

Covenant Keepers

College Preparatory Charter School



**Teacher Handbook
2013-2014**

Employee Acknowledgment

(To be printed, signed, and returned to the Campus Administrator)

I hereby acknowledge that it is my responsibility to access the Covenant Keepers College Preparatory Charter School Employee Handbook at all times to ensure that policies and procedures are followed at all times. My signature below indicates that I agree to read the Handbook and abide by the standards, policies and procedures defined or referenced in this document. It is also important to know that additional regulations, policies and laws are in the “District Board Policies Manual – Legal and Local” and in the district’s Administrative Regulations Handbook. The Employee Handbook and the Board Policies Manual can be located throughout the district in school libraries, in various supervisors’ offices, and on the district’s website at www.ckcollegeprep.org under the Human Resources link, Employment Opportunities.

The Employee Handbook, Board Policies Manual, and Administrative Regulations can be found under the heading “policies.” The information in this Handbook is subject to change. I understand that changes in district policies may supersede, modify or eliminate the information summarized in this Handbook. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes. I understand that no modifications to contractual relationships or alteration of at-will relationships are intended by this Handbook. I understand that nothing in this Handbook is intended to confer a property interest in my continued employment with the District beyond the term of my current contract. I understand that I have an obligation to inform my supervisor of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation. My signature on this form is acknowledgment that I agree the district may deduct any fines or fees charged to the school district incurred by me (an example may be traffic citation received as a result of my operation of a district motor vehicle, charges of books, travel, etc). The district has the right to deduct payments to take care of the balances that may be owed in the name of the school.

Printed Name Signature: _____

Date: _____

Campus Administrator _____

(Supervisors are to maintain this page on file for a period of five years.)

TABLE OF CONTENTS

Preface.....	5
Welcome.....	6
Mission Statement.....	7
Qualifications and Duties.....	8
Human Resources.....	10
Confidentiality.....	14
Sexual Harassment.....	14
Jury Duty.....	17
Resignations.....	17
Employee Grievances.....	17
Employee Benefits.....	18
Daily Procedures.....	19
Special Concerns.....	20
Teacher Lunch and Prep Times.....	21
Faculty/Staff Absentee Procedures.....	22
Late Arrival/Early Departure.....	22
Professional Development.....	23
Faculty Meetings.....	24
Daily Requirements.....	24
Bulletin Boards.....	25
Calendar.....	25
Computer Use.....	25
Copiers and Projectors.....	26
Discipline.....	26
Dress.....	26
Films/Movies.....	26
Grade Book.....	26
Records.....	27
Hall Passes.....	27
Homework.....	27
Hour and Times.....	27
Textbooks.....	27
Lesson Plans & Planning.....	28
Lost and Found.....	28
Social Networking Sites.....	29
Supervision.....	29
Supplies and Purchase Orders.....	29
Telephones, Cell Phones, Ipods, MPS Players & Video Games.....	29
Visitors & Volunteers.....	30
Building Security & Emergency Signals.....	30
Fire & Tornado Regulations & Bullet Drill.....	31
Student Accidents in Classrooms.....	32
Classroom Visitation and Teacher Evaluation.....	32

Field Trips.....	33
Assemblies.....	34
Fundraising Activities.....	35
Closing/Inclement Weather.....	35
Request for Cash.....	36
Pass to the Health Room.....	38
Pregnant Students.....	38
Medicines.....	38
Staff Accidents.....	38
Illness.....	38
Uniforms and Personal Appearance.....	40
Free Dress.....	40
Parent/Community Involvement.....	42
Parent/Teacher Conferences.....	42
Parent Conference Tips.....	42
Parent/Classroom Visitation.....	42
Resource People.....	43
Referral Process for Students with Disabilities Education Act Services.....	45
Referral Process (504).....	45
Implementing 504 Accommodations.....	45
Major Responsibilities.....	46
Computers.....	48
School District Acceptable Use Policy.....	48
Purpose.....	48
School's Responsibilities.....	48
Users.....	48
CIPA and FERP.....	49
Definitions.....	49
General Regulations.....	50
Hardware, Software and Internet.....	51
Supervision of the Computer Network.....	52
Penalties for Non-Permitted Activities.....	52
Acceptable Use Guidelines.....	52
Cellular Telephones.....	52
Effective Discipline.....	55
The Prevention Dimension.....	56
The Action Dimension.....	56
The Resolution Dimension.....	56
Teacher Behaviors.....	56
Discipline Policy.....	57
Consequences.....	58
Rules of Conduct.....	58
Insubordination.....	58
Physical Abuse.....	58

Fighting/Physical Assault Between Students.....	59
Disorderly Conduct.....	59
Attendance/Truancy.....	59
Responsibilities of the Parent & Student.....	59
Attendance Procedures.....	59
Sexual Harassment.....	61
Theft and Extortion.....	63
Damage/Destruction or Theft of School Property.....	63
Profanity.....	63
Personal Items/Prohibited Devices.....	63
Cell Phone Violations.....	64
Laser Pointers.....	64
Weapons, Dangerous Instruments.....	64
Forgery/Falsification of General Information.....	65
Loitering by Suspended or Expelled Students.....	65
Gangs and Gang Activity.....	66
Bomb Threats/False Alarms.....	66
Tobacco.....	66
Students Possessing or Buying Alcohol or Controlled Substance.....	66
Internet and Computer Violations.....	68
Bullying.....	68
Sexually Explicit/Vulgar Images.....	70
Public Display of Affection.....	70
Skip Days.....	70
Closed Campus Policy.....	70
Violations of Parking and Driving Regulations.....	70
Behaviors Unspecified.....	71
Category 1 Offenses.....	74
Category 2 Offenses.....	74
Category 3 Offenses.....	75
Referral Procedures.....	75
Procedures for Reporting Weapons, Fighting & Emergencies.....	75
Tardy Policy.....	76
Cafeteria Regulations and Consequences.....	76
Guidance Department.....	78
Schedules.....	78
Honor Roll & Failure List.....	78
Chaperone Code of Conduct.....	80
Employee & Student Authorized Use of Computer Policy.....	81-82
Health Referral to Nurse.....	83
Bell Schedule & Bell Schedule Handout.....	84-85
Attendance Sheets.....	86
Late Arrival/Early Departure.....	87
Requisition Form.....	88
Personal/Sick Leave Form.....	89

Discipline Note Form.....	90
Student Behavior Contract.....	91
Referral to the Assistant Principal.....	92
Missing Assignments Log.....	93
Performance Management Form.....	94
Substitute Forms.....	95
School Calendar.....	98
Faculty Directory.....	99

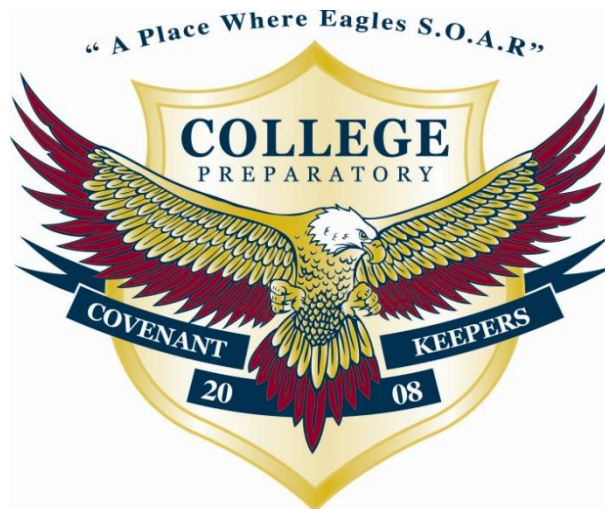
Preface

The purpose of Covenant Keepers College Preparatory Charter School Teacher and Staff Handbook is to clarify expectations and procedures, as well as to give information of a general nature of school procedures and policies. It is the responsibility of each faculty and staff member to read this book and to ask questions about items that are not clear to receive full understanding. The handbook will not be read to you in a staff meeting. **By the end of August each year, it's imperative to meet with an administrator to discuss information within the handbook to provide the necessary feedback to clear up any confusion. If questions or meetings are not set up with an administrator, it is our understanding that everything is clear and you agree with the policies set forth in this Teacher Handbook.**

When you have a question about the topics covered in this handbook, please read the appropriate section before asking for answers. Your question(s) may be answered through the handbook or possibly in another section of the handbook. Please take time to read everything with understanding. Again, if answers are still not clear, please set up a time to meet with the Director/Assistant Director to clarify unanswered questions.

Please keep this book in good condition since it will be used throughout the school year. Remember that the handbook is for faculty and staff use only, not student use.

This handbook must be returned to administration at the close of the school year. Thanks for committing yourself to educate our students this year. We are excited about "Moving Forward".





Welcome the CKCP Charter School 2013 Family

Welcome to the Covenant Keepers College Preparatory Charter School for the 2013- 2014 school year. The strength of our school can be measured by the active participation of its staff, parents, and community. I am honored to have each of you as a member of the Covenant Keepers family dedicated to excellence. Together, we can create a difference for children and ensure we all meet high standards and expectations.

This handbook will give you an overview of Covenant Keepers College Preparatory Charter School and its direction for the school year and beyond. The information can be very helpful to support daily instruction and school climate.

Mission Statement of Covenant Keepers College Preparatory Charter School (6-8)

The mission of Covenant Keepers College Preparatory Charter School is to provide an academically rigorous college preparatory program for all students. We believe that all children can learn when challenged by high expectations. This environment will help students develop academic skills, intellectual habits, and character traits to succeed in high school, college and beyond. Among our core goals are:

- 1 Instilling habits of tolerance, thoughtful debate, civic involvement, and hard work daily
- 2 Providing a safe and orderly learning environment that models and encourages self-discipline
- 3 Establishing a partnership with parents and the community to address academic and behavioral concerns and expectations.
- 4 Preparing students to succeed in college and beyond

In conclusion, we believe our school mission will foster positive growth in academics, attitude and behavior.

“A Place Where Eagles S.O.A.R!

