is to endeavor mimic. Man through his art endeavors to bring the tension and order, unity and diversity, beauty and truth of God from the mind of God's vice-artists (man) to the world to the world of sight. In short, art is the expression of man's love for His creator.

Knowledge of Ourselves

Man's expression of God matters. If man turns out ugliness then it is shown that he worships an ugly God. If his art is disorderly, then it discloses that he conceives of God as a God of disorder. For man creates as he does because he is by his very nature images the creator. A skewed vision of who God is displays itself in skewed visions of artistic creation. Thus, a Christian needs not only to have a good view of God, by which His art will be governed and beautified, but he must have control over his hands and mind in order to produce a piece that expresses the glory of God in a magnificent way. Man, by His creation, is God's image, an artist but training determines what quality of artist he will be.

Knowledge of the Redeemer

Christ is about the business of re-creation. As true man and true God, He has undertaken to beautify the already beautiful creation. He is bringing it from present glory to a future glory. As Christ's commissioned artists, Christians are called to serve their Lord in His endeavor by expressing the thoughts of God after Him more vividly.

Music

Knowledge of God

God is the great Musician. He is the artificer of sound itself and thus the master of all musicians. He is the composer of one hundred and fifty of the world's most famous songs. Man, if he is to fulfill his duty to image God in the world must be musical. He must understand and be able to utilize God's audio creation that he might more brilliantly express the Word and works of God.

Knowledge of Ourselves

Through the medium of music man brings the tension and order, unity and diversity, beauty and truth of God from the mind of God's vice-gerent (man) to the world of sound. Like the visual arts, the auditory arts are an expression of man's love of God and thankfulness to Him.

Knowledge of the Redeemer

Christ the King of all creation. This demands that He be acknowledged as such not only in the studies of science and the physical creation, but also in the realm of music. As Abraham Kuyper has expressed, there is no area of creation over which Christ does not rightly claim, “Mine!” So too, at CCA we seek to bring every area of life under the godly rule of King Jesus. Music, as but one other of the many languages that God has created, must be mastered if service to God is to be faithfully and completely rendered. In short, man must learn music in order to express God’s thoughts after Him more brilliantly.

Why Classical Education?

Imagine, if you will, a novice woodcarver, inflamed with the idea to carve a self-portrait to present to his mother. The proper procedure would be for the young man to mold the image from clay while practicing his craft with the tools that he will use for the finished product. But not for our eager young craftsman, he has decided that his first practice with his tools will be on a quite beautiful block of exotic African rosewood. Woodchips fly. Sweat drips. The masterpiece is perfectly envisioned in his mind. However, most of us know the final outcome of this project; a carving that little resembles the intended bust. Misshapen and gouged, the carving has become a futile attempt to wield the tools of a master without the requisite training in those tools. So too, education in the modern world, asks its students to wield tools which, if appropriately mastered, would place the world at his fingertips. Yet in the hands of a novice, takes on the appearance of a childish effort to acquire the end without treading the path which leads to that end.

The goal of a classical Christian education is to train our students to masterfully and effectively wield the tool of a sharpened intellect, tempered by the wisdom of faithful men and women through the ages, in order to reason effectively, to communicate beautifully the truth of the LORD God. We also seek to instill in them awe and love for the discovery of the created cosmos around them in all its faceted beauty and splendor. To do this we turn to Dorothy Sayers, who in her well-known essay, “The Lost Tools of Learning” attempted to answer questions and in so doing gave us some very sage advice for education in our own day. She began by investigating the medieval model of education and found that it was composed of two parts; the first was called the Trivium and the second, the Quadrivium. What Mrs. Sayers found was that education has historically been a process by which to ‘lead’ (*Lt. ducere, to lead*) students ‘out of’ (*Lt. ex, out of*) their self-centered view of the world and to train them up into wisdom.

God has blessed small children with a wonderful ability to file away an immense amount of knowledge. Consequently, during a child’s early years his proclivities merge perfectly with the initial stage of the *trivium*, the Grammar stage. In order to ground students firmly, they spend a great deal of time learning the structure, or grammar, of the subjects they study, most notably, language. This language instruction begins with the study of English grammar, but quickly moves to add the study of an ancient language, Latin, because it will require the child to spend a great deal of time learning and memorizing its grammatical structure. The focus of the grammar years is to take advantage of their natural ability to memorize through the use of chants, tables, lists of dates, events; anything that lends itself to easy repetition and

assimilation by the mind.

