



Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

**Indiana State Board of Education  
Request for Freeway School Accreditation  
Board Date: August 7, 2013**

- School: Covenant Christian High School (C527)
- Education Director: Mr. Brian Hudson
- Address: 7525 W 21<sup>st</sup> Street
- Grade Span: 9-12
- Public/Private: Private
- Current Enrollment: 323
- Targeted Population: Families seeking a faith-based non-public school environment
- Identity: CCHS is a rigorous academic institution that produces high achieving students. Our faculty has been trained to align course outcomes to state standards on all levels. Covenant Christian High School is a private, non-denominational Christian school, operated as a 501 (c)(3) non-profit entity by Covenant Christian Schools of Indianapolis, Inc. The school opened on the west side of Indianapolis in the fall of 1995 in a church basement with a freshman class of 23.
- Curriculum: The CCHS administration and faculty are enthusiastic about the Common Core curriculum because we found that it aligns with what we are already doing. Our Christian worldview is not only compatible with the state standards and Common Core but supports them well—CCHS places a high value on academic integrity and originality.
- Testing History: The school regularly has test scores well above the Indiana state average. Covenant earned an A in the most recent PL 221 ratings.
- Staffing: A large percentage of faculty members are licensed. This is typical of Freeway staffing levels
- Waiver Requests: Covenant Christian selects texts from both secular and Christian publishers, trying in each instance to obtain the very best material available and remain



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consistent with our worldview. Because the Christian publishers would not appear on the state approved lists, the school requests that IC 20-26-12-24 and 511AC 6.1-5-5 be suspended.

Issues: None

Recommendations: Full Five-Year Freeway Accreditation

**COVENANT CHRISTIAN HIGH  
SCHOOL**

**PETITION FOR  
RENEWAL  
OF  
FREEWAY APPLICATION**

**INDIANA DEPARTMENT  
OF EDUCATION**

**July 2013**

Petition for renewal/extension of Freeway Schools Status (July 2013)

Covenant Christian High School  
7525 West 21<sup>st</sup> Street  
Indianapolis, Indiana 46214

We are submitting the following updated report of the school's experience as a Freeway School, asking that our accreditation be continued for another five years. The report follows the "Freeway Petition Template."

1. Identify the school entity to be declared a Freeway School.

Covenant Christian High School is a private, non-denominational Christian school, operated as a 501 (c)(3) non-profit entity by Covenant Christian Schools of Indianapolis, Inc. The school opened on the west side of Indianapolis in the fall of 1995 in a church basement with a freshman class of 23. We added a sophomore class in the fall of 1996 bringing the total enrollment to 52. We received our Freeway status in June of 1997. We added a junior class that fall and moved into our new \$8,000,000 building. We graduated our first senior class of 24 students in May of 1999. We have now graduated a total of 1,075 students through May of 2013.

The mission of Covenant Christian High School is to provide an excellent Christ-centered education, equipping students for a life of scholarship, leadership, and service. Our vision is to be a model for 21<sup>st</sup> century education. We will accomplish this through the preparation of students, participation in the educational, ecclesial and cultural community, and replication of the Covenant model.

We believe that Jesus is the Christ, the son of the living God; that the Bible is the infallible word of God, and that salvation is found in Christ Jesus alone. Opportunities are provided for students to grow spiritually in their walk with the Lord through their understanding of Scripture and the application of its principals. We uphold the priority of community in the church, family, and home, and the obligations of citizenship. Our curriculum reflects a Christian worldview, which places strong emphasis on the importance of learning and knowledge. We offer strong academic programs in mathematics, science, English, and social studies through developing strong thinking and analytical skills, opportunities for creative expression, and practice in the latest technological skills. Our faculty and staff encourage and model Christian attitudes and the use of prayer in dealing with everyday decisions and action, encouraging our students to integrate Christian virtues in all aspects of life.

2. Identify the demographic data of the school and the community that it serves.

Our school sits one the western half of Wayne Township of Marion County, Indiana. According to the United States Census of 2010 the zip code of 46214 had a total population of 24,306.

Approximately 60% of this population is white, 30% is Black or African American, 9% is Hispanic, and 1% is Asian. Of this population 32.7% come from a “married couple” family and 27.6% have a Bachelor’s degree or higher. At our school 81% of the student population is white, 8% is Black or African American, 6% is Asian, and 2% is Hispanic, and 3% is mixed race.

Having grown from 23 to 330 students, we have also seen our student body grow in representation throughout the city of Indianapolis and internationally. We have 22 students studying with us from 9 different countries in our student foreign exchange program for the 2012-2013 school year. We continue to enroll new students from the public and private elementary schools, as well as a significant number of homeschooled students. Locally, our students come from over 100 different churches, and we draw from over 50 different junior and senior high schools. We grant our students the opportunity to attend Covenant with as much as \$350,000 in financial aid annually, which is raised through various fund-raising activities throughout the year.