CKCP Middle School Teacher Commitment Letter 2013-2014

Professional Development Commitments

The teacher agrees to complete 60-70 hours of professional development and attend the two-week “Bootcamp” scheduled for July 29th – August 9th 2013. Attend other professional development workshops aligned with Professional Growth Plan throughout the school year. Complete at least 10 hours of content-area PD.

Professional Development for the summer will provide time for plenary sessions that include PBL Planning and Cross-Curricular Planning, and content work time including the examination of CCSS, common assessments and vertical/horizontal alignment. The rest of the professional development should encompass a multitude of educator-taught and educator-selected workshop sessions. For example, teachers could attend AP workshops and then teach a session on a specific AP technique for their colleagues. Other topics could include the use of literacy labs, smartboards/electronic devices for best practices, Bloom’s Taxonomy, layered curriculum, first aid and CPR training, Cornell notes, differentiation for gifted students, and embedding reading and writing in the content curriculum.

Professional Development throughout the year should also be educator-centered and should be determined by the staff’s wants and needs as communicated to leadership or through PLC’s. Educators are encouraged to share best practices for this professional development.

4:00 Commitments

- One hour per week (Mondays) in faculty meeting;
- One hour per week (Tuesdays) engaged in additional parental communication responsibilities (parent contact with supporting documentation including phone calls, emails, missing assignment reports, grade reports, etc.)
- One hour per week (Wednesdays) meeting with Pathwise Mentor or other professional learning mentors
- Two hours per week (Thursdays and Fridays) in content area or interdisciplinary (grade-level) teams— lesson planning, data analysis, etc.

Extended Day Commitments (stipends may be available for some commitments)

- Two hours per month working with students or the community in a service or leadership capacity above and beyond what is done in the classroom. Service hours can be rolled over (when rolled over into 2nd semester, administration approval is required). Teachers have the responsibility to choose how they fulfill their service component(s) and to get their hours/activities approved and documented by administration.

Examples include, but are not limited to, the following service/leadership activities:

- Running/starting an after school student organization, discussion group or club with teachers and/or students (student council, choir, honor society, PTO, volunteer work, etc.);
- After school tutoring;
- Supporting students in fundraising or extracurricular activities (chaperoning dances, competitions, attending and supporting sporting events in a fundraising role);
- Creating, organizing or implementing a mediation program/teen court or a peer advisory group;
- Establishing or working with outside partnerships and stakeholders.

The above commitments represent the minimum amount of time necessary to fulfill our school goals and obligations. Other meetings and activities will be necessary.

Teaming & Collaboration

Teachers will actively participate in specifically assigned, small, professional learning communities (PLCs) by attending scheduled meetings with their teams and by examining student data including common assessment data, range finding of student work, student issues, curriculum and best practices.

Teacher teams will follow a specific agenda format. Each team will document its work in a manner specified.

Areas of focus for the teams could include:

- Positive student and team achievements;
- Student achievement data on common and current assessments;
- Long-term goal setting;
- Instructional strategies supported by the school and/or district;
- Behavioral issues and prevention strategies;
- Attendance issues and interventions;
- Parent contact and planning of intervention meetings;
- Delegation of responsibilities, follow-through strategies and results;
- Analysis of student work;
- Collaborative unit/lesson planning;
- Special education and ESL supports;
- Outcomes of peer observations (feedback);
- Use of data to improve student learning and data that demonstrates a positive impact on student learning.

Instructional Commitments

Teachers will show tangible evidence of the consistent use of the following teaching practices:

(some examples of tangible evidence: binder, written narrative, electronic portfolio, video coverage, displays)

- Writing Across the Curriculum through our Literacy Initiative.
- Common Core units and assessments
- Rubrics
- Project-Based Learning/student centered classrooms
- Use of data to improve student learning
- Higher Order Thinking Skills
- Display of proficient work with accompanying rubric

Commitments Related to Professionalism

Teachers will be held to a high standard of professionalism which includes a willingness to participate in paid and unpaid responsibilities outside of the duty day. It is understood that teachers will adhere to District policies and procedures, the Teacher Code of Conduct, and that teachers will consistently demonstrate all teaching competencies.

In addition, teachers will:

- Actively participate in and maintain a willing attitude when working in any groups to which they are assigned such as teams or professional development groups and in all recorded decisions therein;
- Consistently support all school and district policies related to staff and student behavior as outlined by the district and school policies and procedures;
- Be available for open houses and any other requested parent/teacher meetings;
- Maintain a professional, supportive relationship with students that encourages them to respect the rules and policies of CKCP Charter School;
- Respect boundaries with students in all discussion of school affairs;
- Maintain professional and working relationships with their peers;
- Communicate student progress with parents on a consistent basis in written or verbal form;
- Use email as a form of communication and respond in a timely manner;
- Be good stewards of all resources allotted to the school, including but not limited to technology, reading materials, furniture and the like, reporting any and all issues to the proper on-campus personnel in a timely manner;
- Engage in the energy-saving habits established by the school (turning off lights, computers, recycling papers, etc...);



- Teachers will limit absences during ACTAAP and during other significant school-wide functions such as Literacy Nights, semester test weeks, Lock-Ins, and Open Houses. If chronic absentees persist, teachers will be required to bring in a signed doctor's notice (original doctor signature only). If absentees continue, the teacher will be subject to dismissal without notice.

- Yes, I would like to commit to the expectations and vision of the plan CKCP Charter School. I understand and agree to the above conditions.
- No, I would not like to be part of the CKCP Charter School. Therefore, I understand that my position will remain open for the best candidate to start the 2013-2014 school year. I also understand that there is no negative connotation for my decision.

(Teacher Printed name)

(Teacher signature)

Date

(Director's printed name)

(Director's signature)

Date

In making your decision to return to Covenant Keepers or to seek employment elsewhere, please understand that the leadership team of CK is fully committed to serving our students in the best way possible. Our goal in moving forward is to create the optimal environment for students to achieve and grow. This requires a genuine commitment from everyone involved. We ask that you consider whether or not you are willing to make that commitment for the entirety of the new school year.

Please carefully consider each of the following expectations as these are among the many critical items that will be carefully monitored throughout the coming year. Covenant Keepers intends to use the practices below to develop and maintain a culture of high expectations and to create a model for teaching and learning in southwest Little Rock.

In the new school year, will you be able to attest to the following?

- **Instructional practices**
 - Effective and varied instructional practices are used in my classroom.
 - Instructional strategies and learning activities are aligned and consistently monitored for our diverse student population.
 - Technology is used in my classroom by both me and my students.
 - I use multiple resources to deliver content.
 - My instruction is student-centered, not teacher-centered.
 - All students are held to high expectations in my presence—inside and outside the classroom.
 - I give homework regularly. It is monitored, and tied to instructional practice.
 - My choice of learning activities, questions, and assessments reflect the rigor and higher-level thinking required for proficiency on state assessments.
 - My 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.
 - I will implement a particular high-yield, research-based strategy specified by leadership weekly.

- **Curriculum**
 - Written curriculum maps are followed and include 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 technological skills);
 - I conduct curriculum guide reviews and make revisions as necessary.
 - Standards, objectives, and agendas are posted on my board daily;
 - Lessons are delivered in such a way that allows student interaction in ways that are developmentally appropriate and culturally responsive.
 - My curriculum provides links to continuing education, 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 my class;
 - My classroom assessments are frequent, rigorous and aligned with CCSS; I use results to identify learning gaps and/or curriculum gaps.
 - I use open-ended questions that mirror ACTAAP test items.
 - Writing samples are collected, analyzed, and I give feedback regularly.
 - Student progress toward scoring proficient or advanced is tracked.
 - I specifically design assessments to provide meaningful feedback on student learning.
 - I frequently give students opportunities to choose assessments based on their learning styles or multiple intelligences.
 - I analyze assessment results to determine what research-based interventions are needed to ensure learning at the proficient level for all students (results are used to change instructional practices when warranted).

- My questioning is deliberate and designed to assess higher-order thinking.
 - My assessments frequently reflect real-world, authentic learning.
 - I make student performance criteria evident in my classroom.
 - I regularly model skills to clarify performance expectations.
 - Student work that demonstrates proficiency is displayed in my classroom and hallway.
 - Rubrics, scoring guides, and meaningful feedback regularly accompany my assignments and are posted with displayed student work.
 - Anchor papers and exemplars of student work are integrated into my classroom instruction to provide examples of proficient student work or to help students understand the difference between performance levels.
- **Planning**
 - I have carefully designed unit plans in collaboration with colleagues.
 - My units reflect coverage of Arkansas standards and CCSS and require rigorous, higher-order thinking from students.
 - My plans reflect a great deal of informational text reading and writing.
 - My plans meet the requirements of the CK Literacy Initiative.
 - I make efficient use of instructional time to maximize student learning. I engage students for the entire class time allocated. With effective classroom procedures in place, I avoid losing class time to inefficiency 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. My *Do Now* lasts no longer than five minutes and is directly related to my targeted skills for the day.
 - My *I Do* is used to provide active coaching. My *We Do* is used as a whole-class or group practice of target skills. My *You Do* is used as a check for understanding.
- **Teacher/student rapport**
 - I recognize and accept my professional role in student success and failure.
 - I demonstrate concern for students and inspire their best efforts.
 - I interact with students with respect and refrain from sarcasm or negativity.
 - I do not allow students to disengage from classroom activities.
 - I strive to meet the needs of all students; maintain high expectations of all students; and consistently challenge students to do rigorous, high-quality work.
 - I strive to develop an understanding of individual students and establish meaningful, supportive, student-teacher relationships.
 - I demonstrate commitment to creating a caring, nurturing environment for students.
 - I 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 my classroom culture.
- **Classroom management**
 - Behavioral expectations are consistent in each of my classes.
 - My 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 my classroom.
 - Effective classroom procedures and routines are established and adhered to in my classroom.
 - I follow discipline protocol including ISS referrals, write-ups, parent contact, documentation, intervention attempts.
 - I am the authority figure in my classroom; that authority is never relinquished.
 - I maintain current and accurate student records (attendance and grades).
- **Parental involvement**
 - I sign agenda books daily to ensure accurate communication of homework assignments to parents.
 - I 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.