In the second stage, the *dialectic* or *logic*, the child begins to understand that which he has learned and begins to use his reason to ask questions based on the information gathered in the Grammar stage. Facts are assimilated into logical relationships rather than as isolated bits of information. Dates memorized in grammar school are no longer facts learned in isolation, but must be understood in light of the rest of what the child has learned. At this stage, the student is acquiring the ability to reason through the relationships between the things he sees around him and what he has learned. During this time, formal logic training and extensive discussion aids the student in honoring reasoning skills as they wrestle with the successes and failures of our predecessors. The *Rhetoric* stage is characterized by the student's training in the art of presenting not only logically connected arguments, but those that are aesthetically pleasing. At this poetic stage the student learns to develop the skill of organizing the information he has learned into a well-reasoned format that will be both pleasing and logical. During this period the student begins to form in his mind an idea of his calling in this world and , therefore, begins to narrow his choices of interest for specific study. The student is now equipped to move to the Quadrivium, where he will specialize in a particular area. The pursuit of particular subjects at this time is appropriate because the student has been trained in the tools of learning that are necessary for study on his own.

Why is a classical Christian education necessary?

A return to this method of education is necessary so that we, as believers, may stand firm in the face of unbelief and idolatry. The pervasiveness of a relativistic worldview, in which truth is cast aside for convenience, makes the training of young Christian minds all the more vital. Our students must see the world as it was truly meant to be seen, i.e. as God's creation and man's dominion. They must be able to draw wise conclusions from history so that they are not doomed to repeat those failures of the past, but will imitate the successes of our forefathers. Throughout Scripture, God calls on his people to 'remember' His good works for them and to teach them to their children that they may ultimately know the Father through the Son. When modern man relegates history to its relativistic closet of obscurity, how can the remembrances possibly inform decisions of today?

What are the benefits of a classical Christian education?

First and foremost, such an education provides students with the ability to take up the task of studying anything and progress through the course in a manner which will bear fruit in that subject no matter what it is. This education allows the student to face that which is not in our own immediate experiences. Though it provides training in the foundations of logical thinking, it also gives a student the opportunity to develop the depth of understanding and broadness of experience that are foundational to true wisdom. The fear of the Lord is the beginning of wisdom. Wisdom resides in the house of those trained to understand it.

Admission Procedures/Requirements

Full-time Student Admissions Procedures

1. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with a school board member. The interview gives the school an opportunity to make sure you understand Covenant Classical Academy's Goals and our policies and procedures. The interview also gives you an opportunity to become better acquainted with the staff and ask questions or express concerns.
2. All financial arrangements between the family and the school must be understood and agreed upon before an admission is considered final.

Admission Requirements for Full-time Students

1. A child must have reached the age of five years by September 30 of the fall in which he would be entering Kindergarten.
2. A child entering first grade must have reached the age of six years by September 30 of the fall in which he would enter CCA.
3. If a child has successfully completed the previous school year and his schoolwork and behavior compare favorably to the comparable grade at Covenant Classical Academy, the child will be placed in the grade for which he is applying. However, if there is evidence to show that the child may not be adequately prepared for the next sequential grade level, with the parents' compliance, he may repeat the previous grade. Some students may be tested in basic skills such as reading comprehension, spelling, and math before being placed in a particular grade level. The need for testing is determined by the Headmaster, in conjunction with the class teacher.
4. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and headmaster in their prescribed roles at Covenant Classical Academy.
5. In general practice, if the student and parents comply with the requirements outlined here, Covenant Classical Academy will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Covenant Classical Academy does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

Admission Requirements for All Parents

Though not required to be Christians, the parents of students in Covenant Classical Academy should have a clear understanding of the biblical philosophy and purpose of CCA. This understanding includes a willingness to have their child exposed to the clear teaching in accord with the school's Statement of Faith in various and frequent ways within the school's program. The parents should be willing to cooperate with all the written policies of Covenant Classical Academy.