3. Describe in detail how the school’s curriculum will comply with the Common Core Standards adopted by the State of Indiana.

CCHS is a rigorous academic institution that produces high achieving students. Our faculty has been trained to align course outcomes to state standards on all levels. Covenant is currently investing in department leaders to more fully align staff to the Common Core initiatives. Our mathematics department is rewriting Algebra 2 this year to reflect the Common Core standards and the recommended Common Core scope and sequence. Next year, they will make any necessary changes to Geometry and Pre-calculus. The math department is looking forward to full implementation of the Common Core standards and scope and sequence by the 2015-2016 school year.

The English department is on a similar track. The students are asked to engage the meaning of their text and respond with fairness and contribution to the learning community. Students are challenged to logically develop their claims and offer textual support. Further, teachers appropriately help the students find their unique voice through speech, writing, and dialogue. Many assignments have already employed the use of the Common Core writing rubric.

The CCHS administration and faculty are enthusiastic about the Common Core curriculum because we found that it aligns with what we are already doing. Our Christian worldview is not only compatible with the state standards and Common Core but supports them well—CCHS places a high value on academic integrity and originality. The college readiness of our students is evident. CCHS graduates have attended and thrived in many diverse colleges and universities across the country, including: United States Naval Academy, Arizona State, Azusa Pacific, Baylor,

Bradley, Boston University, Fisk, Gordon College, Loyola, Michigan State, New York University, Ohio State, Seattle Pacific College, Princeton, Texas Christian University, and Wheaton College.

A sampling of in-state colleges and universities include: Anderson University, Ball State University, Bethel, Butler University, DePauw University, Franklin College, Hanover College, Huntington, Indiana University, Indiana Wesleyan University, IUPUI, Manchester College, Purdue University, Rose-Hulman Institute, Taylor University, Trine University, University of Evansville, University of Indianapolis, University of Notre Dame, University of Southern Indiana, Valparaiso University, Vincennes University, and Wabash College.

Here are the CCHS course offerings:

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Required	Required	Required	Required
Bib. & Theo Studies I-II	Bib. & Theo Studies III	Bib. & Theo Studies (BTS) IV	Advanced BTS I: Worldview
English 9	English 10	English 11	English 12
Physics I or ICP*	Physics I or Chemistry	Biology	Government/Economics
Algebra or Geometry	Geometry or Algebra II	Algebra II or other math	Electives
Phys Ed/Health	World History	U.S. History	Student Pub. (Yearbook)
Computer Basics	Foreign Language***	Foreign Language***	Student Pub. (Newspaper)
Art/Music**	Electives	Electives	Creative Writing
Foreign Language***	Student Pub. (Yearbook)	Student Pub. (Yearbook)	Adv Creative Writing
Electives	Student Pub. (Newspaper)	Student Pub. (Newspaper)	Speech
Spanish I	Creative Writing	Creative Writing / Adv.	Etymology
Introduction to Art	Adv. Creative Writing	Speech	AP English Literature
Concert Choir	Speech	Etymology	Composition I & II (DC)
Concert Band	Etymology	AP English Language	Spanish I/II/III/IV
Orchestra (strings)	Spanish I or II	Spanish I/II/III	Chinese I/II
Music Hist. & Apprec.	Lifetime Sports	Chinese	Intl Contemporary Issues
Music Theory & Comp.	Fitness and Conditioning	AP US History	Psychology/Sociology
Creative Writing	Wellness	Psychology/Sociology	Advanced BTS II-IV
Speech	Introduction to Art	Intl Contemporary Issues	Computer Apps II (DC)
Study Hall	Drawing	Computer Applications II (DC)	Digital Media & Movies (DC)
	Ceramics	Digital Media & Movies (DC)	Environmental Science
	Painting	Environmental Science	AP Chemistry
	Digital Media&Movies (DC)	AP Chemistry	AP Biology
	Visual Communication (DC)	AP Physics B (Mechanics)	AP Physics B (Mechanics)
	Computer Apps II (DC)	AP Biology	AP Physics C (Elec. & Mag.)
	Chamber Chorus	Trigonometry/Pre-Calc	Algebra II
	Concert Choir	AP Statistics	Trigonometry/Pre-Calc
	Concert Band	Probability/Finite Math	AP Statistics
	Orchestra (strings)	Lifetime Sports	Probability/Finite Math
	Treble Ensemble	Wellness	AP Calculus
	Music History and Apprec.	Advanced Wellness	Lifetime Sports
	Music Theory & Comp.	Fitness and Conditioning	Wellness
	AP Music Theory	Advanced Fit & Conditioning	Advanced Wellness
	AP Art History	Introduction to Art	Fitness and Conditioning
	Intl Contemporary Issues	Advanced Art Courses	Advanced Fit & Conditioning
	Study Hall	Visual Communication (DC)	Advanced Art Courses
		AP Art History	Introduction to Art
		Chamber Chorus	Visual Communication (DC)
		Concert Choir	AP Art History