- I build partnerships with parents by staying in constant contact in regard to both positive and negative issues; this strong foundation enables me to gain support and assistance from parents when needed.
- **Professional development**
 - I have developed an individual professional growth plan that supports ACSIP goals, curriculum and instructional issues, is aligned to my individual needs, and reflects a focus on improving my professional skills in working with TAGG students.
 - My professional growth plan identifies quarterly goals and is revisited/revised during the course of the school year.
 - I am trained in ESL education, classroom management, differentiation, the Literacy Initiative, CCSS, data analysis, and assessments. This training is both job-embedded and sought externally.
 - My individual professional development shows a direct connection to an analysis of student achievement data.
- **Team collaboration**
 - I have developed a curriculum map that correlates with Arkansas frameworks, CCSS, and cross-curricular studies.
 - I collaborate with colleagues vertically and horizontally to identify and address curriculum issues.
 - I work with my peers to analyze student work across content areas and grade levels for the purpose of revising instruction, curriculum, or teaching strategies.
 - Collaborative planning time is always used effectively.
 - I work effectively with special service providers.
 - I regularly check my school email and respond as necessary.
 - I participate in planning and executing school events, i.e. field days, incentives, parties, and other activities.
 - I am an integral part in developing and maintaining a culture of high expectations in the school. I monitor and correct behavior beyond my classroom and assist colleagues as needed.
 - I contribute to a smoothly functioning learning community by maintaining school-wide policies and procedures in my classroom.
 - I engage with my colleagues in developing and implementing a systematic, meaningful school-wide and classroom-based set of rewards for students at all levels and capabilities at different intervals throughout the school year.
 - I take responsibility for a specified project or activity outside the classroom (club, after-school activity, program management, leadership role, community-based projects).

QUALIFICATIONS AND DUTIES OF THE CLASSROOM TEACHER

A. Qualifications

1. The teacher applicant shall hold an accredited degree or valid teacher's certificate appropriate for his/her assignment and be a graduate of an approved college or university.
2. The teacher applicant shall share the district's visions, missions, and beliefs about children and their educational potential. The applicant shall be child-centered, caring, and committed to the premise that all children can learn.
3. The teacher applicant shall possess organizational skills, the ability to communicate, flexibility, enthusiasm for the teaching profession, a positive attitude and outlook, and a willingness to work with all students at all levels.
4. The teacher applicant shall be knowledgeable in academic areas, learning theories, teaching strategies and have training in classroom management and discipline.
5. The teacher applicant shall be professional in appearance, in manner, and in attitude.

B. Appointment

The Board of Trustees shall appoint the teacher upon the recommendation of the Superintendent/Administrators for a term of not more than one year and the at-will contract will be considered for recommendation at the regular May meeting each year.

C. Reports To

The teacher will be responsible to the administrator(s) for the performance of all duties. This includes: Director, Assistant Director, Campus Administrator, Operations Administrator.

D. Job Performance Statements

1. The teacher adheres to personal and professional standards of the district and the profession by:
 - a. Interacting effectively with each component of the educational setting within the framework of the philosophy and
 - b. Meeting objectives established by board policy consistent with statutes and standards of regulatory agencies, and in accordance with administrative regulations and procedures.
 - c. Demonstrating consistent loyalty to his/her school, colleagues, and profession; supporting policies and regulations positively; initiating changes through established procedures; enhancing the profession by his/her personal conduct.
 - d. Cooperating effectively with other staff members; being highly positive and supportive in staff relationships.
 - e. Actively pursuing a long-range program of professional growth; seeking self-improvement constantly.
 - f. Demonstrating a strong sense of responsibility for the total school operations.
 - g. Assuming responsibility for and cooperating effectively in the development, evaluation, and revision of the total school program.
 - h. Accepting co-curricular activities as an integral part of the school program; supporting a wide range of co-curricular activities; approaching his/her role as activities sponsor with enthusiasm.
 - i. Demonstrating empathetic understanding of students and their problems; making effective use of pertinent information about students in suitable teacher/counseling procedures; working effectively with specialized counseling services.
 - j. Working effectively with parents in achieving the objectives of the school; taking initiative to inform parents of student progress; securing cooperation of parents in supporting school policies.
 - k. Demonstrating effective identification, planning, and utilization of community resources consistent with the objectives of the class and working collectively as teams to strengthen the classroom settings.
 - l. Issuing, maintaining and accounting for textbooks and keeping updated information in E-School to support parents and students.

2. The teacher demonstrates knowledge and application of skills supportive to the instructional environment by:
 - a. Beginning instruction promptly, handling material in an orderly fashion, maintaining student attention to appropriate tasks.
 - b. Organizing for effective learning activities and aesthetic appeal; providing suitable room temperature, lighting and ventilation.
 - c. Handling materials in an orderly fashion, insuring that equipment and materials needed for the activity are readily available and that resources used are appropriate to the activity; providing proper care and use of equipment.
 - d. Having objectives and plans for the day; following prepared lesson plans based on district's official curriculum and team leader/administrator(s) recommendations.
 - e. Using standard English pronunciation and grammatical rules when speaking or writing.
 - f. Having teacher-made materials and board work conform to rules of spelling, punctuation and grammar.
 - g. Ensuring lessons reflect the teacher's sound knowledge of subject matter; responding knowledgeably to students' questions on subject matter.
 - h. Presenting a strong professional image through manner, voice and appearance.
 - i. Creating an atmosphere in which mutual respect is evident; enjoying professional association with students.
 - j. Creating a democratic atmosphere within the classroom; assisting students in developing techniques and skills through teacher-student planning and group discussion and decision-making.

3. The teacher demonstrates the knowledge of and the ability to apply the essential elements of a successful lesson by:
 - a. Using an activity to focus student attention, i.e., practice of previous learning, preparation for instruction to follow, motivation, and diagnosis.
 - b. Informing the student what they will be able to do by the end of the lesson and why it's important or useful.
 - c. Providing information (all related to the stated objective) in a variety of ways, i.e., lecture, films, overhead board work, lab, group work, etc.
 - d. Demonstrating the finished product or process.
 - e. Routinely checking for each student's level of understanding of essential information during instruction and before moving on to something else.
 - f. Providing opportunities for students to use or apply what they are learning while the teacher is available to assist.
 - g. Assigning outside work that reflects the lesson taught, i.e., seat work, homework, etc.

4. The teacher demonstrates knowledge of and the ability to apply appropriate motivation techniques by:
 - a. Relating learning activities to student interests; offering varied learning activities; making involvement a part of the learning process.
 - b. Appropriately increasing or decreasing student level of concern to maximize attention to the learning task(s) presented.
 - c. Using pleasant-feeling tones and not yelling at students or using demeaning language at any time.
 - d. Providing consistent and immediate feedback to students.
 - e. Setting the tasks at the correct level of difficulty; dividing assignments into short tasks when the objectives presented are difficult to master; replying promptly when students need help.

5. The teacher demonstrates knowledge of and the ability to apply techniques that promote

productive student behavior by:

- a. Specifically identifying the behavior being reinforced; varying reinforcers based on individual personalities, learning styles, etc.
- b. Praising students for appropriate classroom behavior; letting students know when they are making progress; varying praise words.
- c. Using negative reinforcement for inappropriate behavior; explaining the appropriate behavior, following a negative reinforcer with a positive reinforcer as soon as possible.
- d. Ignoring behavior that is merely attention getting, if possible.
- e. Using a regular enforcement schedule when new behaviors are being learned; using an intermittent reinforcement schedule when previously learned behaviors are correctly applied.

HUMAN RESOURCES

Plan and Employment Policy (from School Board Policies)

The Superintendent of Schools shall have the sole authority to make recommendations to the Board of Trustees regarding the selection of all personnel other than the Superintendent. If the Board rejects the Superintendent's recommendation, the Superintendent shall make alternate recommendations until the Board accept a recommendation. In May each year, the Superintendent/Administrator(s) shall present to the Board a plan for staffing the school district for the succeeding school year. The plan shall show all professional personnel positions required for the normal and efficient operation of the school district. Upon the plan's approval by the Board of Trustees, the Superintendent is authorized to make recommendations for selecting professionals for positions contained in the plan. The Superintendent may recommend the selection of professional personnel for vacancies that occur during the school year or at any time that the Board approves a new position.

The Board delegates to the Superintendent the authority to assign professional employees to positions and duties which the employees are qualified to serve. The Board delegates to the Superintendent the authority to assign professional employees to supplemental duties with supplementary salaries. Those employees serve in those assignments at the will of the district, and the Superintendent may dismiss them from those assignments at the Superintendent's discretion. The Board delegates to the Superintendent/Administrator(s) the authority to hire, to assign, to suspend without pay, and to dismiss non-contractual at-will employees, including all paraprofessional, tutors, clerical, service, and support personnel. The Board delegates to the Superintendent the authority to suspend professional employees from the performance of any and all duties with pay for a period not to exceed thirty (30) consecutive days or for sixty (60) cumulative days in any contract year. If suspension is needed for over 30 days, the Board recommends immediate termination of the at-will employee. The Board delegates to the Superintendent the authority to accept the resignations of employees. The Superintendent may appoint an administrative supervisor as the Superintendent's designee to accept resignations of employees or to dismiss non-contractual at-will employees.

The Superintendent shall submit to Assistant Director a pool of qualified applicants for campus staff positions. The Administrators must approve each assignment to the campus unless the assignment is made by the Superintendent or the Superintendent's designee because of enrollment shifts, program changes, or for the purposes of desegregation. Administrators may assign a campus staff member to perform appropriate duties. However, a principal may remove from the campus for not more than three consecutive days any staff member assigned to the campus if the administrator(s) believes that the person's conduct or performance interferes with the efficient, orderly, or safe operation of the school, and the administrator shall notify the Superintendent immediately after any removal. A day shall be deducted from a person's sick leave balance for each day for which a person is suspended or removed from duty. If no sick leave is available, the suspension or removal shall be without pay. However, the administrator can suspend an employee without pay for unprofessional conduct or inappropriate behavior(s).