Tuition Payment Policy

Monthly tuition payment is due the fifth of the month, unless other arrangements have been made in advance with the CCA Treasurer. There is a seven day grace period following the fifth of the month after which you will be notified of late tuition payment. A \$25 late fee will be levied upon tuition paid after the grace period; that is, after the twelfth of the month. If tuition is not paid by the fifth of the following month (i.e., one month overdue), students will be suspended until the account is brought up-to-date. Because the budget is finalized and our fiscal year begins July 1, if parents withdraw their child after that date, full payment of tuition is expected. No CCA records will be released to the parents or transfer school until the full year's tuition has been paid. An exception will be considered for families moving out of the Louisville area for job relocation.

Paper Goods Fee

An annual fee of \$35 per family will be collected at the beginning of the school year. The fee will be used for the purchase of lunch room supplies and bathroom paper goods.

Attendance Policy

This policy is designed to encourage student attendance at school. At school a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of CCA and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child *not* to attend school on a particular day. Planned absences are any absence that is the result of a parent *deciding* to excuse their student from attendance at school for reasons that are *foreseeable*. Examples are absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc. Unplanned absences are any unforeseeable absence. Specific examples are illnesses or family emergencies.

- Students enrolled in CCA are expected to attend all prescribed classes, i.e. parents and/or students may not choose how many classes to attend.
- A record of attendance for each student will be kept. The total number of days absent and days present will be recorded on the student's report card and on his high school transcript. The teacher will keep these records.
- If the school office is not notified of the reason for the student's absence from school, the absence will be considered an unexcused absence.
- In the event the total number of planned absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.
- In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the head teacher (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.

- In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.
- A student must complete all exams before a semester grade will be given. A student who is absent during an exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.
- Upon request from parents, the board may waive requirements set by provisions of this policy. In doing so, the board should take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

Unplanned absences:

Due date: An extension will be given. The extension will not exceed the number of school days missed during the absence. Due dates will be established by the classroom teacher. Students must complete all work assigned during their absence. However, in the event of an illness lasting three days or more, the teachers may, at their discretion, excuse the students from up to fifty percent of the assignments missed. Students will receive full credit for submitting assigned work. Note: It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers directly in order to find out what assignments were missed.

Unexcused absences (One or two days):

Due date: Generally, no extension of due dates will be given. Due dates will be set by the teachers. Students must complete all work assigned during their absence. Grades on completed assignments will be reduced ten percent for each day that assignments are submitted past the assigned due date.

Planned absences (Three days or more):

Due date: Students will have no more than half of the time they were absent to complete all assigned work. Specific due dates will be set by the teacher. Teachers may, at their discretion, excuse the student from up to fifty percent of the assignments missed. Otherwise, all missed work is to be completed. Students will receive full credit (no grade deduction) for completing assignments given to the rest of the class during their absence.

Tardies

No distinction will be made for excused vs. unexcused tardies. Students who have four tardies in one semester will receive one office visit. (No discipline will be administered for the first three tardies). For every three additional tardies students receive in one semester, students will receive an office visit which the parents will be required to attend. Office visits may result in students being assigned sentences to write or chores to perform during recess and/or after school.

Grade Reporting

Progress reports are sent home at mid-semester. Report cards are sent home with the students at the end of each semester. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or the semester. Parents are encouraged to attend a conference with their child's teacher(s) after each report card.

Grading Guidelines

All academic grading in CCA uses a criterion-referenced base for evaluation. (The students' work will be evaluated against an objective standard in each class). Grade point averages (G.P.A.s) are computed at the end of each semester for secondary students. Grades earned in elective courses, independent study courses, college and/or correspondence courses, and work completed in home school settings apply toward graduation requirements but are not factored into cumulative G.P.A.s. Only semester grades appear on the student's high school transcript. The following percentages, grades, and grade points are used school-wide:

%	Grade	Grade Point	Meaning
100-94	A	4.0	Excellent
93-90	A-	3.7	
89-87	B+	3.3	Surpassing
86-84	B	3.0	
83-80	B-	2.7	
79-77	C+	2.3	Satisfactory
76-74	C	2.0	
73-70	D	1.0	
69-0	F	0.0	Failing
100-70	S	N/A	Satisfactory
N/A	I	N/A	Incomplete

High-School Transcripts

In recognition of the demanding academic standards at CCA, we use an alternative method to compute grade point averages recorded on a student's high school transcript. It is common practice for admissions officers at universities and colleges to recalculate a grade-point average after deleting all pluses and minuses from the reported grade. Therefore, CCA will follow this practice when calculating the grade-point average shown on the transcript.