		Treble Ensemble	Chamber Chorus
		Concert Band	Concert Choir
		Orchestra (strings)	Treble Ensemble
		Music History & Apprec.	Concert Band
		Music Theory & Comp.	Orchestra (strings)
		AP Music Theory	Music History & App.
		Study Hall	Music Theory & Comp.
			AP Music Theory
			Study Hall

4. Describe the plan allowing students to earn an Indiana academic honors diploma where applicable.

<b>General Diploma</b>	<b>Core 40 Diploma</b>	<b>Academic Honors Diploma</b>
8 credits in Bible	8 Credits in Bible	8 credits in Bible
8 credits in English	8 Credits in English	8 Credits in English
6 credits in Social Studies	6 credits in Social Studies	6 credits in Social Studies
4 credits in Math	6 credits in Math*	8 credits in Math*
4 credits in Science	6 credits in Science*	6 credits in Science*
2 credits in PE	2 credits in PE	2 credits in PE
1 credit in Health	1 credit in Health	1 credit in Health
1 credit in Computer	1 credit in Computer	1 credit in Computer
2 credits in Art/Music	2 credits in Art/Music	2 credits in Art/Music
2 credits in Foreign Language	4 credits in Foreign Language	6-8 credits in Foreign Lang.***
7 credits in other electives	5 credits in other electives	4-6 credits in other electives
<b>48 Total Credits</b>	<b>49 Total Credits (2.0 GPA)</b>	<b>55 Total Credits (3.0 GPA)**</b>

\* Core 40 and Academic Honors Diplomas recommend Biology, Chemistry and Physics in science and

Algebra I, Geometry, and Algebra II in mathematics. For the Class of 2016 and beyond, students must take a math or quantitative reasoning course each year in high school

\*\* Students must complete three years of the same language or two years each of two different languages

\*\*\* For the **Core 40 with Academic Honors** diploma, students must:

- ✓ Complete all requirements for Core 40.
- ✓ Earn 2 additional Core 40 math credits
- ✓ Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- ✓ Earn 2 Core 40 fine arts credits.
- ✓ Earn a grade of a "C" or better in courses that will count toward the diploma.
- ✓ Have a grade point average of a "B" or better.
- ✓ Complete one of the following:
  - A. Complete AP courses (4 credits) and corresponding AP exams
  - B. The Class of 2014 and 2015 must earn a combined score of 1200 or higher on the SAT critical reading and mathematics. The Class of 2016 and beyond must earn a combined

score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each.

C. The Class of 2014 and 2015 must earn an ACT composite score of 26 or higher. The Class of 2016 must also earn an ACT composite score of 26 or higher and complete written section

D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)

E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

5. Freeway accreditation requires educational benefits for students in the school's attendance rate, student performance on ISTEP+ and End of Course Assessments, and for high school's, an improvement in graduation rates.

Although we provide no transportation, our average daily attendance rate for the last three years has been 97%. This is maintained through creating a productive, purposeful, and positive learning environment, which begins with our teacher-development program (see "5a" below).

Covenant students are prepared for both entering college and the workforce. But while we are relatively small, which does not afford us the opportunity to offer as large of a variety of classes as some public schools, we have instituted programs to provide more opportunities for students. We offer dual credit college classes through Vincennes University and Ivy Tech Community College which can be taken for high school college credit. Online classes in various subjects can be taken through Northstar Academy and Indiana University High School. Students are able to enroll in the Area 31 Career Program through the MSD Wayne Township. In January, 2006, Covenant Christian High School held our inaugural J-term program. Since its inception, the program has grown and developed into a vital distinctive of a Covenant education. This program, during the first two weeks of January, provides the opportunity for students to take intensive courses in both academic and practical arts, participate in educational travel and community service, and enroll in internship programs at companies throughout the city and the country. These experiences give Covenant students a unique perspective on their current education and life after graduation.