Employment Contracts

All At-Will professional employees shall be employed under officially approved, written probationary or term contracts executed by officers of the Board of Trustees.

At-will means that an employer can terminate an employee at any time for any reason, except an illegal one, or for no reason without incurring legal liability. Likewise, an employee is free to leave a job at any time for any or no reason with no adverse legal consequences.

At-will also means that an employer can change the terms of the employment relationship with no notice and no consequences. For example, an employer can alter wages, terminate benefits, or reduce paid time off. In its unadulterated form, the U.S. at-will rule leaves employees vulnerable to arbitrary and sudden dismissal, a limited or on-call work schedule depending on the employer's needs, and unannounced cuts in pay and benefits.

A term contract is a contract of employment for a fixed term between the school district and a professional employee. "At Will" is not a term contract. A person employed under an At -Will contract has no expectation of employment and no property interest in a contract. All contracts here at CKCP Charter School are "At Will" Employees.

"Professional employee" means a person whose assignment description in board policy requires the issuance of an "At-Will" contract, including a superintendent, director, administrative assistant, program director, supervisor, principal, assistant principal, counselor, classroom teacher, nurse, or librarian. The length of each person's contract is set by official action of the Board.

Contracts shall be considered for renewal based upon the needs of the school district and the performance of the employee. Employees will be notified of renewal or non-renewal status by May 1 of that year. Periodic written evaluations of employees' performance (TESS) Teacher Excellence and Support System shall be conducted and reviewed by the Superintendent/Administrative Team of Schools or the Superintendent's designee prior to the Superintendent's annual submission of recommendations for renewal and non-renewal. The completed evaluations will be discussed with the employee prior to the submission of the Superintendent's recommendation.

An assignment involving an additional salary supplement is at the will of the school district and is subject to annual review. The additional salary/bonus is subject to change annually and according to student growth (benchmark and EOCs). The Superintendent is the Board's designee to assign and to dismiss employees from supplemental duties and supplemental salaries at anytime necessary.

Reasons for non-renewal and/or Reduction of Professional Employees

Any one or more of the following reasons shall be sufficient for non-renewal of the at-will contract of a professional employee:

- 1) For good cause, including but not limited to one or more of the specified reasons for which the employee could be terminated from employment before the end of the at-will contract period;
- 2) Willful failure to pay debts; garnishments;
- 3) Failure to comply with such reasonable requirements as the Board of Trustees may prescribe for achieving professional improvement and growth; lack of commitment to excellence renewal letter(s);
- 4) Failure to perform duties in a prompt and efficient manner, or
- 5) Reduction in staff because of decreased enrollment, budgetary considerations, consolidation of schools, phasing out of programs/grade levels, etc. departments, or for other just causes.
- 6) Failure to follow reasonable directives and any form of insubordination.

The following guidelines will be followed:

Notice of Proposed Termination During the Year or of Suspension Without Pay

If a teacher receives notice of a proposed decision to terminate the teacher's at-will termed contract before the end of the contract period or to suspend the teacher without pay, the teacher may file a request for a hearing with the Superintendent or local School Board. The teacher must file the request not later than the 2nd day after the date the teacher receives written notice of the proposed action and must provide the district with a copy of the request. "Teacher" means the Superintendent, a principal, supervisor, classroom teacher, counselor, or other full-time professional employee who is required to hold a certificate or a nurse. If the professional employee is not a teacher, the termination hearing will be conducted before the Board.

The Board shall hold the meeting not later than 30 days after the board president receives the recommendation and record. Each party may present an oral argument to the Board, but not to exceed 10 minutes each. Within 10 days after convening the Board shall announce its decision through a written certified letter. The decision shall include findings of fact and conclusions of law and may grant relief. The Board may adopt, reject, or change conclusions of law or proposal for granting relief. The Board may reject or change a finding of fact only after first reviewing the record of the proceedings.

If the Board changes or rejects a finding or a conclusion, the Board shall state in writing the basis for the change or rejection. The oral argument and the Board's decision shall be recorded by the secretary of the board. If a major complaint is filed by a parent, student, etc. the Administrator or superintendent will place the "Teacher" or professional employee on leave (without pay) until a final decision is made upon completion of the investigation or situation. The teachers, salary will be restored/reimbursed upon board's discretion. As for the student, a hearing will be conducted within 24 hours to determine if the students serve the suspension(s). If the parent is dissatisfied with the hearing and the determination, the parent has the right to appeal to the Superintendent. If parent/legal guardian is dissatisfied with Superintendent's decisions. The parent shall appeal in writing 24 hours from the Superintendent's decision to the Board of Trustee's.

If the appeal is not in writing within 24 hours from the Superintendent's decisions. The consequence/infractions will stand and the time will have to be served through In-School Suspension/Out School Suspension.

Good Cause for Termination During the Year

Professional employees may be terminated from employment before the end of the contract period for good cause, good cause being the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in the state. Good cause includes, but is not limited to, one or more of the following:

- 1) Falsification of information on documents used for consideration of employment or reassignment;
- 2) Failure to maintain certification or license necessary to serve in assigned position;
- 3) Failure to comply with Board policy and/or administrative policy;
- 4) Willful or repeated failure to comply with official directives;
- 5) Insubordination, which is defined as a disobedience of express or implied directions of the Board or other person in authority, infraction of rules, or a generally disaffected attitude toward authority, or any other action importing willful or overt defiance of, or complete contempt for, authority or a conscious disregard thereof;
- 6) Failure to remediate unsatisfactory performance of regularly assigned duties;
- 7) Repeated or gross neglect of duties;
- 8) Inability or failure to perform the terms and conditions of the at-will contract;

- 9) Unexcused absences (excessive) from regularly assigned duties; call-ins, late to work, negligence of duty post, etc.
- 10) Appearance at school or a school-related function while in possession of, or under the influence of, any narcotic, hallucinatory, hypnotic or sedative drug or any chemical, alcohol, or stimulant as defined by the Penal Code of the State of Arkansas not prescribed by a licensed physician for the employee's current illness.
- 11) Participation in any activity, school-related or otherwise, that, because of the publicity given it or knowledge of it among students or staff, impairs or diminishes the person's effectiveness in the school system.
- 12) Any conviction for public intoxication, whether by alcohol, addictive drugs, hallucinogens, or otherwise;
- 13) Sexual harassment of, sexual abuse of, or physical violence against students or other employees;
- 14) Commission of an act which would constitute lewdness, indecency, or pornography;
- 15) Commission of an act, which would constitute either a felony or a misdemeanor involving moral turpitude; and,
- 16) Commission of an act that would constitute any crime involving theft, robbery, embezzlement, misapplication of funds, fraud, or organized crime.

CRIMINAL HISTORY CHECKS FOR EMPLOYEES AND VOLUNTEERS

In order to ensure that the District has qualified teachers, support staff, administrators, and caring volunteers, the "continued employment process", as well as the "school volunteer process" includes a criminal history check of all prospective and current employees and volunteers. In accordance with Arkansas Annotated Education Code 22.083, the District may obtain criminal history record information that relates to a person the District intends to employ or a person who has indicated in writing, an intention to serve as a volunteer with the District, as well as to a person currently employed or serving as a volunteer. This administrative procedure outlines the District's expectations and guidelines regarding the criminal history checks for present and prospective District employees and volunteers.

CONFIDENTIALITY

Criminal history information is privileged and for the use of the District, the Arkansas Department of Education Agency, and the State Board for Educator Certification. No District employee shall release or disclose such information to a person other than the person who is the subject of the information, under penalty of law and/or possible discharge. Except that in compliance with the State Board of Education Code 22.083 (c), the District shall report to the Arkansas Department of Education any known criminal record of employees who hold certification.

APPLICANTS

The District reserves the right to terminate any employee or decline to employ an applicant if the person fails to disclose any criminal conviction or misrepresents information regarding any such conviction on an employment application. Criminal record checks shall be conducted in accordance with procedures outlined in the administrative regulations concerning criminal history records checks. Information obtained in this manner shall be used only to evaluate an individual who, in the sole opinion of the District, is a finalist for employment and may be offered a position. The District shall not issue to any applicant a written at-will contract of employment until it has obtained and reviewed an initial criminal history record.

SEXUAL HARASSMENT/SEXUAL ABUSE

It is the official policy of this school district that students and employees should be treated honorably and with respect at all times. Students and employees should conduct themselves in a manner, which encourages and promotes positive, wholesome relationships with others. The Board of Trustees recognizes that all persons should be free from unwelcome, offensive, or otherwise inappropriate sexual advances and activity. Sexual advances, sexual remarks, or sexual conduct are not appropriate in an educational environment, and the Board of Trustees will not tolerate sexual harassment or sexual abuse of students or employees. If an administrator learns of inappropriate sexual behavior by either students or employees toward others and such behavior is school-related, the administrator shall take appropriate action. Employees who sexually harass students or other employees are subject to appropriate disciplinary measures, including termination from employment. Employees who sexually abuse students will be terminated from employment. Under no circumstances shall the alleged perpetrator be allowed to conduct the reporting conference or the investigation or to be a reviewing official. Students who sexually harass or abuse employees or other students will be disciplined according to the school district's discipline management plan.

A. Notification of parents:

If an employee is alleged to have sexually harassed or sexually abused a student, the student's parent shall be notified and the employee placed on administrative leave with pay until further investigations ensues. If allegations of sexual abuse are made by students against students, the students' parents will be notified and a conference will be held to see what disciplinary measures need to be taken. If allegations of sexual harassment are made by students against students, the students' parents will be notified if the allegations are not minor.