Homework Philosophy

Covenant Classical Academy may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since Covenant Classical Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves a punitive, as well as practical purpose.
5. Transition into some grades is more difficult than others, for example, 3rd and 5th grade. It may take several weeks for a student to adjust to new expectations and requirements which may result in a longer time spent on homework. Please address concerns regarding homework to your child's teacher.

Academic Probation Policy

This policy is intended to provide additional motivation to students whose academic achievements are not up to their capability. If implementation of this policy would be counterproductive to this end, the head teacher may decide not to place a student on probation. A written record explaining this decision will be signed by the head teacher and a board member and placed in the student's file.

Secondary students are required to maintain at least a 2.0 grade-point average during any semester. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the semester in question.

1. Grade point averages (G.P.A.'s) for each secondary student will be calculated at the end of each semester. (Elective courses and independent study courses are not included in the G.P.A. calculation.)
2. If a student's G.P.A. is at or below 2.0 (i.e. a "C" average), that student will be placed on academic probation during the following quarter. A parent-teacher conference will be arranged at this time.
3. If at the end of the following semester the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student may be expelled.

Honors and Awards

CCA maintains a system of formal honors and awards for the following reasons:

1. To increase the academic motivation of all the students by demonstrating that good work and good behavior are rewarded;
2. To recognize and show appreciation for those students qualified to be listed on the honor rolls;
3. To draw public attention to the academic quality and outstanding behavior of the students at CCA.

Honor Rolls

Students earning placement on one of the honor rolls will be recognized at an assembly following each semester.

All A Honor Roll requires all A's or a G.P.A. of 4.0

A-B Honor Roll requires no more than two B's or a G.P.A. of 3.99 to 3.60.

Students who have earned placement on the honor roll for each semester will be recognized at the awards assembly in the spring.

Summa Cum Laude requires a G.P.A. of 4.0.

Cum Laude requires a G.P.A. of 3.99 to 3.60.

Awards

School Board Awards: These awards are based on three factors: exemplary conduct, academic achievement, and a positive attitude toward school.

Perfect Attendance: This award is presented at the awards assembly in May to any student who has not missed one day during the school year.

Grammar School Curriculum Goals

In keeping with our understanding and practice of the grammar stage methodology, and its close correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the seven years of elementary school, Kindergarten through 6th grade. The Memory section contains an abbreviated list of material we seek to have the students commit to memory through repetition within the subject area.

Bible

Goals:

1. Have the students read the actual text for themselves versus only prescribed verses.
2. Have the students read at least one Gospel account, one Epistle, and/or one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.

4. Let the Scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach the biblical pattern of salvation; Law before Grace.
7. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.

Memory:

1. The entire list of books of the Bible, in correct order.
2. The major attributes of God; i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
3. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
4. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, resurrection.
5. The Ten Commandments.

English

Goals:

1. Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear writing.
4. Introduce the students to many styles of writing using the Bible and other high quality literature.

Memory:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation marking and capitalization rules.

History and Geography

Goals:

1. Teach the students that God is in control of History and He will determine its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (i.e. US History or geography) from Kindergarten through sixth grade.
4. Make history and geography "come alive" for the students through use of a unit approach to history and its related areas, and by using many forms of information and research, i.e. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

Memory:

1. The names and capitals of all fifty United States.

2. The names of most major countries of the world.
3. Key figures in history; i.e. Homer, Martin Luther, George Washington, etc.
4. Key dates and their significance in history: i.e. Fall of Rome, 1492, 1620, 1776, etc.
5. Preambles to Declaration of Independence and US Constitution.

Science

A. Goals:

1. Teach that the biblical creation account is true and that the theory of evolution is false.
2. Teach the students that the basic elements of both accounts and that both beliefs are based on either sound or unsound faith.
3. Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into creation.
4. Treat the study of science as a “means to an end,” not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as process and the way of using science, as opposed to the study of facts. Facts should be attained as a result of research and discovery, versus lecture. By the time the students enter secondary-level science, they should be familiar with the scientific method, through repeated practice.
5. Use many forms of instruction to teach scientific concepts and methods, i.e. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.

Memory:

1. The basic steps to the Scientific Method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science; i.e. Earth Science, Biology, Chemistry, and Physics.
5. The order and names of the nine planets.

