



Covenant Keepers College Preparatory Charter School Mandates and Initiatives

To all of our returning teachers, welcome back! The CK leadership team is thrilled to have you here again. We can't wait to see what you do this year! To all of our new teachers, welcome! We are confident that we have found the best educators to fit the Covenant Keepers culture. Welcome to the team!

As we enter our twelfth year, we have seen many changes and experienced a great deal of ups and downs, and our journey has helped us all grow as professionals. The leadership team has come together to reflect on what has and hasn't worked at CK. Networking and researching has led us on a journey that now continues as we begin the new year with all of you.

Our time together during Boot Camp will allow us to share our new goals, expectations, and priorities with all of you. We will have time to share, discuss, reflect, collaborate, and perhaps even alleviate some fears! Chief among our goals and priorities for 2018-2019 are:

- to remove the Academic Distress state designation
- to use a high-quality curriculum and scaffolding as necessary to engage all learners and meet student needs
- to analyze data for the purpose of making student-centered decisions
- to use formative assessment results to shape classroom instruction and interventions
- to develop and maintain a positive school culture
- to develop a mindset of continuous improvement amongst all staff
- to continue Positive Behavioral Interventions and Supports (PBIS) schoolwide

During our Teacher Boot Camp, we hope to get new teachers acclimated to our environment and share new school-wide initiatives and policies with the entire team. We also hope to get to know one another and begin the team-building process, which is core to laying the groundwork for student achievement.

This packet was designed not so much as a handbook, but as a guide to lead discussion of school policies, procedures, expectations, and initiatives. It is also meant to serve as documentation to confirm that the information contained has been communicated by the leadership team and understood by faculty. Your attendance sign-in during this week's sessions is documentation of this opportunity to hear and discuss the information presented.

Please take every opportunity to seek clarification where needed. Refer back to this digital document whenever necessary.

While much of the information contained in this Boot Camp packet lays out policies and expectations specific to Covenant Keepers, much of the material describes general teaching tips and strategies, many of which are detailed in the books of Harry Wong, Robert Marzano, Ron Clark, Carol Dweck, Susan Szachowicz, Rick DeFour and others we have come to embrace.



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THE CKCS VISION AND MISSION STATEMENT

The vision of Covenant Keepers is to help academically underserved students rise above their circumstances. As a result of the collaborative effort of faculty, staff, parents, students, and community members, students will strive for continual improvement and high school readiness.

Covenant Keepers' mission is to change the trajectory of a student's academic path through the development of higher-order thinking skills, peacemaking strategies, and leadership abilities within a culture of high expectations.

Growth Mindset

Our goal is to prepare our students for high school and college; this all starts with **you**. It is critical that **you** set very high expectations from day one and **never relax those expectations**. **You** must begin by developing a “culture of high expectations”. **You** have to make a conscious effort to first of all make students and their parents aware of your expectations and secondly, follow through in helping students meet those expectations every day.

- Teachers, administration and support staff will incorporate growth mindset into the everyday experiences of students. We will work to help students understand the value of a growth mindset and that success is the result of consistent hard work.
- Teachers must commit to making their coursework rigorous. Of course, students work at different paces and come to us at various ability levels, however teachers will diligently work to push students beyond their “comfort levels” to meet the requirements of the Common Core standards. Teachers will work hard to create lessons that fill basic knowledge gaps while inspiring students to continue to grow. This will be true for general classes as well as interventions.
- Teachers will work to develop a strong rapport with students while maintaining professionalism. **Teachers will refrain from “roasting”, using sarcasm, and otherwise disrespecting students.**

In addition to course content, we must all work at educating the “whole student”. This includes imparting, among other things...

- responsibility
- motivation
- character education
- health and wellness
- critical thinking and problem-solving skills
- self-management skills



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- study skills
- interpersonal skills
- communication skills

We must work to correct poor work habits. We cannot assume that our students will take good notes, will complete homework, or even pay attention in class. We have to teach these skills every day, and require that students utilize the tools once we have provided them.

Additionally, we have to work at improving the behavior and social skills of many of our students. We must establish clear expectations and limitations, and **follow through consistently** before we will see results.

In an effort to do away with these behaviors and distractions, CK has implemented a school-wide classroom management plan. This plan is non-negotiable and will be followed by every teacher and support staff member. The CK classroom management plan addresses and offers remedies for issues from talking in class, coming to school unprepared, lack of effort, and so much more. In short, following this plan will eliminate many of the issues that prevent teaching and learning. This plan and the rituals and routines within must be taught and practiced daily beginning August 1. Following the plan with fidelity will help students build the skills they need to be successful in your class this year.

If even *one teacher* does not follow through with the implementation of this plan, the cultivation of these skills and with these high expectations, this sabotages the efforts of the entire team. **Do not be that one teacher.** Again, this is non-negotiable, and it is a critical factor in the continued employment of every individual at CK.

Structure

In order for our school environment to run smoothly, you must follow the structure that has been established for you and is required of all employees. The effective teacher operates a classroom that is structured even before students enter the room, until the time they leave. The teacher is well-prepared, and the students are aware of the school's classroom procedures and rules. Additionally, a structured school environment (i.e. outside of the classroom) will be maintained if all employees hold students accountable for all established rituals and routines throughout the day across the campus.

Teacher Expectations

An effective teacher will exhibit particular characteristics and will utilize research-based practices to create an environment conducive to teaching and learning. Daily expectations reflective of these practices in regard to curriculum and instruction are detailed below.



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Arrival Time/Leave Time

All teachers must be on campus by 7:15 and on their duty post by 7:20 AM. If you are running late: please text both Mrs. Hill and Ms. Fikes to notify them **before 7:00 AM**. This will allow you to arrive at school by **7:40** with no penalty. **You can only do this twice a month**. You must arrive by 7:40 or the consequences will follow the **Staff Expectations Consequence Chart**. If you are not on post by 7:20 and you did not call before 7:00 AM, the consequences will follow the **Staff Expectations Consequence Chart**. If you exceed two late days a month, the consequences will follow the **Staff Expectations Consequence Chart**.

If you decide to leave campus during your break (to get lunch, for an appointment, etc.), you must return before your next scheduled responsibility (class, duty post, prep, or meeting), it will be considered a half day and you will be required take the rest of the day off. Also, if you make plans with Mrs. Hill to leave during your break or prep and do not return before your next scheduled responsibility (class, duty post, prep, or meeting), it will be considered a half day, and you will be required to take the rest of the day off.

All teachers will remain at school unless otherwise notified until 4:40 PM each day. All other staff must remain at school until their contracted time.

On Thursdays (PLC Data Team Days) all teachers will remain at school until 5:15 PM each day.