#### ISTEP/ECA

2006-07:	First-time test takers % passing English/Language Arts - 91%
	First-time test takers % passing Mathematics - 87%
	Class of 2009 pass rate - 100%
2007-08:	First-time test takers % passing English/Language Arts - 95%
	First-time test takers % passing Mathematics - 93%
	Class of 2010 pass rate - 98%
2008-09:	First-time test takers % passing English/Language Arts - 91%
	First-time test takers % passing Mathematics - 91%,
	Class of 2011 pass rate - 98%
2009-10:	First-time test takers % passing English 10 - 89%
	First-time test takers % passing Algebra I - 77%
	Class of 2012 pass rate - 100%
2010-11:	First-time test takers % passing English 10 - 94%
	First-time test takers % passing Algebra I - 95%
	Class of 2013 pass rate - 98%
2011-12:	First-time test takers % passing English 10 - 96%
	First-time test takers % passing Algebra I - 90%
	Class of 2014 projected pass rate - 98
2012-13:	First-time test takers % passing English 10 - 90%
	First-time test takers % passing Algebra I - 93%
	Class of 2015 projected pass rate - 100%

Junior PSAT:

2007-2008	152 average score	100% took exam
2008-2009	153 average score	100% took exam
2009-2010	151 average score	100% took exam
2010-2011	150 average score	100% took exam
2011-2012	154 average score	100% took exam
2012-2013	152 average score	100% took exam

SAT:

2007-2008	1660 average	98% took exam
2008-2009	1680 average	97% took exam
2009-2010	1616 average	98% took exam
2010-2011	1665 average	98% took exam
2011-2012	1622 average	97% took exam

ACT

2008	24.7 composite	35% took exam
2009	23.1 composite	35% took exam
2010	24.7 composite	41% took exam
2011	24.4 composite	28% took exam
2012	24.2 composite	31% took exam

An overwhelming majority of Covenant students graduate and attend college. The graduation rate and college admission rate statistics classes are indicated below:

Class	Graduation Rate	College Admission Rate
2003-2004	98%	97%
2004-2005	99%	95%
2005-2006	100%	96%
2006-2007	93%	98%
2007-2008	95%	98%
2008-2009	100%	97%
2009-2010	91%	98%
2010-2011	93%	98%
2011-2012	91%	97%
2012-2013	98%	96%

CCHS does not release academic class rankings beyond the selection of salutatorian and valedictorian for each graduating class. Since 2002, Covenant Christian High School graduates have accepted over 12 million dollars in merit-based scholarships. CCHS has also had twelve National Merit finalists in its twelve graduating classes.

- a. Describe the school's strategies to meet these improvements in performance.

The CCHS philosophy for student performance is built upon our understanding that teachers must be prepared, accountable, inspired, encouraged, and equipped. We offer this primarily through our teacher development program. We begin with dedicated teachers that are interested in positive collaboration. We then offer annual self-evaluation tools that help teachers reflect on their strengths and areas of needed growth. Throughout the year we respond to these desires by offering in-house training and encouragement through workshops, observations, and participation in collaborative community. New teachers go through a more intense training program in order to help discover their unique and authentic voice in the classroom, within our school, and culturally. All teachers are also encouraged through our worldview and spiritual formation program, which helps to build teacher confidence through a sense of vocation. This effort ultimately produces a gracious environment (academically and spiritually) where teachers are effective to help students discover their potential.

b. Describe any additional measures that will be used to measure student achievement and growth.

Beyond continued teacher development we are in the process of implementing a more integrated remedial program. Our flex-time and resource teachers allow us to identify and tutor the lower achieving students more readily and efficiently. We are also implementing more evaluative tools to help us place and track students more appropriately so that students will increase in academic confidence and succeed at a higher rate.

6. Describe the curriculum strategies to address: character education; hygiene; alcohol and drugs; diseases transmitted sexually; honesty; respect and abstinence and restraint.

Our curriculum begins with a Judeo-Christian foundation and incorporates a strong Christian worldview throughout the traditional core courses in English, mathematics and science, and covers the spectrum of the social studies emphasizing strong problem-solving and analytical skills. Covenant's educational philosophy is founded upon a Christian understanding of life or "The Christian Worldview." This worldview begins with belief that truth exists and this it is possible for people to know something about themselves and the world they live in. Covenant teachers encourage students to search for answers about the great issues of humankind. These issues include ideas of morality, knowledge, origins, meaning, community, beauty and mortality. We believe that how a student answers these questions will impact how they live their lives. Covenant works to provide an atmosphere where students are free to ask important questions and search for difficult answers. We encourage students to defend their beliefs and know why they believe something is true. It is an environment of open inquiry and encouragement. Our goal is to help students join together faith with knowledge so that their lives are fully integrated.

We believe that a school must be a safe place for adolescents to grow into what God has intended for them. Therefore we begin by hiring teachers who have a strong commitment to their Christian faith, a passion for their subjects, and a deep love for teenagers. The fact that all staff share the same worldview brings a consistency to the atmosphere of the school and creates a safe place for students to ask the important questions of life. We have found relationships to be

the key to a good education; our teachers strive to build relationships with students that last beyond the student's tenure at Covenant. We have high academic expectations and equally high behavioral expectations. Students are instructed in all situations to consider the scriptures in questions of morality and ethics.