Mathematics

Goals:

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

Memory:

1. The basic four mathematical properties: addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.

3. Addition and subtraction facts to 20
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

Reading

Goals:

1. Use phonics-based spelling as the foundation for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten).
3. Introduce the students to high quality children's literature as soon as possible, through our literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, comprehends adequately, and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
5. Foster a life-long love of reading of high quality literature, after being taught to recognize the characteristics of such literature.

Memory:

1. The seventy basic phonograms and their forty-five sounds..
2. The twenty-eight spelling rules.
3. The definitions of plot, character, fiction, non-fiction, biography, etc.
4. Oral reading skills.
5. Their favorite authors.

Art

Goals:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

Memory:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists.

Physical Education

Goals:

1. Systematically work with the students to teach them basic exercises and game skills (throwing, hitting, kicking, catching, etc.)
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional value.
3. To enhance biblical patterns of behavior through activities requiring cooperation, team work, and good sportsmanship.

Memory:

1. The benefits that specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.

Upper School Curriculum Goals

In keeping with our understanding and practice of the Logic and Rhetoric methodology of historic classical education, what follows is a description of what we at Covenant Classical Academy expect to have cultivated in our graduating students. Though each study is indivisible from all of the others in Classical methodology, for the sake of clarity and precision we have distinguished these studies as follows.

Theology

Covenant Classical Academy is committed to graduating students who:

1. Read, interpret and apply the Bible properly to every area of life.
2. Have developed a Biblical framework through which they can rightly view, understand, and act in the world.
3. Can tell the story of Ancient Israel culminating in Christ Jesus through the fall of Jerusalem in AD 70.
4. See the dominion and loving rule of Christ Jesus the King in every book of Holy Scripture and every area of human study.
5. Can explain the Christian Faith in a systematic fashion.
6. Understand the Christian origins of this Country and can defend those founding principles clearly and Biblically.
7. Defend the Christian faith, discern and destroy the arguments of men who seek to exalt themselves above the wisdom of God, and lovingly attempt to persuade them in order to bring them into the Kingdom of Christ Jesus the Lord.

Composition

Covenant Classical Academy is committed to graduating students who:

1. Have a solid knowledge of English Grammar
2. Express themselves concisely and precisely as well as beautifully and powerfully through written and spoken compositions.
3. Possess a working knowledge of rhetorical devices and their proper uses.
4. Can define and apply the five canons of Classical Rhetoric.
5. Can defend a thesis with clarity and precision through both written and oral means.
6. Can orally debate others on various issues with confidence and persuasive power.
7. Possess the tools to write a coherent, well documented, and beautiful research paper.

Foreign Language

Covenant Classical Academy is committed to graduating students who:

1. Have knowledge of the vocabulary, declensions, and conjugations in both Greek and Latin.
2. Possess the tools to utilize the full potential of the English language based upon their knowledge of Latin and Greek, both of which are foundational to the English Language.
3. Can comprehend written works of Latin and Koine Greek.
4. Can read the New Testament and many works of Church History in their original

- languages.
5. Understand that, while meanings overlap between languages, there is often not a one-for-one correspondence. As such, they recognize the value of reading literature in its original language.
 6. Possess the tools necessary to learn, either through secondary schooling or personal diligence, any language they should desire as they have the laid through two precise and developed ancient languages.
 7. Seek to share the gospel with the world which necessitates precise knowledge of the message (Koine Greek) and the missionary works of the historical Church (Latin) while applying modern foreign languages in evangelism (most of which are rooted in Greek and Latin).

Literature

Covenant Classical Academy is committed to graduating students who:

1. Know how to read and interpret an author's words exactly.
2. Have knowledge of the broader conversation in history among wise men regarding various works of literature.
3. Can discern the themes, symbols, and message of a book from the author's words themselves.
4. Can chronologically place the philosophical ideas that provide the context to an author's work.
5. Can discern between Christian and non-Christian values in a given work.
6. Can apply the God-given standards of aesthetics to any work of literature to determine its points of beauty and critique the author's failures.
7. Recognize God as the master author and are capable of applying the standard of His word to the works of world literature.