Teachers/staff may leave campus during their designated lunch break, but not during their prep time (unless permission has been granted), as this time is set aside for planning and student-centered tasks.

Staff Expectations Consequence Chart

Consequences for failure to meet any schoolwide expectations are as follows:

- **1st incident:** Teacher will receive a verbal reprimand. A meeting will be held as a reminder to meet all schoolwide expectations.
- **2nd incident:** Teacher will receive a written reprimand.
- **3rd incident:** Teacher will be given a one-day suspension with no pay.
- **4th incident:** Teacher will be given a three-day suspension with no pay.
- **5th incident:** Teacher will be recommended for dismissal.

After a 90-day period of time with no new incidents, the consequence level will drop down a level for the next incident. There is only one consequence chart for all offences. If you receive a verbal reprimand for being late and then you do not turn in your lesson plans you will receive the written reprimand.



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PRESENTATION OF EMPLOYEE GRIEVANCES

Employees should resolve their complaints at the campus or building level through the building supervisor or any member of the leadership team as informally and as promptly as possible. If the complaint is not resolved then proceed to filing a grievance with the Director of Schools. The timelines contained herein will not be postponed during such attempts.

A "grievance" is an oral or written complaint filed with the Director of Schools and which concerns the grievant's wages, hours, or conditions of work, or which alleges unlawful discrimination in employment based upon sex, race, age, religion, national origin, handicapping condition, or the exercise of constitutional rights. The grievant's allegations must be stated specifically and factually, the grievant must state the specific harm caused, and the grievant must establish the existence of an available remedy. Grievances regarding Professional Development Appraisal System (PDAS) evaluations shall be brought pursuant to this policy.

The Board of Trustees, Director, and Director's designee shall not substitute their judgment concerning the content of an evaluation for the judgment of an appraiser. This policy does not apply to the non-renewal of term contract employees or to the appeal of career ladder assignments. All time limits are mandatory. All references to "days" shall mean "calendar days". A response in kind shall be made at each administrative level of the grievance process.

If the complaint does not regard a PDAS evaluation, the employee may file a grievance within ten (10) days after the employee became aware or should have become aware of the decision or act from which the complaint arose. If the complaint regards a PDAS evaluation, the employee may file a grievance within ten (5) days after either the post-observation conference or the deadline for submitting the written response regarding the appraiser's written record, whichever occurs first. The employee may file and present a grievance as follows.

LEVEL ONE Within the appropriate ten (5) day filing period outlined above, the employee may file a grievance by delivering written notification to the Director of Schools. The notice must state whether the presentation of the grievance will be made orally or in writing. The written grievance must be received by the Director within ten (10) days after the notice is filed. Within ten (10) days after the notice is filed, the Director will designate a person with specific knowledge of the subject matter of the grievance to respond to the grievant. If the grievance is presented orally, the designee will meet with the grievant within ten (10) days after the Director's designation and will respond within ten (10) days after the meeting. If the

grievance is presented in writing, the designee will respond within ten (10) days after the Director's designation or within ten (10) days after the written grievance is received, whichever is later.

LEVEL TWO If the grievant is not satisfied with the designee's response, the grievant may present the grievance to the Director. The grievant must file a written notice of appeal to the Director within ten (10) days after the designee's response



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is made. If the grievance was presented orally to the designee, the Director will meet with the grievant within ten (10) days after receiving the notice and will respond within ten (10) days after the meeting. If the grievance was presented in writing to the designee, the Director will respond to the written grievance within ten (10) days after receiving the notice of appeal.

LEVEL THREE If the complaint has not been resolved to the satisfaction of the employee after the presentment to the Director of Schools, the employee may present the grievance to the Board of Trustees. The grievant must file a written notice of appeal to the Board of Trustees within ten (10) days after the Director's response is made and at least ten (10) days prior to the next regular meeting. After considering the complaint, the Board may exercise its discretion by questioning the grievant or the administration, or directing the Director to place the matter on a future agenda, or by taking no action.

Instructional Practices

- Effective and varied instructional practices are used in every classroom.
- Instructional strategies and learning activities are aligned to and consistently monitored for our diverse student population.
- Technology is used in every classroom by *both* the teacher and the students.
- Teachers use multiple resources to deliver content.
- Instruction is *student-centered*, not teacher-centered. Minimal lecturing is involved.
- All work is rigorous, engaging and content-based.
- Homework is given regularly. It is monitored, and tied to instructional practice.
- Learning activities, questions, and assessments reflect the rigor and higher-level thinking required for proficiency on state assessments.
- Teacher content knowledge is used to challenge and motivate students to high levels of learning by building curricular and cross-curricular connections or through consistent implementation of research-based instructional strategies, differentiation, higher-order thinking skills, high student engagement, and authentic assessments.

Curriculum

- Math and English teachers utilize the adopted curriculum which includes learning targets, essential questions, essential understandings, unit learning targets, summative and formative assessments, teacher resources, cross-curricular focuses, tiered vocabulary, and twenty-first century themes (life, career, and



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technological skills).

- All other teachers submit a curriculum map for approval. These maps support Arkansas curriculum frameworks *and* CCSS literacy strands.
- Literacy skills and math skills are taught, practiced, and assessed by **every teacher** within your scope of content.
- Curriculum maps are reviewed and revised as necessary.
- Standards, objectives (“I Can” statements), and agendas are posted in the classroom daily (see Rituals and Routines handbook for an example);
- Lessons are delivered to allow student interaction in ways that are developmentally appropriate and culturally responsive.
- Curriculum provides links to continuing education and life and career options (guest speakers; research; students are allowed to apply skills, knowledge and processes to real-life matters).

Classroom Evaluations/Assessments

- Students can articulate what proficiency looks like for any given assignment in any given class;
- Classroom assessments are frequent, rigorous and aligned with CCSS; teachers use results to identify learning gaps and/or curriculum gaps.
- All classes end with an exit ticket to generalize and check for understanding.
- In math and ELA class, teachers will conduct weekly Friday “Show What You Know” assessments to gauge student understanding.
- In math and ELA class, teachers will conduct unit assessments on a 3-week cycle, according to the calendar distributed by the leadership team. This will include a pre-test and a post-test. The goal for each classroom: for 70% of students to score an 80% or above on each unit assessment.
- Math and ELA data from unit assessments will be placed into a document and reviewed during PLC data team meetings.
- In other classes besides math and ELA, teachers will be required to conduct formative assessments in 10-15 day increments. This will include a **pre-test and a post-test**. This data will be placed into a data chart for discussion at PLC data team meetings.
- Teachers will recommend students for specific interventions/enrichment based on their formative assessment results.
- Students are given feedback on classwork, assessments, and homework regularly.
- Teachers will chart and discuss class progress on assessments in the classroom.
- Questioning is deliberate and designed to assess higher-order thinking.
- Student performance criteria is evident in every classroom.
- Skills are modeled to clarify performance expectations.
- Student work that demonstrates proficiency is displayed in every classroom and in the hallway, and includes



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meaningful feedback and a scoring rubric.