Character issues are fully integrated into every classroom at Covenant. We believe that is impossible to separate knowledge from character and integrity issues. In health class, all these issues are addressed. In the required Biblical and Theological Studies courses almost all of these topics are openly discussed. Character education is also stressed in Government, History and English. Each of our courses present and teach some portion of these topics. And, most of these areas are touched upon at some level during our Monday morning assembly time.

The "Covenant Distinctive," or core values of Covenant Christian High School, also address this area. They include (1) an unwavering commitment to the Glory of God and the exaltation of Christ as king over all things; (2) a unified view of life and the world which abolishes the concept of the sacred and secular, flowing from a genuine understanding of God, creation, man, fall and restoration; (3) a dependence on God's objective revelation to man as found in the holy, inspired and inerrant word of God. The Scriptures are both the only authority for life and faith and the lens through which we interpret the rest of creation; (4) Covenant maintains that God has revealed knowledge through creation and Scripture and that both are legitimate sources of knowledge. We believe that the whole curriculum is the study of creation through the lens of Biblical truth; (5) the acceptance of a transcendent and unchanging moral law that is grounded in the character and nature of the holy and triune God. These values run through every part of human life and demand continual response; (6) a belief that aesthetic design permeates every field of study and human action. This beauty must be recognized in all things, which increases both our awe and love for God; (7) a belief that the Christian understanding of life gives meaning and purpose to all things; including creation, education, history, suffering, vocation, etc.; (8) an understanding that all individuals are created in the image of God and reflect the glory of the creator in all things. Each person has a meaningful calling in life that becomes clear through teaching, mentoring, and discipleship; (9) a commitment to the mind, the heart and the life of an individual. All three make up true and living faith. Covenant is committed to an academically vigorous curriculum, founded upon strong relationships between faculty and students, as well as training in the application of truth. We do not teach merely facts but work to integrate the cognitive, affective and volitional aspects of students as they learn and mature; (10) a dedication to community and cultural engagement in its various forms. CCHS desires to covenant with families, the local church and the surrounding community to impact the world for Christ.

7. Describe how students with special needs will be identified, referred to the local public school for testing or how IEP's for these students will be part of their instruction.

We primarily identify special needs students during our extensive interview process. Also, Covenant is a highly relational school. Therefore, all special needs students who are not identified through the formal interview process are quickly identified by teachers. We then

resource IEP students and their parents via Wayne Township Special Services (IEP conferences with parents, teachers, and students, testing, one-on-one tutoring and student advocacy) and with our grant-funded Resource Teacher for Sped Students. Our flex schedule allows for students and resource teachers to create, implement, and follow-up with an academic plan. And all CCHS teachers are expected to accommodate these students.

8. Identify the statutes and rules to be suspended as a result of this contract.

Being a private Christian school, we have been instructed by our Board of Directors to select texts and classroom material that most faithfully represent a Christian worldview. We have and will continue to select texts from both secular and Christian publishers trying in each instance to obtain the very best material available and remain consistent with our worldview. Because the Christian publishers would not appear on the state approved lists, we are asking that IC 20-26-12-24 and 511AC 6.1-5-5 be suspended.

9. Describe how technology will be integrated into student instruction.

Covenant Christian High School has a strong commitment to the use of technology in education. In light of this commitment, we have in place a technology use policy that is agreed to by both faculty and students; and we submit a technology plan to the Indiana Department of Education. The following lists how we use technology within the Covenant experience:

**Infrastructure** - Each year the demand for technology use increases. We strive to keep our infrastructure up-to-date, safe for students with content filtering, and reliable. Currently our Internet bandwidth is 6MB and we are planning to upgrade to 60MB in 2014 when our contract ends. WiFi is available throughout our entire facility that currently supports about 400 concurrent student devices and we are upgrading this year to increase capacity to 1000 devices giving us a 3:1 ratio.

**Classroom Devices** - Every teacher has a desktop or laptop and access to networked copiers for printing needs—we are intentionally reducing our use of paper and increasing our digital content and digital submission usage. We finished outfitting each classroom in 2012 with ceiling-mounted projectors so that teachers and students could show digital content to the entire class. Several classrooms have interactive whiteboards and/or student responders to make the content more hands-on and engaging. One of our faculty is a trainer and early-adopter of Texas Instruments educational products and in turn gets early access to many exciting tools for math and science.

**Student Devices** - Currently we strongly encourage students to purchase and “Bring Your Own Device” to school while also providing a computer lab (20 iMacs), 2 laptop carts (24 laptops total) and 40 library check-out devices (netbooks/tablets) to supplement. We are planning on making BYOD a requirement in 2014. Technology changes so rapidly and different technologies work better for one student than another, so we feel giving the parents and students a choice,

yields for a better academic experience. Several students already use multiple devices throughout the day depending on what device is most appropriate for the task at hand.