Logic

Covenant Classical Academy is committed to graduating students who:

1. Can properly explain, "the four kinds of logical statements, the four ways propositions can be opposed, the three ways in which they can be equivalent, and the seven rules for the validity of syllogisms."¹
2. Can enumerate and illustrate "the four figures of the traditional syllogism, the three forms of rhetorical arguments (called enthymemes), the three kinds of hypothetical syllogisms, the four kinds of complex syllogisms, as well as relational arguments."
3. Can precisely express truth using "the 10 Categories, the Five Predicables, the Four Causes, and the Five Elements of Classification and Their Use in the Art of Thinking."
4. Understand that Logic is the study of the orderliness and cohesion of God's thought.
5. Understand that since God's thoughts are cohesive and total that all things are united in their diversity.
6. Based upon these previous two points, seek to apply logical standards in every area

¹ All quotations in this section come from the books used in this course: Cothran, Martin Traditional Logic I & II and Material Logic

- of study.
7. Think properly, cohesively, and precisely in every area of inquiry.

Mathematics

Covenant Classical Academy is committed to graduating students who:

1. Can apply mathematics to real world situations.
2. Possess working knowledge of mathematical functions and graphics.
3. Understand the foundations and uses of algebraic proofs, statistics, and probability.
4. Possess a solid foundation for and mastery of the fundamentals in the studies of Geometry, Trigonometry, and Discrete Mathematics.
5. Understand that the precision of mathematical studies is derived from the orderliness and omniscience of God.
6. Understand that since mathematics is the revelation of God's coherence it necessarily is practical and applicable to every other area of life and scholarship.
7. Can build a lifetime of mathematical knowledge on the foundation of a God-centered mathematical study.

Science

Covenant Classical Academy is committed to graduating students who:

1. Understand that the biblical creation account is true and can defend that thesis on presuppositional grounds with supporting evidence.
2. Understand that the fundamental elements of science are based on presuppositions that are provided in the Bible.
3. Understand that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method).
4. Utilize the guide of the Scriptures and the frame of the scientific method in order to discover the operations of God.
5. Possess the necessary mathematical tools to achieve precision in scientific endeavors.
6. Understand the grammar and logic of Biology, Chemistry and Physics.
7. Can declare their scientific findings in a coherent, down-to-earth, and precise way so as to be able to bring others to appreciate their discoveries.

History & Humanities

Covenant Classical Academy is committed to graduating students who:

1. Possess a working knowledge of the chronology of historical events.
2. Possess a working knowledge of the great cultures from ancient Mesopotamia to the present.
3. Are aware of the historical contexts in which the great works of literature were composed.
4. Possess familiarity with the history of man's artistic achievements in the visual and auditory arts.
5. Possess a working knowledge of world geography.
6. Can discern principles from the historical events covered so as to interpret the present correctly.

7. Apply the word of God every area of historical study to glean God's truth from His story.

Physical Education

Covenant Classical Academy is committed to graduating students who:

1. Understand the need to care for their bodies as a temple of the Lord.
2. Understand that caring for the body is as spiritually valid as caring for their mind.
3. Understand that the Lordship of Jesus Christ demands physical labor and that a strong body is the means God has given man to accomplish His work in the world.
4. Have a working knowledge of the human muscular system and how to strengthen muscles in their groups.
5. Sculpt for the Lord and their future husbands and wives beautiful and capable bodies.
6. Possess stamina and endurance physically.
7. Understand that a healthy body is an instrument for God honoring dominion taking.

Covenant Classical Academy High School Graduation Requirements

Course of Study	Units	Courses Necessary for Graduation
Theology	4 Units	Advanced Biblical Theology, Christian Theology, Christian Politics, Apologetics
Composition	3 Units	Rhetoric I, II, & III
Foreign Language	2 Units	Greek I & II
Literature	4 Units	Ancient, Christendom, American, and Modern
Logic	1 Unit	Material Logic
Math	3 Units	Algebra II, Advanced Math I & II
Science	3 Units	Biology, Chemistry, Physics
History & Humanities	4 Units	Ancient, Christendom, American, and Modern
Health & Physical Education	1 Unit	P.E.

Required number of units for graduation: 2

Discipline Policy

Students thrive in an environment where the rules are set and expectations are clearly outlined. Therefore, CCA has established a code of conduct consistent with Scripture and clearly framed in order that our students will be ensured a safe and fun environment where they can achieve their highest Goals.

Minor Infractions

Minor infractions include but are not limited to:

- a. Arguing with fellow students.
- b. Accusing a student of a sin wrongfully (cheating, playing “unfair,” etc.)
- c. Insulting a fellow student.
- d. Repaying another student wrong for wrong.
- e. Violating dress code.