B. Sexual harassment by employees:

Employees shall not engage in any type of conduct that sexually harasses students or other employees, including applicants for employment. An employee who engages in any sexually oriented conversations, activities, contacts, or other conduct of a sexual nature with a student commits sexual harassment of the student. Regardless of the student's age or the consent of either the student or the student's parent, employees are prohibited from dating or courting students. An employee who engages in unwelcome sexually oriented conversations, activities, or contacts with another employee commits sexual harassment of the employee if submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, if submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or if such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

C. Sexual harassment by students:

Students shall not engage in any type of conduct that sexually harasses employees or other students. A student who engages in any unwanted or unwelcome sexually oriented conversations, activities, contacts, or other conduct of a sexual nature with an employee or another student commits sexual harassment of that person. Students are strongly discouraged from engaging in romantic relationships with employees, regardless of the consent of the employee or the student's parent.

D. Sexual abuse of students:

Employees shall not engage in any type of conduct that sexually abuses students. Sexual abuse includes, but is not limited to, fondling, sexual assault, or sexual intercourse. In addition to being terminated from employment, any employee who sexually abuses a student shall be reported to the appropriate law enforcement agency for criminal prosecution and to the Commissioner of Education for appropriate sanctions.

E. Complaint procedure for students:

A student or a student's parents who believe that the student has been or is being sexually harassed or sexually abused may present a complaint regarding the sexual harassment or sexual abuse by reporting to the student's administrator(s) the designee, or the school's area superintendent. If a conference is requested with this reporting official, the conference will be conducted within ten calendar days. If the reporting official is not the same gender as the student and the student will be attending the conference, another official of the same gender as the student shall be designated to conduct the conference if the student or student's parent makes that request. At the conference, the official shall notify the complainant of the right to file a complaint directly with the Office of Civil Rights.

If a conference is not requested, the reporting official shall conduct a prompt and thorough investigation of the allegations and shall notify the complainant of the official's determination within ten calendar days after receiving the complaint. If a conference is requested, the official's investigation shall be conducted and the complainant notified of the official's determination within ten school days after conducting the conference. The complainant shall be notified if a delay in concluding the investigation is necessary.

After the reporting official notifies the student or parents of the determination, the official shall forward to the appropriate area superintendent the official's complaint file, which shall include the written complaint, other documents presented to the reporting official, and copies of all investigative notes or determination documents maintained by the official. If the complainant is not satisfied with the official's determination, the complainant may appeal to the Superintendent of Schools within ten calendar days after being notified of the reporting official's determination.

The appeal must be in writing and signed by the complainant, must clearly and specifically state the substance of the complaint, must state how the complainant requests that the complaint be resolved, must state the date that the complaint was made to the reporting official, and must identify the reporting official. Within ten calendar days after receiving the appeal notice, the Superintendent will conduct a conference with the student or parent if the appeal notice requests one. The Superintendent will review the reporting official's complaint file. The Superintendent's decision will be communicated to the complainant within ten calendar days after receiving the appeal or conducting the conference, as may be appropriate, and will add the complainant's written appeal documents and the Superintendent's investigative notes or determination documents to the contents of the reporting official's complaint file. If the complainant is not satisfied with the Superintendent's decision, the complainant may appeal to the Board of Trustees by delivering a written notice of appeal to the Superintendent's office within ten calendar days after the Superintendent's decision is made. The appeal will be scheduled to be presented to the Board of Trustees and will be posted as an agenda item for the next available board meeting.

The Superintendent will add the notice of appeal to the complaint file and will deliver the file to the Board of Trustees for consideration during the complainant's presentation. The presentation will be scheduled to be made in executive session. After considering the complaint, the Board may exercise its discretion by questioning either the complainant or the administration, by directing the Superintendent to place the matter on a future agenda, or by taking no action.

F. Complaint procedure for employees:

Employees who believe that they have been or are being sexually harassed or sexually abused by another employee shall report the sexual harassment or sexual abuse pursuant to the district's policy regarding the presentment of grievances. In no case shall persons who believe that they have been sexually harassed or sexually abused be required to report to the person who is alleged to have been the perpetrator of the harassment or abuse.

JURY DUTY AND RESPONSE TO SUBPOENAS

When an employee is called for jury duty, he/she shall receive full pay. Time off to serve on jury duty shall not be charged to sick or emergency leave. This approved time off ends when you are released from jury duty. If you are released before the end of the work day you will report to work immediately. Upon return to work an employee shall furnish his/her immediate superior a signed statement from the bailiff or other court official verifying the number of days the employee served. The rule for jury duty shall prevail when an employee responds as a witness by force of a legal subpoena. The rule shall not apply in instances where the employee is either defendant or plaintiff in a legal action. A copy of the subpoena must accompany the Absence from Duty Form.

RESIGNATION

At-Will contract personnel choosing to end their employment with the district are required to submit a written notice of resignation for the coming school year or upon decision to resign from assigned position. If the resignation takes place during the school year, the professional employee is required to give a two week's notice. The Superintendent may appoint administrative supervisors as the Superintendent's designee to accept resignations of employees or to dismiss non-contractual employees. The Superintendent shall be the designee of the Board of Trustees to receive and accept resignations. When an employee's resignation becomes effective, the employee shall forfeit all accumulated local sick leave benefits. Upon resignation, the employee must arrange an appointed time to pick-up items to ensure that all materials have been returned to the school. Check-out must be done with Assistant Director only. **NO EXCEPTIONS!**

PRESENTATION OF EMPLOYEE GRIEVANCES

Employees are encouraged to resolve their complaints at the campus or building level through the principal or building supervisor as informally and as promptly as possible. However, employees are not required to attempt informal resolution of complaints prior to filing a grievance with the Superintendent of Schools, and such attempts are not part of the grievance presentation procedure. The timelines contained herein will not be postponed during such attempts.

A "grievance" is an oral or written complaint filed with the Superintendent 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, Superintendent, and Superintendent'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 the TESS 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 the TESS evaluation, the employee may file a grievance within ten (10) 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 (10) day filing period outlined above, the employee may file a grievance by delivering written notification to the Superintendent 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 Superintendent within ten (10) days after the notice is filed. Within ten (10) days after the notice is filed, the Superintendent 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 Superintendent'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 Superintendent'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 Superintendent. The grievant must file a written notice of appeal to the Superintendent within ten (10) days after the designee's response is made. If the grievance was presented orally to the designee, the Superintendent 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 Superintendent 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 Superintendent 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 Superintendent'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 Superintendent to place the matter on a future agenda, or by taking no action.

EMPLOYEE BENEFITS

Employee benefits are available to all regular employees (active or on a paid leave approved by the district) and who are active, contributing members of the Teacher Retirement System (TRS) or will be TRS eligible within 90 days. Initial enrollment for insurance must be made within 30 days of employment. Information about the benefits available will be given at the time of the completion of paperwork necessary for employment. An annual open enrollment period allows existing employees the opportunity to make changes to current benefit selections.

PAYMENT OF SALARY

The salary of each employee shall begin at the time he/she reports for duty. The salary shall be paid semimonthly on the fifteenth and the end of the each month. A day is earned for each month of professional employees "at-will" contract.

DIRECT DEPOSIT

Direct deposit to the institution of your choice is available. Information and the correct form may be obtained in the Business Office.

PARTY POLICIES

THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.

Winter - A one hour party with refreshments can be held the last hour of the school day on the last day of classes prior to the mid-winter break.

Valentine's Day - Valentines may be exchanged by the students. Light refreshments will be permitted.

Surprise parties for students or teachers are not permitted. Parents dropping off balloons, flowers, and other special gifts will remain in the front office until pick-up time in the afternoon.

Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions. Foods made available to students through school must comply with federal and state child nutrition laws and regulations as through Cafeteria Policies. Refreshments served at school parties for students must be prepared in health inspected food service establishments such as the school cafeteria or kitchen area.

If teachers are allowing special celebrations during the school day, administrator(s) must be notified 24 hours of the special celebrations. If teacher does not report the special celebration, the celebration cannot be held.

DAILY PROCEDURES

DOCUMENT, DOCUMENT, DOCUMENT!

“If it’s not written, it didn’t happen.”

Use your documentation binder/parent log, conferences, one-to-one meetings, etc. to maintain records of events and communications. This will be critical when meeting with parents and administration about various issues. Please do not attend a meeting and try to speak randomly about issues, behaviors, classroom disrupts without documentation(s). It only shows you’re ill-prepared to speak to parents. Please make sure that academics is the first mentioned as it’s the most important documentation that should be presented to the parent/legal guardians.

REPORTING TIME FOR TEACHERS AND STAFF

Arrival time for all employees is 7:00 a.m. All teachers and staff members are to report to their designated area promptly at 7:05 each morning. This may be the only time that some patrons have to see teachers during the day.

It is important for teachers to be present to help supervise both their classrooms and the immediate areas outside their classrooms. Please check the schedule for breakfast, ground and lunch duty. All teachers are expected to be at their classroom doors ready to receive their first period groups at 7:20 a.m. Any teacher who does not have a first period group should be at their designated duty post by 7:00 a.m. and should begin escorting students to class at 7:20 sharp.

All teachers are expected to be at their doors when students are passing from class to class each period—even if the teacher does not have a class coming up. Teachers should direct students into the classroom every class period. Do not let them congregate at the doorway or in the hall during the class changing times. Upon students entering your classroom, do not allow students to go to restroom. Times have been designated before school/before lunch or after lunch or after school. If students are having chronic problems, please refer to the nurse for assistance.

Each classroom teacher is expected to begin class at once. Students who enter late without a pass are deemed tardy.

Important: During restroom times, students should be monitored as per three students at a time in the restrooms. This expectation is started on the very first day of class and continued every day.

Permission to leave your classroom should be granted only in an emergency. Students belong in class, and it is the responsibility of each teacher to keep them in the classroom. **DO NOT SEND STUDENTS TO THE OFFICE TO GET A PASS FOR BEING TARDY.** If the front office fails to provide a student with a tardy slip, please call to inquire. Students will only be allowed to leave a classroom with an official school pass from the teacher. Teachers' signature, time, date, and destination in ink should be included.