- Anchor charts and exemplars of student work are integrated into classroom instruction to provide examples of proficient student work or to help students understand the difference between performance levels.

Planning

- Every teacher collaborates with colleagues for instructional decision-making. This applies to general classes as well as intervention classes.
- All units reflect coverage of Arkansas standards and require rigorous, higher-order thinking from students.
- Teachers make efficient use of all instructional time to maximize student learning. Students are engaged for the entire class time allocated. All teachers are competent in implementing the school-wide rituals and routines and therefore avoid losing class time to chaos in taking up assignments, taking attendance, preparing students to transition from one activity to another or to the next class, behavior correction, assigning homework and other daily routines.
- Lesson plans for the upcoming school week will be placed in your lesson folder in Google Drive by **Monday at 7:00 AM**. Plans should be submitted to Ms. Chapman, Mrs. Whipps, and Mr. Scroggins.
- A school holiday, an absence, or unexpected day out (weather, etc.) does not change the Monday at 7:00 AM deadline.
- Any teacher who has an emergency situation must contact Mrs. Whipps ASAP to make arrangements for lesson plan submission.
- Lesson plan submission requirements apply to every teacher every week.
- In the event that a teacher submits plans that do not meet generally accepted requirements in regard to content, learning activities, and instructional strategies, the teacher will be mentored with the expectation that he or she will make immediate improvements in moving forward. Subsequent failure to meet expectations will result in professional growth actions being taken by the teacher. Continued failure to meet expectations or lack of improvement efforts will result in recommendation for dismissal.
- A substitute folder must be kept up to date with work for the students to complete while you are out. This folder will be kept in the office. This must include a class roster, seating chart, and enough copies for your class to complete the work left. Do not leave your lesson plan for a substitute to teach or a lesson that requires technology use.

Consequences for failure to submit lesson plans on time are as follows:

- _____ **1st incident:** Teachers who do not submit lesson plans by 7:00 AM on Monday will receive a verbal reprimand and must submit plans before Monday at 10:00 PM. A meeting will be held to establish lesson plan submission expectations.
- _____ **2nd incident:** Teachers who do not submit lesson plans by 7:00 AM on Monday on a second occasion will



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receive a written reprimand and must submit plans before Monday at 10:00 PM.

_____ **3rd incident:** Teachers who do not submit lesson plans by 7:00 AM on Monday on a third occasion will be given a one-day suspension with no pay. You must still submit plans before Monday at 10:00 PM.

_____ **4th incident:** Teachers who do not submit lesson plans by 7:00 AM on Monday on a fourth occasion will be given a three-day suspension with no pay.

_____ **5th incident:** Teachers who do not submit lesson plans by 7:00 AM on Monday on a fifth occasion will be recommended for dismissal.

Teacher/Student/Parent Rapport

- Teachers recognize and accept their professional role in student success and failure.
- Teachers demonstrate concern for students and inspire their best efforts.
- Teachers interact with students and parents with respect and refrain from sarcasm or negativity.
- If a student is disengaged, the teacher notices and checks in with the student to get him/her back on track.
- Teachers strive to meet the needs of all students; maintain high expectations of all students; and consistently challenge students to do rigorous, high-quality work.
- Teachers strive to develop an understanding of individual students and establish meaningful, supportive, student-teacher relationships.
- Teachers demonstrate commitment to creating a caring, nurturing environment for students.
- Teachers demonstrate a high level of care about the students' social, emotional, and physical well-being.
- Regular incentives and celebrations of student successes are built into the culture of every classroom.
- Teachers maintain a **professional** demeanor with parents at all times and in all communications—written and verbal. Though we realize that many of our parents are comfortable with very informal speech and vernacular, we also have to realize that we need to keep it professional. Teachers, staff, and administrators should never address parents in an overly-familiar or informal manner. Keeping our speech patterns and language professional makes it clear to our audience that we are not at all relaxed about their student's education and our expectations of that student or parent. Having said that, we must demonstrate that we are unquestionably committed to that parent and that child. We have to make our parents comfortable and understand that we are truly on their side.
- If a student is showing cause academic or behavioral concern, the teacher should schedule a **Reflection Meeting**. Parents also have the ability to schedule a Reflection Meeting, as do members of the leadership team. Reflection Meetings can be scheduled after school on **Tuesdays** or **Wednesdays** during the following time slots:
 - 3:45
 - 4:00
 - 4:15



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-4:30

- If you wish to schedule a reflection meeting, please contact Ms. Paola in the front office. She will contact the parent and schedule a time. If the parent requests a time outside of the normal reflection meeting time, Paola will alert all teachers and come to a consensus.

Reflection meetings will follow the agenda below:

- Summary of student's academic success
 - Teachers' summary/LT summary
 - Parent response
 - Student response
 - Agreement on next steps, support to be provided, and individual responsibilities of the school, the parent, and the student
- Summary of student's behavior
 - Teachers' summary/LT summary
 - Parent response
 - Student response
 - Agreement on next steps, support to be provided, and individual responsibilities of the school, the parent, and the student

Additionally, the school nurse and representatives from behavioral health services or special education services will attend meetings as necessary.

Classroom Management

- The CK Schoolwide Expectations are implemented and are adhered to with fidelity.
- Behavioral expectations are consistent in each class.
- Every teacher's classroom culture reflects the belief that all students can learn at high levels in order to motivate students and produce continuous improvement in student learning.
- Effective "bell-to-bell" instruction takes place in every classroom.
- Every teacher follows discipline protocol including Student Redirection System, student discipline referrals, parent contact, documentation, and intervention attempts.
- The teacher is the authority figure in his/her classroom; that authority is never relinquished.

Required Records

- Every teacher maintains current and accurate student records within eSchool (attendance and grades).
- **Every teacher will submit at least two authentic grades to eSchool weekly.**
- Every teacher will maintain a separate copy of his/her grade book in addition to eSchool digital grades. This copy



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can be downloaded directly from eSchool.

Every teacher will maintain the following for documentation purposes:

- **eSchool Grade book**
 - Compliance includes:
 - at least two authentic grades per week;
 - grades are current through the previous week;
 - all students included;
 - assignments labeled appropriately;
 - grades that are “missing” default to zeros according to the established policy stated in your syllabus.