While the age of the student must be taken into consideration the general policy of CCA teachers and staff will be:

1. Upon first offence a verbal warning will be issued and the teacher will inform fellow teachers to be aware of the behavior on the playground and at lunch. The particular teacher will also be responsible to inform parents informally of the concern.
2. Upon the second offence and each subsequent related offence the parents of the student and the CCA office will be notified formally with a written referral stating explicitly the reason for correction.
3. If three referrals are issued a recess detention will be required for that day and the student’s parents will be informed by way of a detention slip, which will be sent home with the student.
4. If the behavior is not remedied immediately the student will get another detention after every repeat offence. (If the behavior is remedied, but returns periodically throughout the year the referral process will begin again.)
5. Upon the third detention the student will be required to have an office visit with the headmaster and the teacher of his/her grade.

Office Visits

There are five basic behaviors that will automatically necessitate a visit to the school office. Those behaviors are:

- a. Disrespect shown to *any* staff member including persistent and flagrant violations of instruction and discipline. The staff member will be the judge of whether or not disrespect has been shown.
- b. Dishonesty in any situation while at school, including lying, cheating, and stealing.
- c. Rebellion, i.e. outright disobedience in response to instructions.
- d. Fighting, i.e. striking in anger with the intention to harm the other student(s).
- e. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.

During the office visit, teachers/staff will determine the nature of the discipline. The school may require restitution, janitorial work, parental attendance during the school day with their student, or other measures consistent with biblical guidelines which may be appropriate. If for any of the above or other reasons a student receives discipline from the teachers/staff, the following accounting will be observed. Within either *semester* of the school year:

1. The first *two* times a student is sent to the office for discipline, the student's parents will be contacted and given the details of the visit. Most often, this will be accomplished with a phone call or a note sent home with the student for the parents. Parental discipline at home and parental assistance and support in averting further problems will be sought.
2. A meeting with the student's parents and two or more members of the school board or staff will follow the third office visit.
3. Should the student require a *fourth* office visit, a two-day suspension will be imposed on the student. For offences such as cheating or plagiarism in our more mature students this stage of discipline is immediately implemented.
4. If a *fifth* office visit is required, the student may be expelled from the school.

Expulsion

The Covenant Classical Academy School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student may be expelled.

Serious Misconduct

Should a student commit an act with such serious consequences that the school board deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct, which occurs after school hours.

Re-admittance

Should the expelled student desire to be readmitted to Covenant Classical Academy at a later date, the school board, or its delegated committee will conduct a readmission interview.

Personal Appearance

CCA is a *workplace* for students as well as for teachers. Students should dress in such a way as to demonstrate their respect for the school. Therefore, students shall:

- Dress neatly. That is, all shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.
- Be clean. That is, recently washed, hair kempt, older boys to be clean shaven. Hair should be well-groomed. Decisions about hair length are at the discretion of the headmaster.
- Be modest. That is, no tops of stretchy, clingy fabric, no short skirts or short shorts. Outlandish or distracting clothing or appearance will not be allowed.
- Hats. Unless granted permission for special days or events, students are not to wear hats while in the school building. Students who do so will have their hats confiscated and not returned until the last day of school.

Special Attire Events/Days

As the head teacher determines, events such as P.E. and field trips may call for other clothing options. Special days may be scheduled, such as dress-up days during which other clothing options are allowed.

Uniform Policy

All uniform items must be purchased through the official uniform provider, Educational Outfitters of Metro Louisville. EO is located at 1257 S. Hurstbourne Pkwy in the Plainview Shopping Center. Uniforms may also be ordered online at www.educationaloutfitters.com. Our school code is KY0990. Shoes, socks and tights may be purchased at the store of your choice.