**Software & Services** - In 2011, we made a substantial investment in a new School Management Software solution from Blackbaud. This software gives us the necessary tools we need for student administration, faculty grade books, student/parent portal, online application/course registration, bookkeeping and development all in one system. We're able to provide all faculty and students with Google Apps for Education accounts giving them email and many useful applications for their academic needs. Online learning is becoming popular and more widely available. We are currently researching and planning to implement a Learning Management System in the coming year so that we can offer more of the classroom experience online, via a "flipped classroom", and allow some students who aren't able to attend the physical classroom to take our courses for credit. In addition to current versions of popular production software (Apple, Microsoft and Adobe), we try and provide other useful software such as Turn-It-In's plagiarism service.

**Website & Electronic Communication** - We feel that having a meaningful online presence is becoming increasingly important. Our website is developed in-house so that we can implement all the features that we want and provide up-to-date content while keeping costs low. In addition to helpful information and downloads, we also handle online ticket sales and donations, an announcement system, work tuition management and more. Communication to our parents and community is vital to us, so we also send out our Warrior Weekly email newsletter, which is archived on our site: <http://covenantchristian.org>.

**Technology in the Curriculum** - Each student is required to take our "Computer Applications I" course where they learn essential technology skills and the importance of good digital citizenship, including moral and ethical use, copyrights and privacy. Covenant is currently working to increase the reinforcements of digital citizenship throughout the school curriculum by training teachers in the area. More and more teachers are integrating various technologies in projects and daily assignments, so that our graduates are prepared for higher learning and the workplace. With the vast amount of information available online, we feel it is vital for us to help our students learn how to evaluate what sources are credible, what is true and accurate and how to manage the constant flow of data. Students in our publications course manage an online school newsletter/blog where they develop their web skills along with responsible journalism. Upperclassmen can take our Visual Communication, photography, movie and animation courses which delve into more sophisticated applications and techniques. This year Covenant started to offer computer programming as an after school club.

**Professional Development** - Currently, Covenant does not specifically allocate annual funds for technology professional development beyond what is provided by State monies. However, Covenant does provide onsite training annually to the faculty and staff through its own technology department. Online video training for Blackbaud is purchased and provided annually to all faculty and staff.

10. Describe Procedures/Plan to ensure a safe and disciplined learning environment.

All students must complete a rigorous application process, including personal interviews which are held with each applicant and their family. Before students are admitted, their parents sign a parental agreement describing the major policies concerning student behavior. Our students receive a student handbook which contains the school rules and expectations. Students who act against our behavioral expectations are disciplined primarily through suspension. If a student is ultimately unwilling to comply with our rules they are asked to leave.

Covenant Christian High School has crisis management and intervention policies and procedures, which are reviewed annually with the staff. There is an established crisis team and each staff member has a copy of the policies and procedures. These procedures coincide with the *Checklist for a Safe and Secure School Environment* established by the Indiana State Board of Education. Covenant Christian High School holds tornado drills, monthly fire drills, and is inspected by both the Fire Marshall and the Board of Health.

11. Describe plans for continuing professional staff development.

Since 1995, our faculty has grown from 7 part-time teachers, to 24 full-time and 3 part-time teachers, and 7 administrators (Principal, Dean of Students, Dean of Curriculum, Director of Academic Affairs, Athletic Director, Director of Finances, and Director of Development). Our teachers hold the appropriate state certification for their teaching areas, and we aggressively seek the best and brightest we can find. CCHS teachers are life-long learners, highly motivated, and expected to pursue opportunities for professional growth. Title II funds and budgeted school funds for area and constituent-specific conferences, AP® training, etc., as well as graduate coursework assistance. We also provide in-house support and offer external CEU/Points sessions via ACSI and Wayne Township.

12. Confirm the schools commitment to Indiana's minimum 180 instructional days for students.

CCHS has complied with the required 180 days of instruction every year as a freeway accredited school. The school follows the balanced calendar along with other local schools and the number of days is carefully calculated against snow days. In the event that our snow days might exceed the allotted amount of built-in snow days for a particular year, we are prepared to add days to the end of the second semester. Administration reviews this information when necessary as an extra measure of accountability.

13. Describe the school's ability to produce and submit all required electronic state student data reports.

Covenant Christian High School has full capacity to submit all required reports electronically to the Indiana Department of Education. Our staff is trained and encouraged to work electronically whenever possible concerning in-house and out-of-house documentation. We have identified

specific employees who can offer support to our staff to ensure our ability to offer technological communication long term.

## Appendix A: CCHS Policy on New Employees/Volunteers for Current Expanded Criminal Background Check

Covenant Christian High School is highly committed to protecting the security of its staff, volunteers, students, and visitors. Therefore, the following “expanded criminal background check” policy is being practiced and is being submitted for approval by the school board to be adopted for posterity.