- **Professional Development Binder**—Every teacher will maintain documentation of personal accrual of PD hours in his/her PD binder.
- Every PD session attended (either on campus or elsewhere) should be documented by either a sign-in sheet and agenda or a certificate of attendance.
- Every teacher must accumulate **36 hours** of professional development each year (July 1—June 30).
- Binders are submitted to administration at the end of the year for reporting to the state.

- **Documentation Folder**—Every teacher will maintain a digital “Documentation Folder” that will consist of the following items:
 - Record of Parent Communication (emails, phone logs, texts, letters, referral forms, etc.). Include contacts made for positive as well as negative matters.
 - This Boot Camp packet—Keep this to refer to as needed.
 - Rituals and Routines—Keep this to refer to as needed.
 - Digital School Calendar- check this often and be aware of what is going on!
 - Behavior section—all documentation pertaining to behavior incidents and interventions.
 - Any additional items at the request of administration

Parental Involvement

- Teachers sign agenda books daily to ensure accurate communication of homework assignments to parents.
- Teachers communicate missing assignments and/or grades below 70% to parents to appeal to parents for assistance in getting students back on track and to ensure that parents have been informed of possible failure.
- Teachers build partnerships with parents by staying in constant contact in regard to both positive and negative issues; this strong foundation enables us to gain support and assistance from parents when needed.
- Teachers will actively maintain their Edmodo page. Homework for the day should be posted no later than 4:30



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PM.

Professional Development

- With guidance, teachers will develop an individual professional growth plan that supports ACSIP goals, curriculum and instructional issues, is aligned to individual needs, and reflects a focus on improving professional skills in working with TAGG students. This will be documented in EdReflect.
- Teachers' professional growth plans identify quarterly goals and are revisited/revised during the course of the school year.
- Teachers are trained in ESL education, classroom management, differentiation, data analysis, and assessment. This training is both job-embedded and sought externally.
- Teachers are provided and/or seek out professional development as required by the state.
- CK offers at least 6 days of professional development in compliance with state regulations. **Teachers who miss any of these days must show documentation of accepted absence and must make up the missed hours on the topic(s) presented.**

Team Collaboration

- Teachers meet with content area and grade-level teams as required. Teams will document meetings with agendas, notes, and sign-in sheets. Documentation will be stored as directed.
- Teachers collaborate with colleagues vertically and horizontally to identify and address curriculum and student issues as evidenced by the data.
- Teachers work with peers to analyze student data across content areas and grade levels for the purpose of revising instruction, curriculum, or teaching strategies.
- Collaborative planning time is always used effectively. Norms are established and followed. Planning time is sacred and limited, so it must be used wisely without unnecessary distractions.
- Teachers work effectively with special service providers.
- Teachers regularly check school email and respond as necessary. Saying "I didn't know" is never an acceptable excuse when an item has been addressed via email. Teachers who have technical issues with email or computers should alert Mr. Hill immediately as being unable to access email is not an excuse either.
- Teachers participate in planning and executing school events, i.e. field days, incentives, parties, and other activities.
- Teachers develop and maintain a culture of high expectations in the school while monitoring and correcting behavior beyond the classroom and assisting colleagues as needed.
- Teachers contribute to a smoothly functioning learning community by maintaining school-wide policies and procedures in the classroom.
- Teachers engage with colleagues in developing and implementing a systematic, meaningful school-wide and



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classroom-based set of rewards for students at all levels and capabilities at different intervals throughout the school year.

- Teachers take responsibility for a specified project or activity outside the classroom (club, after-school activity, program management, leadership role, community-based projects, etc).

Student Data Portfolios

- Students are required to create and maintain a portfolio representative of their progress on specific standards.
- Portfolios must include the following:
 - Pre-tests and post-tests for each unit
 - a data sheet that tracks progress between each pre and post test.
 - Projects (a rubric is fine for large 3-D projects that cannot fit inside a portfolio)
- Work that is included must be evaluated for standards and feedback should be given.
- Portfolios should be referenced any time a parent has concerns about his or her student's progress. Portfolios may also be examined by administration when grade inflation is a concern.
- Students will present their portfolio during parent/teacher conferences.
- Portfolios will be turned in at the end of the year.

School-Wide Initiatives

Covenant Keepers has adopted several *school-wide mandates* to ensure teacher accountability. ***These are non-negotiable and are a condition of continued employment.*** The list of mandates is continually evolving, as we are a school that constantly seeks to improve on what we are doing. You will be made aware of updates through email communications and faculty meetings.

A few of the current mandates are outlined here.

- Every teacher, regardless of content area, is to support literacy and math instruction.
- Every teacher will monitor student progress by classroom-level assessments and observations as well as district and state-level assessments.
- Teachers are expected to reference data-driven decisions (again, both classroom level and beyond) in their weekly lesson plans.
- Every teacher will display student-level data derived from formative and summative assessments to communicate progress toward goals.
- Teachers are required to be at their doors to monitor traffic in the hallways between classes.
- Teachers are required to leave their classroom door open during every class period.
- Teachers are required to keep eSchool current. A *minimum* of 2 grades should be posted weekly.



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- Point opportunities should average at least 100 points per week in order to give students ample opportunity to affect their grades regularly. eSchool should reflect a minimum of 500 points possible by interim report time and 1000 points by nine-weeks.
- Teachers should enter attendance via eSchool each period.
- Teachers should immediately meet with Mrs. Hill to rectify any issues with eSchool whenever these issues arise.
- Teachers should immediately alert Mr. Hill when email or other technical issues arise.
- Teachers are prohibited from using cell phones for personal business when students are present. This includes during duty. The only times teachers use their phones in front of students should be when teachers are calling a student's parent or an administrator or are checking/responding to school-related texts or emails. Teachers utilizing their smartphones for various activities during class should simply communicate the use to admin.
- Teachers are discouraged from "friending" students on Facebook on their personal accounts.
- Teachers will be given "Academic Improvement Plans" (A.I.P.s) for each student who did not score on grade level on their most recent state tests. Teachers are required to follow the plan set forth for each student and follow through with parent communication and documentation.
- Teacher dress:
 - Teachers must dress professionally. Dress code is business casual. Dark wash jeans with a dressy top is acceptable. No revealing attire should be worn (ex: spaghetti strap tank tops, short skirts or dresses, etc). T-shirts, jeans and tennis shoes are only allowed on Friday. Never should athletic wear be worn during the school day except for a person teaching physical education in the gym or outside. No flip flops.
- While on duty, teachers must always be aware of situations around them while they are on duty. While teachers may visit with students, they must keep their focus on monitoring all students in the area.

Duty time is an excellent opportunity to make oneself aware of the dynamics of current student relationships and various issues that might be developing. This can be useful in anticipating problems and redirecting students' attention; preventing small problems from escalating into behavior events; or sometimes can serve to provide information regarding what led up to a behavior event when students are called to the office.