SPECIAL CONCERNS

All teachers should give special attention to students who seem to have trouble seeing the board or hearing instructions that are given. If you are concerned about any student, please seek out more information through the special education teacher or school nurse. The school nurse will inform teachers of special problems, but teachers are usually the first to notice problems of this type.

If you feel others problems need to be addressed, please arrange for a parent conference and require administration, special education and/or nurse to attend the conference. We want to remain proactive in meeting the needs of all students in a timely manner.

TEACHER LUNCH PERIOD

Teachers will be assigned a 45 minute break time in which to eat and tend to other personal matters. Check the master schedule for your break designation.

TEACHER PREPARATION TIME

What is the appropriate use of teacher preparation time?

Preparation time is time that staff has to use for a variety of tasks that cannot be taken care of during time that teachers are instructing students. Some, but not all of these tasks would be:

- Preparing for classes.
- Returning calls or emails from parents or other staff.
- Working on paperwork that cannot be done during instructional time.
- Meeting with administrators or other staff members.
- Sharing time with another team leader/member.

Preparation time is not meant to be “unassignable” time, and it may be necessary, on a regular or irregular basis, for the administrators to require teachers to meet with students, parents, other teachers, or district staff during their preparation time. Prep time is not for personal use, but rather, for managing responsibilities related to the fulfillment of job requirements.

TEACHER'S EMAIL

Each teacher has access to a school-assigned email address. This is used as a source of information and communication throughout the school building and district. **BE SURE TO CHECK YOUR EMAIL REGULARLY DURING THE DAY.** If your email is not accessible, please contact Mr. Hill. Please note, if you get locked out of your email, it's imperative you allow at least 24 hours before you have access again. Before you let your email or server password expire, however, please heed the warning your computer gives you and update your password at once before it does expire.

Please note that matters regarding confidential health concerns and other confidential information will not be sent via email, however adequate documentation from the nurse will be provided to support student need(s). **DO NOT SEND STUDENTS TO PICK UP MAIL OR MEMOS.**

Remember that you are to delete or save old email to a folder since there is limited space available. All Director/Assistant Director/other administrator's memos should be kept in your documentation binder in

date order.

A “Do Not Admit” list will be emailed (from Coach Watson) and will list information regarding student status and various other important items that will be posted daily to keep you informed of students serving in-school-suspension and out-of-school-suspension. If a student is gone too long, please inquire about his/her whereabouts through Coach Watson or front office staff.

Please respond to all parent emails as quickly as possible and “CC” administration to the conversation(s) you are having with parents, so we can remain informed of issues. Your contact with parents and/or any dialogue should be placed in your documentation binder for future use if needed. If you are texting parents, regarding academics, behavior, etc. It’s strongly suggested you keep logs of times and contacts for parent conferences.

DO NOT interrupt instruction to answer a parent’s email or use class time to answer your cell phone and have mini-parent conferences at your door. Responding to electronic mail or telephone messages should be done while students are not present. You should keep a record of emails just as you do for other communications and place this communication in your documentation binder.

STUDENT ATTENDANCE

Attendance should be taken first during each class period to maintain adequate records for eSchool and reporting accurate attendance with APSCN. eSchool is hugely important to our school; please ensure that attendance is done daily as this could affect your employment status.

FACULTY/STAFF ABSENTEE PROCEDURES

ABSENCES (TEACHER)

Teachers should notify Coach Watson by **PHONE CALL (not text)** between 5:45 a.m. and 6:15 a.m. If he cannot be reached, please call Laurette Whipps (Campus Administrator) as the next person up the chain of command. Do not call any other staff person to report absences. If you call another staff member to report your absentee, an immediate reprimand will be given at administrators’ discretion.

Lesson plans are to be available for the substitute. If you know that you are going to be absent, please make sure lesson plans are available for the substitute teacher to maintain classroom management. Upon return to school, absence forms are to be filled out and turned in to the office on the day that you return. Forms have been placed at the end of this handbook to use at your discretion. It would also be a great idea to keep up with your attendance report as you are only given 11 personal/sick days. If it is necessary for you to leave school at any time during the school day, please inform Coach Watson and the office. Arriving late or leaving early will be logged accordingly, and it is at the administrator’s discretion to hold you accountable for the time taken. When time reaches ½ a day, an absentee form will be filled out accordingly. Please note 1/2 day is considered at 12:15 p.m.

If you know in advance that you are going to be absent, make arrangements as soon as possible. Turn in your leave form as soon as you are aware of the pending absence and await the signed approval. Current school law dictates that in certain situations, parents must be notified if a long-term substitute will be in a classroom (and their qualifications).

Please note that absences will not be approved during any ACTAAP test days (Benchmark, EOC, or ELDA) or during semester test weeks.

Unplanned absences of longer than two days require a written doctor's release to return to work. This must be the original release signed by the doctor.

Additionally, absences immediately before or after a scheduled school closing, professional development day, or holiday must be approved two weeks in advance.

If you need to leave early or come in late, notify Coach Watson as soon as possible. However, any administrator has a right to inform you to take 1/2 day or whole day at any time the reporting times are not adhered to. Arrangements will be made on individual circumstances, but only at the administrations' discretion. Remember, when you are not in the classroom, your students will not learn as much with a substitute. You are the key ingredient to a productive instructional day.

LATE ARRIVAL/EARLY DEPARTURE (CLASS COVERAGE)

If a teacher is going to arrive late or leave early, he or she should arrange for "coverage" by another teacher. Coverage is a voluntary favor a teacher performs for another teacher or staff member. There is no stipend for coverage. A teacher must arrange for prior approval from the administration to be absent without penalty for one or two periods and have class duties performed by other teachers with no cost to Covenant Keepers.

The form for reporting late arrival/early departure MUST be completed and submitted to Coach Watson to report late arrival (immediately upon arrival) and early departure (prior to departure). Teachers who are absent more than two periods must take leave time whole day or half day (see policy for sick/personal leave time policy). A substitute MUST be assigned through the office if he/she is to receive substitute pay.

Each staff member will accrue all personal/sick days up front. However, if the sick/vacation bank doesn't support the time accrued for the year, please note your payroll check stub will reflect the days deducted. It is important to make every effort to be present each day. If absenteeism becomes too chronic, the administration team will request a meeting and make necessary recommendations as it is imperative for all employees to fulfill their at-will professional contractual duties, and attendance is an integral part.

After two consecutive days out, a doctor's note (original signature from the doctor) must be submitted to Coach Watson upon your return to work. If a doctor's notice is not submitted upon returning to work, two days pay will be deducted from the employee's payroll.

When an absence is required, please follow these procedures:

Sick/Personal/Bereavement Leave – Sick/personal leave may be taken in accordance with the provisions of the policy and procedures of the CK Board of Education. The school allows two days bereavement, however, upon return the school requires documentation on file i.e. obituary, etc.

Professional Leave – Forms for professional leave are available from the office or at the back of your teacher handbook. The "Request for Professional Leave" forms must be completed by the teacher and approved by the director before a workshop or other professional development can be confirmed for attendance. Forms for approval by the Assistant Director should be submitted to the district/front office no later than two (2) weeks prior to the requested professional leave date. Please make the effort to solidify coverage for your classes.

Other Leave – Family Leave, Temporary Leave, Extended Leave, and Sabbatical Leave are not supported

CHRONIC ABSENTEEISM

If you are able to provide the Operations Administrator with prior notice, please do so to prepare for

coverage in advance. If an absence is necessary for several weeks because of illness, notify the Assistant Director. A long-term substitute will be assigned to complete the teacher's assignment. Upon returning to work, a doctor's release must be submitted to the Assistant Director and Business Office before returning to work.

There are consequences for excessive or patterns of absenteeism that include the following:

- 1). Written warning,
- 2). Written reprimand,
- 3). Suspension without pay
- 4). Recommendation for termination.

TEACHER'S LOUNGE

The teacher's lounge is to be used only when a teacher does not have responsibility for the supervision of students or a scheduled meeting. Teachers have a responsibility to help keep the school lounge neat and clean. The refrigerator in the lounge will be emptied every 2 weeks and its contents discarded.

PROFESSIONAL DEVELOPMENT

Professional Development should result in individual, school-wide, and system-wide improvements designed to insure that all students demonstrate proficiency on the state academic standards. Approved professional development will be linked to the school's improvement plan, should demonstrate research-based best practice, and should be subject-specific and site-specific.

Approved professional development activities that occur during the instructional day or outside the employee's annual contract days may apply toward the 60-hour minimum professional development requirements. The 60-hour professional development requirements must be fulfilled between July 1 and June 30 of each school year. Professional hours can also be redeemed through college and universities enrolled each semester. Documentation must be submitted at semester.

All approved professional development activities shall relate to the following areas: content (6-8); instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/development stages; cognitive research; and building a collaborative learning community. At least six (6) of the 60 hours of required professional development activities must be in the area of educational technology and 4 hours of Parent Involvement/Child Abuse/Maltreatment. Administration must take 70 hours or more to meet state standards. Arkansas IDEAS is also another way to get PD hours if needed.

FACULTY MEETINGS

Faculty meetings will be held on every Monday from 4:15—5:15. Other meetings will be held on rotating schedules at 4:15 p.m.

The Assistant Director has the discretion to call additional staff meetings as necessary.

DAILY REQUIREMENTS

Failure to follow building and district level policies and procedures and directives will result in disciplinary action being taken. Documentation will always be used to support the following actions:

1. Written Warning

2. Written Reprimand
3. Suspension without pay
4. Recommendation of non-renewal or termination of contract at any time
See CK Board Policies for more detail.