1. Any and all individuals who apply and are being considered for an ongoing volunteer or paid position must give consent to CCHS for a expanded criminal background check and supply employment references if requested.
2. All current employees or volunteers must give consent for an expanded criminal background check every 5 years.
3. Employed staff or volunteers must notify the CCHS administrative leadership if arrested or convicted of a crime immediately following the time of occurrence.
4. CCHS reserves the right to request a criminal background check of any current employee or volunteer that falls within the regular 5-year time span of a criminal background check.
5. If necessary, for the purpose of maintaining the program, the principal may offer immediate employment contingent upon the expanded criminal background check. The report will be acquired within 7 days of and reviewed for full employment.

The criminal background check includes a search of the national and local criminal history records and the sex offender registries of all 50 states (see I.C. 20-26-2-1.5). Applicants found convicted of a crime may be denied employment by the principal. Current employees or volunteers found convicted of a crime may either be suspended or dismissed as an employee by the principal. And, employees or volunteers who do not disclose their criminal history during the application process may be suspended or released by the principal.

If the applicant is applying for a position where driving would be necessary to the inquired position then CCHS may call for a driver's history report supplied by the Indiana Bureau of Motor Vehicles for further evaluation. All personal information concerning an applicant's criminal or driving history acquired through references, background checks, or the BMV is privileged and will not be shared unless necessary to provide justification for employment denial, suspension, or dismissal.

Appendix B: List of Staff Members, Roles, Teaching Area/Subjects, Indiana Educator License and Confirmation of Expanded Criminal Background Check

Last Name	First Name	Subject/Roles	Ind. Ed. License	Bkgrnd. Check
Atteberry	Amy	Physical Education	Life	x
Bird	Sean	Science/Math	8/4/20	x
Brayer	Danielle	Computer	6/29/15	x
Creighton	John	Physical Education	None	x
Feltrop	William	Spanish	None	x
Fightmaster	Mike	Biblical & Theological Studies (BTS)	N/A	x
Fishburn	Donald	BTS	N/A	x
Flatt	Scott	Social Studies/Physical Education	None	x
Goodwin	Andrew	Spanish/Principal/CEO	3/12/18	x
Hopkins	Kyle	English	12/16/15	x
Hudson	Lisa	Mathematics	8/31/15	x
Hutchison	Chris	Mathematics	New Hire Pending	
Kurtz	Pauline	English	8/19/13	x
Meador	Andrew	Science/Math	5/25/14	x
Owen	Diane	Resource Teacher	N/A	x
Ray	Alexandria	Spanish/Band	6/20/16	x
Slagle	Nanci	English	2/9/16	x
Sparks	David	Art	New Hire Pending	
Stevenson	Chris	Social Studies	Yes	x
Summers	Barbara	Orchestra	None	x
Tandy	Brooke	Mathematics	5/23/16	x
Taylor	Jane	Mathematics	2/18/17	x

Threlkeld	Ryan	BTS/Dean of Students	N/A	x
Trujillo	David	BTS/Dean of Academics	N/A	x
Vibbert	Vicki	Music	New Hire Pending	
Webb	Janell	Science	In Process	x
Webb	William	Science	9/13/22	x
Wildman	Tyler	English	New Hire Pending	
Williams	Matthew	BTS	N/A	x
Wilson	Kyle	Social Studies	Yes	x
Wang	Jing	Chinese	New Hire Pending	
		<b>Staff</b>		
Beasley	Kathy	Administrative Assistant		x
Burks	Laura	Media Specialist		x
Cook	Linda	Director of Development		x
Fike	Brenda	Administrative Assistant/Nurse		x
Gossel	Andy	Athletic Director		x
Kenny	Esme	Accounts Payable/Student Billing		x
McWhorter	Debbie	Director of Finances/Personnel		x
Michael	Julie	International Program Coordinator		x
Miller	Denise	Business Office Admin. Assistant		x
Moes	Barb	Advancement		x
Moss	Carrie	Assistant Academic Advisor		x
Richardson	Michael	Maintenance		x
Richter	Kay	International Homestay Coordinator		x
Shriner	Andi	Academic Advisor		x

Smith	Debbie	Housekeeping Manager		x
Smith	James	Maintenance		x
Spencer	Brad	Technology		x
Spear	Willa Jean	Housekeeping		x
Stern	Sue	Nurse		x
Towles	Vicki	Administrative Assistant		x
Voehringer	Luan	Lunch Program		x
Voehringer	Scott	Facilities Manager		x
Zumbrun	Dawn	Lunch Program		x
		<b>Coaching Staff</b>		
Johnson	Michael	Boys Soccer		x
Smith	Theron	Girls Soccer		x
Lindberg	Lynston	Girls Soccer		x
Zumbrun	Michael	Boys Tennis		x
Webb	William	Boys Tennis		x
Zagdel	Rob	Girls Volleyball		x
Maners	Miranda	Girls Volleyball		x
Flatt	Scott	Boys Basketball		x
Webb	William	Boys Basketball		x
Gomes	Joshua	Boys Basketball		x
Smith	Joe	Girls Basketball		x
Luikert	Michael	Girls Basketball		x
Smith	Danny	Girls Basketball		x
Hutchison	Chris	Swimming		x