Whether during duty, in the halls, or in the class, giving close attention to student activity and listening in on conversations can go a long way toward dispelling negative energy. Anytime a teacher sees or hears this negativity or senses the potential for behavior events, it is imperative that that teacher put an end to it in the manner that is most conducive to the situation. In short, a teacher should never let behavior or potential behavior problems go to grow or spill over into another setting for someone else to deal with.

School Supplies

- Parents will be given a general school supply list. If students need materials specific to your class, place a request



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for those items in your class syllabus.

- **Students must have all necessary school supplies with them each day, including their agenda.**
- Teachers will be given a set amount of supplies and are expected to maintain possession of supplies. Mrs. Hill will replenish as necessary; she will not, however, constantly replenish supplies that are not properly maintained by the teachers.

Restroom Visits

- Teachers are asked to use their professional discretion in determining if a student is experiencing a true emergency and should be allowed to go to the restroom outside of the scheduled break time. Teachers are also expected to train students not to waste opportunities to visit the restroom. More information on this matter can be found in the Rituals and Routines section.
- Teachers are expected to remain aware of students with medical issues that have been given permission to visit the restroom as needed per doctor's request.
- If a student needs to use the restroom during class time, teachers should write a restroom pass within the student's agenda.

SpEd/ELL Support

- Any student receiving special education services (504 or IEP) or participating in the English language learners program will have a plan that is distributed to teachers within 30 days of the start of the school year.
- Teachers will receive professional development on instructional strategies specific to assisting students receiving special education services or ELL services.
- Teachers will contact the special education coordinator or the ELL coordinator with any questions regarding the implementation of a student's plan.
- As new students enter in the middle of the school year, the ELL and SpEd coordinator will work diligently to provide necessary plans to teachers in a timely manner.

PLC School

- Covenant Keepers is a Professional Learning Community. Members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all.
- These 4 questions will drive our decision making as a school:
 - What do we expect our students to learn?
 - How will we know they are learning?
 - How will we respond when they don't learn?
 - How will we respond when they already know it?



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- Data teams will be formed to address the aforementioned questions according to departments: ELA, Mathematics, and Student Empowerment.
- All teams engage in an ongoing cycle of:
 - Gathering evidence of current levels of student learning
 - Developing strategies and ideas to build on strengths and address weaknesses in that learning
 - Implementing the strategies and ideas
 - Analyzing the impact of the changes to discover what was effective and what was not
 - Applying the new knowledge in the next cycle of continuous improvement

Teacher Absences

- Teachers are given an allotment of days to use for sick and personal days. If you know you are going to be out ahead of time, complete an Absentee Form and turn it in to Mrs. Hill to seek approval for your absence. For a planned absence, you should let Mrs. Hill know 24 hours in advance of your absence.
- Two week notice must be given prior to taking off the day immediately after or before any break.
- Only a maximum of two requests will be approved on any given day.
- If you have to miss due to illness (yourself/a child/etc.) and you know the night before, please text Mrs. Hill and Ms. Fikes by 9:00 PM.
- **If you wake up sick, you must alert Mrs. Hill and Ms. Fikes by 6:00 AM and you also will need to bring a doctor's statement with an original signature to avoid getting a docked day of pay.**
- If you have to miss two or more days in a row due to illness, a doctor's statement with an original signature will be required upon your return.
- When you are out make sure you have work left in your classroom, enough for the whole class period.
- No personal leave requests will be granted during ACT Aspire Summative testing dates.
 - Emergency sickness absences must be accompanied with a doctor's statement.

Staff Expectations Consequence Chart

Consequences for failure to meet any schoolwide expectations are as follows:

- **1st incident:** Teacher will receive a verbal reprimand. A meeting will be held as a reminder to meet all schoolwide expectations.
- **2nd incident:** Teacher will receive a written reprimand.
- **3rd incident:** Teacher will be given a one-day suspension with no pay.
- **4th incident:** Teacher will be given a three-day suspension with no pay.
- **5th incident:** Teacher will be recommended for dismissal.



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After a 90-day period of time with no new incidents, the consequence level will drop down a level for the next incident.

School-Wide Rituals and Routines

Rules for Every Classroom:

1. Be in your assigned seat and ready to work **before** class begins.
2. Bring all assigned materials to class.
3. Keep your hands, feet, books and objects to yourself.
4. Do not engage in behavior that keeps the classroom from functioning.
5. Follow directions the first time they are given.
6. No food or drink allowed in the building except in designated areas and times.
7. No gum or sunflower seeds allowed anywhere on school property
8. Raise your hand and wait to be called on before talking.
9. Note passing disrupts the class and is not allowed.

Substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers.

School-Wide Expectations

<p>Classroom Expectations: -Raise your hand to be acknowledged by the teacher and listen politely. -Come to class prepared. -Ask questions for clarification. -Be positive participant in the learning environment. -Be respectful to others.</p>	<p>Gym Expectations: -Use gym equipment properly with adult permission and supervision. -Be responsible for your belongings. -Line up when prompted. -Dressing rooms are for P.E. use only. -Be respectful to others.</p>
<p>Cafeteria Expectations: -Line up quietly to get your tray. -Use your inside voice. -Clean up around your area before you leave the cafeteria.</p>	<p>Outside Expectations: -Use equipment properly and return promptly. -Practice the motto of “safety first”. -Keep hands and feet to yourself. -Line up when prompted.</p>



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<ul style="list-style-type: none"> -Outside food is for your enjoyment only. -Be respectful to others. 	<ul style="list-style-type: none"> -Be respectful to others.
<p>Restroom Expectations:</p> <ul style="list-style-type: none"> -Flush the toilet every time. -Wash your hands thoroughly. -Throw your paper towels and hygienic items in the trashcan. -If you see a problem, please report it to a teacher. -Be respectful to others. 	<p>Hallways Expectations:</p> <ul style="list-style-type: none"> -Be mindful of noise during transitions. -Remain with your class at all times. -Stay to the right of the hallway. -Keep hands and feet to yourself. -Be respectful to others.
<p>Dismissal Expectations:</p> <ul style="list-style-type: none"> -Use your inside voice. -Listen attentively. -Stay with your class. -Practice the motto of “safety first”. -Be respectful to others. 	<p>“Safety First” Definition:</p> <ul style="list-style-type: none"> -Walk instead of run. -Keep hands and feet to yourself -Objects should be used for their intended purpose. -Be aware of your surroundings. -Horseplaying can lead to fights.

Procedures Vs. Rules

Classroom *procedures* tell students how things are done: entering the classroom, beginning work, transitions between activities, heading papers, turning in work, sharpening pencils, disposing of trash, finding make-up work, moving into groups, asking questions, and dismissal from class to name a few.