Lower School Girls – K-6th Grade

1. Plaid #42 Jumper – K-6th Grade
2. Plaid #42 Skort – K-6th Grade
3. Plaid #42 Skirt – 5th – 6th Grade
4. Navy pants or shorts
5. White Pique Polo or Peter Pan collared shirt
6. Navy Sweater or Vest (optional)
7. Navy socks - knee or short; navy tights; or plaid ruffle/white socks; no pantyhose
8. Dark dress shoes
9. Navy, Dark solid color or Plaid #42 belt with pants/shorts

Lower School Boys – K-6th Grade

1. Navy Pants or Shorts
2. White Pique Polo or Button-down
3. Navy Sweater or Vest (optional)
4. Dark socks
5. Dark Dress shoes
6. Dark solid color belt
7. Dark solid color belt

Upper School Girls – 7th-10th Grade

1. Plaid #42 Skirt
2. Navy Pants or Shorts
3. White Pique Polo or Button down
4. Navy Sweater or Vest (optional)
5. Navy Socks or navy tights – no pantyhose
6. Dark Dress Shoes
7. Navy or dark solid color belt with pants/shorts

Upper School Boys – 7th-10th Grade

1. Navy Pants or Shorts
2. White Pique Polo or Button Down
3. Navy V-neck Vest (optional)
4. Plaid #42 or school stripe Tie (optional with button down shirt)
5. Dark Socks
6. Dark Dress Shoes

PE Uniform – Grades 1-10

Navy Mesh Logo Shorts or Logo Sweat Pants
Navy Logo T-shirt
White Socks/Tennis Shoes
White Socks/Tennis Shoes

CCA Logo Sweatshirts and sweaters may be worn in class, as well as Navy Blue or Charcoal Grey Logo Fleece from EO. All polo shirts may be embroidered with the CCA logo if desired.

Enforcement

The school administration, generally the homeroom teacher, will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance immediately. Parents will be called to bring the proper item to school to rectify the violation. Students may be required to wear a temporary item so that they are in correct uniform to attend class. Examples of temporary items may be a pink belt or shoes for the boys and a tie or boys belt for the girls. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action. Disciplinary action may include janitorial duties, extra course work or other action as deemed appropriate by the administration.

Parent Involvement in Covenant Classical Academy

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

As a support and extension of the family unit, Covenant Classical Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Covenant Classical Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Parents will be asked throughout the year to give of time and talents. Each family is expected to donate a minimum of 10 hours of volunteer time each school year. Below are just a few of the more common ways we ask for your time. Please feel free to offer suggestions for additional ideas.

1. Arrange with the teacher to visit the school/class.
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Act as a chaperone and/or organizer of field trips.
4. Serve as a story-reader, song-leader (in K-3), guest artist; offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Help hostess class parties, at home or in the classroom.
8. Arrange informal conferences, which may be held anytime at the parent’s request.
9. Closely monitor and praise your child’s progress by reading all teacher notes and student papers sent home.
10. Participate in and assist with Open Houses, Service Projects and Fundraisers.
11. Attend bi-annual work days and picnics.
12. Serve on a Covenant Classical Academy Association committee.
13. Participate in the Festivals at which CCA sets up a booth.

Grievance Policy

The objective of this policy is to establish biblical guidelines for the resolution of disputes and grievances in the operation of CCA. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of CCA's operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board.

Students/parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the board.

Parents/patrons to administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the head teacher.
2. If the situation is not resolved, they should present their concerns to the CCA school board.
3. This procedure applies to board members who are acting in their capacity as parents/patrons and not as representatives of the board.

Student Health Requirements

All full-time students attending Covenant Classical Academy must have on record with the school office, either a current immunization record or an exemption statement, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

Before the school will issue any medication to any student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.

Other forms necessary for all student health records, obtained from the school office:

1. Health History: Describes the basic health/illness history of each student.
2. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action

Learning Disabilities Policy

This policy applies to all students and teachers in all the classrooms of Covenant Classical Academy

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents, e.g. Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents, *e.g.* hyperactivity, attention deficit syndrome, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

- Children with a severe learning disability will not be admitted to CCA due to the lack of adequate staff, funding, and facilities.
- Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
- Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

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

“The primary mission of the Association of Classical & Christian Schools (A.C.C.S.) is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian world view grounded in the Old and New Testament Scriptures.”

Covenant Classical Academy is a member of A.C.C.S., and as such enjoys the full benefits of helping to form the direction and policies of A.C.C.S. along with other schools.

Requirements for all member schools:

1. All member schools must subscribe to the Confession of Faith adopted by the A.C.C.S. This must be affirmed on the application form by the signature of an authorized agent of the school.
2. All member schools must demonstrate conformity to the *Trivium* as set forth in the A.C.C.S. Mission statement.
3. All member schools must demonstrate a commitment to furthering the work of the A.C.C.S., its Goals, purposes, mission, and objectives.
4. All member schools, except charter schools, must pay annual dues.