Creighton	Ben	Boys and Girls Track		x
Johnson	Kristi	Boys and Girls Track		x
Pickett	Ferlando	Boys and Girls Track		x
McCormick	Chuck	Boys and Girls Track		x
Creighton	John	Girls Tennis		x
Michael	Julie	Girls Tennis		x
Gentry	Elizabeth	Girls Tennis		x
Fishburn	Donnie	Boys Golf		x
Smith	Danny	Boys Golf		x
Gossel	Andy	Boys Basketball		x
Schinderle	Dennis	Boys Basketball		x
Stevenson	Chris	Boys Basketball		x
Doane	Josh	Boys Basketball		x
Owens	John	Girls Softball		x
Jean	Tranbarger	Girls Softball		x
Krober	Kyle	Football		x
Deem	Jay	Football		x
Vanwanzele e	Phil	Football		x
Lampton	Sean	Girls Golf		x

## Appendix C: Evidence/Letter Confirming A Successful Inspection of the School by the Indiana Department of Health



# **Marion County Public Health Department**

A DIVISION OF THE HEALTH AND HOSPITAL CORPORATION OF MARION COUNTY

**HEREBY ISSUES THIS LICENSE  
FOR A  
LIMITED SERVICE SCHOOL**

LIC. FEE	\$80.00
PRO. RATE	\$0.00
LATE FEE	\$0.00
NEW LIC. FEE	\$0.00
TRANS. FEE	\$0.00
<b>TOTAL FEE</b>	<b>\$80.00</b>

**TO:** COVENANT CHRISTIAN HIGH SCHOOL  
COVENANT CHRISTIAN HIGH SCHOOL  
7525 W 21ST ST  
INDIANAPOLIS, IN 46214

LICENSE NO: 200981

IN ACCORDANCE WITH THE CODE, CHAPTER \*\* EIGHT \*\*, OF THE HEALTH AND HOSPITAL CORPORATION OF MARION COUNTY, INDIANA.

**REVOCATION OF LICENSE:** Any license may be revoked by the Health Officer upon the violation by the holder of any of the terms of the above mentioned Ordinance.

**TRANSFER OF LICENSE PROHIBITED:** No license shall be sold, assigned, loaned or transferred.

12/31/2013

2/20/2013

**Expiration Date**

Date Issued

Virginia A. Caine, M.D.

*Virginia Caine, M.D.*

*Director*

Marion County Public Health Department

**NOTICE: The licensed premises are subject to sanitary inspection by  
Marion County Public Health Department. LICENSE FEE IS NON-REFUNDABLE**

Appendix D: Evidence/Letter Confirming A Successful Inspection of the School by the Indiana Department of Homeland Security's State Fire Marshal

Department of Homeland Security, Division of Fire and Building Safety

Action Edit Query Record Desktops Window Help

Inspection Desktop

To Add inspection if screen is blank start typing the data if not click the green '+' sign on the top you will have  
ID's

Day Care	Entertainment	Health Care	Magazine	Fire Works Wholesale
School	Jails / Business and Others	Ust	Inspection ID	Fireworks Retail / Consumer
SCC527			133870	

get

Inspection Date: 01/05/2010      Inspection District: 43      Occupant Load: [ ]

Alarm:  Yes  No  Partial      Inspector: Rob Miller, II,302 W Washington Str, Indianapolis

Sprinkler:  Yes  No  Partial      Inspection Type: RE-INSPECTION

Complied  Violations  Complied  File only      Inspection Status: Approved

Violation

Inspector Remarks: A variance has been granted by the commission on 1/5/2010 to allow this school to not install fire alarm strobes in the classrooms. This school is now in compliance.

Violation Letter/Print Data

AE Permit Print

Show Pending      Add Corr. Dates      Preview Report      Print and Approve Report at FM Office

**Inspection Details**

C Facility Id: Facility Name:  
Inspection Date: 01/05/2010 Inspection Status:  
C ;Inspection Type: RE-INSPECTION  
Inspector: Rob Miller, II ;Record Created Date:  
Sprinkler: Y Alarm: Y Remarks:A variance has been granted by the commission on 1/5/2010 to allow this school to not install fire alarm strobes in the classrooms. This school is now in compliance.

Christine Clouse  
Secretary 3  
Fire and Building Code Enforcement  
302 W Washington Street, Rm E241  
Indianapolis, IN 46204  
Phone 317-232-1407  
Fax 317-233-0307