Classroom *rules* establish the teacher’s expectations for student behavior and the consequences for infractions. Rules tell students what their limits are. A teacher’s rules are clearly stated, explained, and posted.

Teachers include rules and procedures in their course expectations letter/syllabus so parents and students are aware of them. Teachers also prepare several “new student packets” that contain handouts explaining class procedures, rules, course expectation letters, and other items necessary for success in your class. Teachers will keep several packets in their file cabinet all year long. Parents and students should sign a form indicating they have received a course expectations letter and they are aware of all requirements of the class, and these forms should be kept in the teacher’s documentation binder.

In Class

All interactive notebooks must:

Be in the form of an individual spiral notebook or a composition notebook.

Have all pages numbered by students (walk them through this for consistency!)



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Have a teacher version of that day's INB (Paper or Digital) for students to view

Each class starts with identifying their goal for the day, rating their understanding of the goal, and an APK. It is the teacher's discretion to take a grade on APKs.

APKs should be projected (best) or printed (good). Students should be trained from day one to collect their Interactive Notebook, look up at the APKs, and begin working silently with no prompting.

Each classroom should have a board set up with the following information daily:

Goals	The "I Can" statement that students will aim to achieve for that lesson. Students rate their understanding of the goal before the lesson begins.
APK	Access Prior Knowledge: Engage the students in the lesson you are about to present
New Information	Direct instruction from the teacher
Apply	Students demonstrate understanding of the goal
Generalize	Students revisit the goal and reassess their understanding

Homework can be projected or written on the board at the end of class. All homework assignments will reinforce what students have learned during the lesson or will be introduced to in the next lesson.

Parents are expected to replenish supplies as needed throughout the year.

School Supply List for the 2018-2019 Year

6th -1 2-inch binder -Fully Mesh Backpack with a zipper (7) Wide Rule 1-Subject Spiral or Composition Notebook 10 manila folders -1 agenda book (provided by school, replacement fee- \$5) 1 Packet of Wide Rule Filler Notebook Paper	7th 1 2-inch binder Fully Mesh Backpack (7) Wide Rule 1-Subject Spiral or Composition Notebook 1 Packet of Wide Rule Filler 10 manila folders -1 agenda book (provided by school, replacement fee- \$5) 1 Packet of Wide Rule Filler Notebook Paper	8th 1 2-inch binder Fully Mesh Backpack (7) Wide Rule 1-Subject Spiral or Composition Notebook 1 Packet of Wide Rule Filler 10 manila folders -1 agenda book (provided by school, replacement fee- \$5) 1 Packet of Wide Rule Filler Notebook Paper
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<p>1 pencil pouch 24 pencils 12 pens Personal pencil sharpener 3 Packs of Post-it Notes (assorted colors/sizes) 2 Packs of Highlighters (2) Pack of Scotch Tape (2) 6-Pack of Elmer's Glue Sticks Pack of markers Pack of colored pencils 1 Sharpie</p> <p><u>Will be collected from the student and placed in general supply:</u></p> <p>1 pack of copy paper 1 packet graph paper 1 bottle of hand sanitizer 1 box of Kleenex</p> <p>All novels for English classes must be purchased by the parent. Failure to purchase the necessary novels may results in child receiving a failing grade for that unit.</p>	<p>1 pencil pouch 24 pencils 12 pens Personal pencil sharpener Pack of Post-it Notes (assorted colors/sizes) Pack of Highlighters (2) Pack of Scotch Tape (2) Pack of Elmer's Glue Sticks Pack of markers Pack of colored pencils 1 Sharpie</p> <p><u>Will be collected from the student and placed in general supply:</u></p> <p>1 pack of copy paper 1 packet graph paper 1 bottle of hand sanitizer 1 box of Kleenex</p> <p>All novels for English classes must be purchased by the parent. Failure to purchase the necessary novels may results in child receiving a failing grade for that unit.</p>	<p>1 pencil pouch 24 pencils 12 pens Personal pencil sharpener Pack of Post-it Notes (assorted colors/sizes) Pack of Highlighters (2) Pack of Scotch Tape (2) Pack of Elmer's Glue Sticks Pack of markers Pack of colored pencils 1 Sharpie</p> <p><u>Will be collected from the student and placed in general supply:</u></p> <p>1 pack of copy paper 1 packet graph paper 1 bottle of hand sanitizer 1 box of Kleenex</p> <p>All novels for English classes must be purchased by the parent. Failure to purchase the necessary novels may results in child receiving a failing grade for that unit.</p>
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Minimal supplies can be purchased at the front office (notebooks, paper, pencils).

Pencils

Teachers should have a procedure in place for sharpening pencils in class. If students have mechanical pencils, they must bring their own lead. Lead will not be supplied.

When pencils are not actively in use, they should be resting on the desk. No tapping, beating, twirling, chewing, or launching pencils.

Trash

Teachers will develop a creative way for students to dispose of trash during class. If a teacher prefers, trash cans can be



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placed in strategic areas in the room, so that students are able to throw away trash without leaving their seat. **Time should be allotted at the end of each class for cleaning up the classroom.**

General Ritual and Routines – Academic Success!

Students may not leave their learning area unless given permission to do so.

Students must raise their hands and wait to be called on to speak in all classrooms.

All teachers have a procedure in place for passing in items/papers.

No staff member should yell at the students. No cursing/"shut up"/arguing with the students.

Class ends with an exit ticket/generalization and rating their understanding. Teachers use these to check for understanding.

Advisory

From 7:50-8:00 is advisory. Students will go to their 1st block class and the teacher will check for the following:

-correct uniform

-agenda

-adequate school supplies (pencil, paper, INBs)

Students will also use advisory time as an opportunity to sharpen pencils, clean out backpacks, and prepare their mind for the day.

Agenda Books are MANDATORY Daily!!

During each class period, students are to write down the homework assignment verbatim from the board or paste in the assignment from the teacher. Before class is over, the teacher must sign the agenda to indicate that it was written down correctly and completely.

Cellphones

A teacher will collect cell phones on duty inside the front door of the office building each morning. Phones will be placed in a container inside a file cabinet. They will be given to students when they are picked up at the end of the day or dismissed to ride the bus home. Tardy students will turn their phone in at the office.

School Supplies

The school will provide parents with a supply list at the beginning of the school year. This supply list will also be available on the CK website. Students should come prepared each day with all necessary items. Parents should be responsible for replenishing supplies as needed. All supplies designated as communal on the list will be stored, inventoried and distributed as needed.