DISTRICT POLICIES INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING (SEE TEACHER BOOT CAMP MANUAL FOR ADDITIONAL POLICY)

1. No student should be used to render personal services for a teacher (sent to the store, etc.)
2. Personnel may not leave the building during preparation/planning periods without specific authorization from the Assistant Director or Campus Administrator. Planning time must be used to enhance learning. If permission is given, teachers must sign in and out.
3. Students may not be left unsupervised at any time. Use buddy teacher/teachers to assist you upon leaving the classroom.
4. Money that has been collected (for school projects approved by the Assistant Director) must be turned in to the school Business Office daily. Covenant Keepers does not take responsibility for lost or stolen funds. All money that is collected should be turned in to the Business Office immediately. The money is to be stacked, counted, and put in a deposit envelope with the club sponsor's name and date on it. The Business Office will deposit the money into the proper account, and the teacher will receive a receipt. Keep in mind that all checks must be written to CK. (See Useful Forms)
5. Because keeping instructional time sacred for teaching and learning, the Campus Administrator and other office personnel should not make announcements more than once per day (morning and afternoon announcements) or when an emergency justifies the interruption of instruction. All daily bulletin announcements should be given to administration before they are placed on the display board by the front office. Please forward all announcements to Assistant Director to ensure information is articulate and approved for announcing/display.

BUILDING AND ROOM REGULATIONS

Teachers should see that their room is organized, papers picked up, lights out, and windows locked before leaving school. Be sure any electrical appliances are on a surge protector. This is especially important for your computers! Remind students they are to take care of classroom furniture and equipment. Anyone defacing school property should be reported to the office and will be responsible for financial restitution.

Teachers should be in their rooms whenever students are present. You are liable if there are accidents or injuries to students left unattended while you are responsible for their supervision. If there is an emergency, call the office or notify a teacher next to you to watch your class.

CLASSROOM DOORS

Teachers/students ARE NOT allowed to lock doors to classrooms at any time. Classroom doors should remain open at all times for observations "at-a-glance". If the Executive Assistant provides you with a key, it should be returned at the end of the year during checkout procedures.

Please do not leave money, keys or valuables in desks file cabinets, or other areas of the classroom accessible to students. Covenant Keepers is not responsible for any items left unattended at any time. Teachers should keep all valuable items locked up in your file cabinet or keep items in your vehicle.

BULLETIN BOARDS

Bulletin boards are an important part of your classroom and hallway near your room. They should be kept current and used appropriately to keep students interested and up-to-date. We also have cork boards and strips in several locations throughout the building to display student work or other information. Occasionally, special boards will be done to enhance learning and projects as a team or Common Core

Focus. We suggest using the board for data/benchmark measurements to allow students to chart progress throughout the year.

CALENDAR

Teachers should clear all speakers, field trips, and meetings with administration before scheduling. This is to avoid scheduling errors and duplication of times. A calendar of events will in the Assistant Director's office. Please refer to the calendar prior to scheduling other events as other events may already be scheduled.

COMPUTER USE

Teachers are to avoid inappropriate websites, or websites that have no educational relevance or value. Under no circumstances are students to have access to a teacher's computer. Disciplinary action will be taken against the person who is logged in to the offending computer, not necessarily the person who is misusing the computer. It is a good idea to log out of your computer if leaving it unattended for an extended period of time. Teachers should read "Code of Ethics" and it can be found on the www.arkansas.gov website.

COPIERS AND PROJECTOR MACHINES

Because paper and toner are expensive, please consider all copying needs carefully. Copiers designated for teacher use are located in the copy room near Mrs. Clancy's office. A large number of copies are improperly made because the actual needs of the classroom have not been considered. You will be given a certain number of copies for the month, and after your copies run out they will not be replenished until the next month. Please do not allow students to use the copiers at any time as they have not been trained. It is not the front office's responsibility to make copies for you. "YOUR LACK OF PLANNING IS NOT THEIR EMERGENCY!" Make sure before you leave the building each day that you have taken care of copying materials for the following day. You do not want to find yourself in a situation where you need copies and for some reason, cannot get them.

DRESS

Teachers should dress in a manner representative of the dignity of our profession. Teachers could be asked to return home to make adjustments to attire if warranted. If you have questions about what is appropriate, don't hesitate to ask. Additionally, teacher attire should not contradict anything that is prohibited for student attire. The student dress code is published in the student handbook. If the wearing of tennis shoes is recommended by your doctor for medical reasons, an official statement from that doctor is required.

Teachers will be allowed to wear nice jeans on Fridays if the style is kept professional. No skinny jeans or jeans with rips or tears. No t-shirts or hoodies unless they are CK apparel. **NO SWEATPANTS OR TRACK SUITS EVER.**

FILMS/MOVIES

All films or movies are to be previewed by the teacher. Movies/films should reflect the curriculum of the district and Common Core Standards. Only movies with "G" or "PG" ratings should be shown. If you are showing a reward film or one rated PG 13, office and parents need to be notified. Parents should be notified that you will be showing the movie and the name of the movie.

This notification should be done early enough so that parents have sufficient time to opt out of letting their child view the film. We are dealing with students from a wide variety of backgrounds. What you may not find objectionable, a parent might (based on the content of the film and their knowledge of their child). **The administration team should be notified whenever you are showing a film.**

GRADE BOOK

Your grading system should be explained to students and justified when necessary to students and parents. It is important to remember from this point forward, student grades can be accessed by parents via the internet/eSchool. Please make sure that your grades are updated at twice a week. Don't wait until the week before report cards come out to grade five – eight – eleven assignments and enter them in the grade book! You should give each student at least 2-3 grades weekly per nine weeks. If you are working on projects, it's your responsibility to create a way to report progress to parents weekly through eSchool. Percentages should not be used so convert to the point system. Administration will continuously monitor for grade inflation and for grades that appear bogus or arbitrary. **EACH WEEK, TEACHERS MUST PRINT HARD COPIES OF THEIR ONLINE GRADES AND RETAIN THOSE COPIES IN THEIR GRADE REPORT BINDER FOR DOCUMENTATION PURPOSES.**

Interim reports are given to students every 5th week to keep parents informed of progress. If interims have not been given to students it is prohibited to give a student an "F" for your class. Parents hate surprises, and so does the administration team. Documentation of parent contact(s) may be required when a student's grade falls below 70%

RECORDS

We are constantly being asked to be accountable for grades and performance by students in the classroom. You must be able to justify your record-keeping and grading procedures. Additionally, student records are confidential information and should not be shared indiscriminately.

For further information on who shall have access to student records and what is considered directory information, see the Family Education Rights and Privacy Act (FERPA) in the student handbook, or on the district's website.

HALL PASSES

The teacher is responsible to see that students do not leave class without a pass specifically stating the destination, time, date, and name of the person issuing the pass. This year, we will be utilizing the student planner/agenda. It will be assumed students without a hall pass or without complete information have left your supervision without permission, and they will be sent back to you for a written explanation. Normally only one student at a time should be allowed to leave your class. Please note that each time a student is out of your classroom they are missing vital information needed to succeed.

HOMEWORK

Teachers should decide on a reasonable amount of homework to assign students. Understanding this, we can calculate 7th Graders can reasonably handle 90-120 minutes of homework per night (and 8th Graders 120 minutes per night). Avoid assigning "busy work". Homework should enhance the lessons in the classroom, and be given for a specific reason.

Make-up work will generally be assigned after the student has missed two days of school. It is embarrassing for the office staff when a parent requests homework, drives to school, and finds their students' teachers didn't take the time to leave anything for pick-up. Students will have two days for each day of absence to complete the work, unless there are extenuating circumstances.

INVENTORY

Teachers should maintain an up-to-date and accurate inventory of materials and equipment. Textbooks should be marked with the school name and date. Equipment and materials should be permanently marked with the school name. Inventories are completed each January. Teachers are responsible for textbooks going out on loan and should keep an accurate inventory list to assist with books not returned as we will have to request a fee to replace the book missed placed. iPads are available to teachers for checkout through the front office only. See Mrs. Hill for checkout policy.

TEXTBOOKS

The new editions of textbooks used at CK are purchased by the school district. Replacement textbooks are ordered in the spring by the director through the Business Office.

Teachers are responsible for all books assigned to their classroom. Each book should be assigned a number and students should use that book daily upon entering your classroom. It is also necessary to complete the inventory form when you are using class sets. Students are responsible for lost and damaged books that were checked out from the teacher, and we all need to work together with the Business Office to make sure we recover these damages. Inventory forms should be turned into Coach Watson by first week of September, and a record of the inventory will be kept on file in the business office. (See Inventory Book Form).

Teachers will be responsible for laptops, iPads and other electronics checked out and not returned to the office in a timely manner. Any items missing and/or damaged should be reported to administration or the Business Office within 24 hours. This leaves the teacher responsible for the lost/damage/stolen item(s). However, if items are stolen and not returned the teacher is held responsible for the item and will be asked to pay the cost of the lost or stolen property. The item will be re-purchased through payroll deductions.

LESSON PLANS

Lesson plans are to be submitted electronically on Mondays by 7:00 a.m. even when the employee has called in for personal/sick leave, or when a holiday falls on a Monday. Your absence doesn't negate the responsibility of turning in your lesson plans. Lesson Plans are subject to be checked at any given time by administration. The CKCPCS unit and lesson plan template has been designed to assist you with effective planning, however, you can add other objectives and activities to support the content taught in your classroom.

GENERAL LESSON PLAN GUIDELINES FOR CK

Written comprehensive preparations should be made for each class and subject each day. Textbooks, curriculum frameworks/guides, standards and benchmarks and other materials should serve as aids and should not restrict the teacher's initiative in preparing for the class.

Lesson plans should allow for the varied interests, abilities, and achievement levels of each student in each class. A lesson plan should be available for inspection by the administrator who is assigned to the teacher for the purpose of classroom walk-through, observation and evaluations.

Lesson plans should be handed to the administrator before a formal evaluation is made. Lessons plans will be checked periodically each nine weeks.

Emergency lesson plans must always be available for a substitute and left in an easy to find location.