Bathroom Breaks

Students will be allowed to go to the bathroom during designated times. Students cannot go to the restroom outside of the designated times unless they have a pass. Teachers will write the pass inside of the student's agenda book. If a student



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does not have their agenda book, they will not be given a pass. If the student has used two restroom passes for the day, they cannot receive a restroom pass again that day. If a student has a medical issue and needs to use the bathroom more frequently, a doctor's note must be on file with the school nurse.

Lunch

Students travel to their next class before lunch, drop off their binders, then travel to lunch with their teacher. Student must be trained to get their trays, eat, and sit quietly. Students will be able to use the restroom and use the water fountain during their break.

Near the end of lunch break, students will line up at the sound of the whistle in their designated area.

Student Transitions

Each time students move outside the building, students **MUST** be escorted by a teacher. No class will be sent out unescorted or grouped in with another class. Teachers should always remain with their class. Students should **NEVER** leave the line without assigned teacher's permission.

End of the Day: Pick-up Procedures

With the exception of bus riders, all students will be escorted outside for dismissal. 6th and 7th grade students will be picked up from the back parking lot, and 8th grade students will be picked up beneath the awning. Walkers will be dismissed when students arrive outside. In the event of inclement weather, all students will be picked up beneath the awning.

Uniform Policy

Uniform and Personal Appearance

Covenant Keepers has a uniform to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. You will be expected to arrive in dress code every day. Please cooperate, display modesty and neatness, and take pride in these clean, neat and attractive uniforms. We rely on your common sense and your parents' and/or guardians' support in helping maintain this dress code. Students will purchase uniform shirts through Covenant Keepers. The student will purchase all other items from the retailer of their choice. In the event any student is out of uniform, parent/guardians will be called to rectify uniform issues. No exceptions!

School Uniforms must be purchased through The Toggery.

11525 Cantrell Rd, Little Rock, AR 72212

www.toggerykids.com

6th/7th: Red CK polo shirt, tucked in, or red CK t-shirt (worn on Fridays only)

8th: Navy CK polo shirt, tucked in, or navy CK t-shirt (worn on Fridays only)

All students: khaki pants, shorts, capris, or skirt

any kind of buckled belt (***no canvas***)

any closed-toe shoes

If an undershirt is needed: Students can wear a red or navy long sleeve shirt under uniform shirt.



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-CK hoodies and CK sweatshirts can be worn over the uniform, or a solid red/navy jacket. Tights or leggings worn beneath skirts must be black or navy. Shorts must be worn beneath skirts at all times.

If a student wants to wear a jacket/sweater in the building, it must be solid red/navy, and must be worn over the uniform and unzipped. Jackets with graphics, logos, emblems, patterns (polka dots/stripes/etc.) or made of denim will not be allowed.

Uniform Top

1. Uniform shirts must be purchased from The Toggery and worn daily.
2. Red or navy long sleeve shirt may be worn under polo with the cool weather uniform. Sleeves may not be rolled or banded. No colorful long sleeve shirts will be permitted.
3. Polo shirts must be completely tucked in at all times.
4. Students may be rewarded with CK t-shirts of varying designs. Those students may wear these shirts on any day of their choosing.
5. Students who choose not to wear their CK uniform shirt for any reason will have a parent contacted and will receive demerits.

Pants

Students must wear khaki pants purchased from the Toggery.

1. Pleated pants, flat front pants, capri pants, or skirt.
2. Pleated shorts or flat front shorts.
3. No skinny khakis, joggers, stretchy pants, etc.
4. Pants/shorts waist must rest no lower than the hip bone.
5. **Shorts (NO CARGO) length will be to the knee cap.**
6. Clothing may not be rolled or banded.
7. Pants/shorts must fit properly.
8. Pants may not be **BAGGY**
9. Pants may not be **SAGGING**.
10. Belts must fit properly and not hang down when buckled.
11. Pants with large pockets are prohibited.

Outerwear

1. Hats, caps, bandannas and other headgear may not be worn in the building.
2. The only outerwear that may be worn inside the classroom is a Covenant Keepers jacket or hoodie, or a solid red or navy jacket. Coats and jackets must be placed in student backpacks.

Footwear

1. High heels, sandals, flip-flops, and slippers are not allowed.
2. Tennis shoes can be worn daily.
3. Laces must be kept tied, and shoes must be kept on.
4. No shoe polish allowed in school.



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5. Socks must be worn at all times.
6. No house shoes allowed.
7. Girls may wear navy or black tights instead of socks.
8. Rain boots may be worn to school on inclement weather days; however they must be removed and replaced with appropriate shoes once the student enters the building.

Miscellaneous

1. Ladies are allowed to wear moderate jewelry. All earrings must be quarter size or smaller. Nose, eye, tongue, lip, or belly rings will have to be removed. **NO EXCEPTIONS**
2. Bracelets must not cause a distraction during class. -----bangles should not be worn.
3. All necklaces must be worn inside the collar of the student's polo or t-shirt.
4. Gentlemen are not allowed to wear earrings or any other visible piercings.
5. Hairstyles/color that creates a distraction will not be allowed. Administration will use their judgment in determining what is distracting.

Physical Education

All students at CK are required to take physical education unless a doctor's statement is on file in the front office, recommending that the student be excused from this activity.

Upon written requests from a doctor, a student may be excused from physical education activities on a temporary basis due to illness or injury.

A uniform is required for P.E. classes. All students will wear a black or navy t-shirt with black knee-length shorts.

Student Redirection System

If a student is not following your directions and is disrupting class,, you are expected to follow the redirection system:

1. Give student a warning
2. Redirect or isolate in class
3. Teacher communicates with student in the hall to redirect and avoids the student being embarrassed
4. If student still refuses to be redirected and continues to disrupt class, text Mr. Adams and he will remove the child from class. The teacher will then follow the APA system.

APA System

Covenant Keepers has implemented a point system (APA) in which students are penalized with points for unacceptable behavior. All teachers will use this system. Parents will be notified by the teacher when conduct results in consequences under the APA system.

The purpose of the point system is to:

1. Improve the educational environment for students, teachers, parents and staff.
2. Inform students and parents of rules and policies.



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3. Record discipline violations in a systematic way.

Automatic Point Accumulation (Minor Offenses)	
Off Task Computer Use (Social Media, Music, Messenger, Games, Google Image, Prison Websites, etc.)	3
Walking Out Of Class	3
Not Following Directions During Dismissal	3
Eating and Drinking W/O Permission	3
Talking Back/Argumentative Behavior	3
Vulgar Language (directed at another student)	5
Vulgar Language (not directed at anyone in particular)	3
Using any school phone w/o permission	3
Inappropriate cafeteria behavior	3
Horse-Playing	3
Refusal to follow directions from faculty/staff	3
Unexcused Tardy for Class	3
Throwing objects	3

NOTE: The school reserves the right to amend point values as deemed necessary.

The Levels of Discipline Infractions and Consequences are as follows:

Warning will be issued at the start of point accumulation

Accrual of 15 points in a semester	Written notification to the parent.
Accrual of 30 points in a semester	In School Reprimand- Reflection Meeting conference w/parent
Accrual of 45 points in a semester	In School Reprimand- Reflection Meeting conference w/ parent; referral to wraparound services
Accrual of 60 points in a semester	One full day Out-Of-School Suspension. The student and parent will be required to meet with the Dean, his/her designee, and wraparound providers in order for the student to return to school.
Accrual of 75 points in a semester	3 Full Days Out-Of-School Suspension. The student and parent will be required to meet with the Dean, his/her designee, and wraparound providers in order for the student to return to school.
Accrual of 90 points in a semester	6 Days Out-Of-School Suspension Student and parent will be required to meet with the Dean of Students and the designated in order for the student to return to school. The student and parent will be required to meet with the Director, the Dean, his/her designee, and wraparound providers in order for the student to return to school.
Accrual of 100 points in a semester	10 Days Out-Of-School Suspension. a letter will be sent to the parent/guardian regarding student's status. The student and parent will be required to meet with the Director, the Dean,



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his/her designee, and wraparound providers in order for the student to return to school.
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Upon return to school from a 10 day suspension, the student will be reset to 0 points for the purpose of assigning consequences; however, **THE SECOND ACCUMULATION OF 100 POINTS IN A SEMESTER WILL RESULT IN EXPULSION RECOMMENDATION.**

NOTE: Suspension days are defined as days when classes are in session.
 In school reprimands are determined by the school and parents during reflection meetings.

Behaviors listed on the S.M.H (“Serious Matter Here”) Chart will result in IMMEDIATE discipline procedures as outlined below. SMH behaviors will automatically exclude a student from any and all incentives for that particular month including athletic competitions.

Parents will be notified before consequences are administered.

S.M.H. Chart (Serious Matter Here) Major Offenses			
	1st occurrence	2nd occurrence	3rd + occurrence
Skipping school (entire day)	Mandatory parent meeting within 24 hours of the absence before students can return.	3 Day OSS	5 Day OSS
Skipping class (each per class)	Parent Reflection Meeting	1 Day OSS	3 Day OSS
Theft and/or possession of property not belonging to student, less than \$20.00	Parent Reflection Meeting	1 Day OSS	3 Day OSS
Theft and/or possession of property not belonging to student, greater than \$20.00	1 Day OSS Mandatory Parent Meeting	3 Day OSS	5 Day OSS
Serious threat to school and/or school employee or their property	Expulsion in lieu of Long Term Suspension/Expulsion	-----	-----



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	hearing before the School Board		
Serious threat to do bodily harm, either verbal, non-verbal, or electronically, regarding another student	3 Day OSS Mandatory Parent Meeting	5 Day OSS	Expulsion in lieu of Long Term Suspension/Expulsion hearing before the School Board
Drugs/Tobacco Use/Possession	3 Day OSS	5 Day OSS	10 Day OSS
Vandalism or destruction of property less than \$50.00	Restitution	1 Day OSS and restitution	3 Day OSS and restitution
Vandalism or destruction of property greater than \$50.00	5 Day OSS and restitution	10 Day OSS and restitution	Expulsion and restitution
Weapons Possession (Guns, knives, etc)	Expulsion	-----	-----
Fighting	3 Day OSS Parent Meeting, may include referral for wraparound services	5 Day OSS, may include referral for wraparound services	Long-Term Suspension /Expulsion
Electronic Device Possession beyond the morning check-in point	Device confiscated for 5 days	Device confiscated for 10 days	Device confiscated for 15 days
Profanity towards faculty/staff	3 Day OSS	5 Day OSS	10 Day OSS
Bullying/Harassment	Parent Reflection meeting, student education on bullying	3 Day OSS	5 Day OSS
Inappropriate Computer Use (including but not limited to Drugs, Weapons, Sexual, etc.)	1 Day OSS	5 Day OSS	10 Day OSS and Banned from Computers
Inappropriate Public Display of Affection (kissing, inappropriate touching, and beyond)	Mandatory Parent Reflection Meeting	Mandatory Parent Reflection Meeting	1 Day OSS

NOTE: THE ADMINISTRATION RESERVES THE RIGHT TO BYPASS ANY LEVEL OF THE DISCIPLINE POLICY BASED ON THE SEVERITY OF THE OFFENSE.



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CK Discipline Referral Form - complete and email to swisdata@ckcharter.org

CK Discipline Referral Form

Please fill out completely, highlighting to select.

Student:

Referring Staff:

Grade Level:

Date: Time:

<u>Location</u>	Cafeteria
Classroom	Bathroom/restroom
Outside	Gym
Hallway	On bus
Stairwell	Parking lot
Special Event	Other _____

Problem Behaviors

MINOR

Off Task Computer Use

Backpack Violation

Dress Code Violation

Lack of Materials

Sleeping in class

Running in Hallway

Walking Out Of Class

Not Following Directions During Dismissal

Eating and Drinking W/O Permission

MAJOR

Skipping school (entire day)

Skipping class

Defiance/disrespect/insubordination/non-compliant

Theft and/or possession of property not belonging to student

- less than \$20.00

-more than \$20.00

Serious threat to school and/or school employee or their property

Serious threat to do bodily harm, either verbal, non-verbal, or electronically, regarding another student

Cheating



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Talking Back/Argumentative Behavior	Drugs/Tobacco Use/Possession
Vulgar Language (directed at another student)	Vandalism or destruction of property
Vulgar Language (not directed at anyone in particular)	-less than \$50.00 -more than \$50.00
Using any school phone w/o permission	
Inappropriate cafeteria behavior	Weapons Possession
Horse-Playing	Fighting
Refusal to follow directions from faculty/staff	Electronic Device Possession beyond the morning check-in point
Tardy for Class	
Throwing objects	Profanity towards faculty/staff
Out of Line in Hallway	Bullying/Harassment
Gum Chewing	Inappropriate Computer Use (including but not limited to Drugs, Weapons, Sexual, etc.)
	Inappropriate Public Display of Affection (kissing, inappropriate touching, and beyond)

Possible Motivation

Obtain peer attention	Avoid tasks/activities	Don't know
Obtain adult attention	Avoid peer(s)	Other _____
Obtain items/ activities	Avoid adult(s)	

Others Involved

None Peers Staff Teacher Substitute Unknown

Other _____

Comments from Referring Staff:

Administrative Decision (discipline team use only)



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Loss of privilege Parent contact Individualized instruction

In-school suspension Out-of-school suspension

Conference with student Conference with parent "Other _____"

Point System Consequence _____