LOST AND FOUND

Coats, jackets, other clothing, and lunch boxes will be placed in the cafeteria for 10 days. Afterwards, all items will be taken and donated. Items lost or stolen will not be the responsibility of the school. It is shocking to see how many items of clothing we donate to charity every nine weeks!

SOCIAL NETWORKING SITES

Teachers are strongly urged to carefully consider their presence on Facebook or other social networking sites. Teachers in other districts have experienced problems with inappropriate communications with students, and inappropriate content being posted on their page by themselves or their "friends". In some cases, teachers have been dismissed due to inappropriate content on their personal web pages. Teachers are also advised not to use class time to engage in communications with others of a personal nature. For

more information, Codes of Ethics Rules and Regulations are on the Arkansas Department of Education website.

SUPERVISION

Supervision of students is your responsibility any time you are on the premises. When correction is needed, do not hesitate. Be polite and treat the student as you wish to be treated. If they fail to respond, act with authority and use the firmness it takes to do the job. Teachers should be aware of the volume, tone, and attitude of their voice.

Teachers and students are not equal. You command respect of students by being a competent, friendly, fair, consistent, firm professional. Enjoy your students, but keep it on a professional basis. Teachers are to maintain control both in and out of the classroom. This includes the halls, cafeteria, other classrooms, and grounds. Always remember you are liable for the students, whether they be in the classrooms, the halls, or in the restrooms.

Visibility is the key to supervision. Teachers should be at their door, in a position to monitor students both in the classroom and in the hall during transition times.

SUPPLIES AND PURCHASE ORDERS

Items to be purchased must be specifically itemized and fully described on the purchase order. The quantity, description, catalog number, unit price, and total must be listed on the P.O. before it will be signed. All purchase orders must be assigned a number and approved by the Superintendent. **DO NOT MAKE PURCHASES WITHOUT A SIGNED PURCHASE ORDER.** If you make unapproved purchases, you may be held financially responsible. When order items are delivered, please check and make sure all items are received. "O.K." the invoice, and turn it in to Business Office. If the Superintendent approves a purchase, you must keep the receipt in order to get reimbursed.

TELEPHONES, CELL PHONES, IPODS, MP3 PLAYERS, & VIDEO GAMES

Do not allow students to use your cell phone to call parents regarding lunch, illness or picking them up. The student must be sent to Coach Watson to assist with such concerns. Teachers should also keep their cell phones off (or on "vibrate") during instructional time. If students have cell phones, iPods, MP3 players, video games or other electronics, they must be confiscated and given to administration immediately. These are disruptive to the instructional climate. Teachers who confiscate iPods, MP3 players, video games, or cell phones need to label them with the student's name, teacher name, and date...then turn the device in Watson. Parents will be required to come to school to retrieve their child's device after the required retention period has passed. See Student Handbook.

VISITORS

All visitors **MUST** sign-in at the office and obtain a visitor's pass. This includes parents, sales representatives, friends, guest speakers, etc.

VOLUNTEERS

Volunteers are a wonderful resource for our school. Please carefully screen and check each volunteer. Submit your volunteer's name, address, etc. for further checks by the front office. Volunteers who will work with students outside of your classroom should submit an application for a criminal background check. Teachers should submit a list of adults who will chaperone trips or activities to the office.

Students being picked up by someone other than parent/legal guardian will be subject to an Identification check as needed.

BUILDING MAINTENANCE REQUEST

Repairs or maintenance items need a building maintenance request form turned in to the office. If there is a problem in your room, please notify Coach Watson as soon as possible so that the problem is not allowed to worsen. Heating and air conditioning issues are examples of problems that should be reported immediately. Because of the value of equipment and supplies located in our building, security is most important. The building is protected during non-school hours by a surveillance camera and a motion detector system that monitors any movement in/around the building.

When the unit is activated, an alarm alerts the security company headquarters. The company alerts the Little Rock Police Department and our security department. Both departments send people to the building site to ensure safety. If the supervisor feels there is a need to do so, he/she will notify the superintendent at home.

All staff members who have alarm codes are to make certain that they turn the alarm on before leaving. NO staff member should ever give his/her code to students or other staff members. Under no circumstances are students to be in the building without supervision of teachers. This applies to all staff members.

All side and rear entrances to both buildings should remain locked and patrons should enter through the main office in the annex building. All faculty members are asked to assist in securing the building by checking exterior doors as they pass through to ensure that the doors are locked during class periods. Please do not prop open any exterior door for any reason.

DO NOT ADMIT STRANGERS WHO DO NOT DISPLAY A VISITOR'S PASS. VISITORS WITHOUT A PASS SHOULD RETURN TO THE MAIN OFFICE TO CHECK-IN AND TO RETRIEVE A PASS.

EMERGENCY SIGNALS

During school, training will be provided to faculty and students on the various emergency signals that are to be used during the year. Those signals will include an alarm for fire and bomb threat drills. The emergency signals are as follows:

FIRE	Alarm (Pulled) Administrator
BOMB THREAT	Alarm (Pulled) Administrator
BULLET	Alarm (Pulled) Administrator
TORNADO	Text Message

FIRE REGULATIONS

During the first two days of school, faculty will explain the fire evacuation route from each classroom. Display the evacuation map on the wall beside the exit out of your classroom. Explain the following regulations to your students:

Fire Alarm Sound

- 1 Pupils stop work immediately and follow the teacher's instruction
- 2 The teacher in each room will turn off the lights and close the door after everyone leaves the room.
- 3 Each teacher must take his/her class roll book with him/her (State Law).
- 4 Pupils are not permitted to take other materials out of the classroom.
- 5 Teachers should not permit crowding, running, or talking. Control is essential through the entire fire drill.
- 6 Do not allow students to stand next to the building or in the driveway.
- 7 Student Fire Marshalls, working for the Assistant Director will be in the building during fire drills. They will be clearly identified as Fire Marshalls.
- 8 All people must vacate the building during a fire drill. **NO EXCEPTIONS!** If you are caught

staying in, a letter of written reprimand will be given by the director/assistant director.

TORNADO REGULATIONS

Notification of a tornado drill will be by the intercom upon alert from radio, TV, and internet tracking systems. The following procedures should be followed. If parents choose to check out students during the tornado watch/warning, they will be permitted to do so.

Students will:

1. Immediately drop and use hands to cover head. If possible, get under a desk.
2. Turn away from glass.
3. Listen for adults to given instructions.
4. Remain silent.

Teachers will:

1. Stay with students at all times
2. Talk calmly to students
3. Follow same procedure as students
4. Instruct students
5. Prepare to evacuate if necessary

BULLET DRILL

During a bullet drill or at the first sign of gunfire (Police Officer)

Teachers will:

1. Drop and cover
2. Turn away from windows
3. Stay under the shelter until the gunfire stops or the drill is over
4. Talk calmly to students
5. Prepare to evacuate the area if necessary

Students will:

1. Drop and cover – immediately take cover. Use hands to cover head.
2. Turn away from windows
3. Stay under the shelter until the gunfire stops or the drill is over by adult instructions.
4. Remain silent
5. Listen for instructions.

If students are outside and bullets are fired, they should drop to the ground and instructions will follow.
NO RUNNING AWAY!!!

The School Crisis Emergency Plan will be implemented in the event of a natural or man-made disaster which is perceived to be life threatening. Under no circumstances should teachers leave their students. Specific duties are outlined in the School Crisis Emergency Plan. All teachers on duty who are not assigned students should report to the main hall for more instructions. Designated building personnel should immediately proceed with assignments.

STUDENT ACCIDENTS IN CLASSROOMS OR ON CAMPUS

In the event of an accident, teachers should make certain that the school nurse is notified. Teachers and school staff should not make a diagnosis of any injury or illness without school nurse. During the times when the school nurse is not on duty, the accident should be reported to the administration. Any teacher or staff member who has a work-related injury is to report that injury to an administrator/secretary immediately within the hour of incident. Upon leaving school without reporting incident could be noted. Failure to do so could jeopardize the worker's compensation claim.

Please keep in close contact with the school nurse and the administration team for any problems related to the health and safety of students at Covenant Keepers CP Charter School. Procedures for reporting accidents are mentioned in the Health Services Section of this handbook.

It is necessary that information be kept on accidents occurring at school. A Student Accident Form, which is kept in the health room, needs to be filled out on every student who is injured to the extent of needing medical treatment, loses one-half day or more school, or presents concerns that may later result in legal action. This form is to be completed by the person observing or treating the injury and then placed in the nurse's mailbox.

CLASSROOM VISITATION

Teacher evaluations will follow the guidelines established by Covenant Keepers CP Charter School District. Walk-throughs/Observations/TESS Evaluations will be conducted by Director/Assistant Director. Please note these walk-throughs and observations will be used to assist you as needed to ensure best practices and strategies are being implemented to support academic instruction in the classroom.

As a professional, every teacher should be interested in improving the quality of his/her instruction. Teachers are encouraged to use their planning/preparation period and team time to occasionally observe a peer teacher in the classroom and to prepare for next day instruction. Please be open to sharing your insights and techniques in the interest of enhancing learning for students.

GUIDELINES FOR FIELD TRIPS

1. All field trips must be curriculum-related and tightly correlated with the course benchmarks. The teacher should have a pre-study orientation and follow-up activities that include an evaluation and must be pre-approved by the Assistant Director.
2. One copy of the request for field trip must be completed and signed by the classroom teacher and principal, then final approval with superintendent. All request forms must include information and submitted to the Business Office three weeks prior to the date of the field trip along with money for field trip. This will allow the Business Office sufficient time to pay-in-advance necessary vendors for the scheduled field trip.
3. If a field trip is being paid for by an agency such as a school partner, the specific agency name, contact persons and billing address must be included on the field trip request form and appropriate documentation that supports financial support. (See Requisition Processing)
4. Field trips must be scheduled between 9:00 a.m. and 3:00 p.m. Exceptions must be approved by the superintendent in advance. Failure to adhere to protocols may result in future trips requests being denied.
5. The teacher or other school employee supervising the trip must have on file from each participant pupil a written notice signed by a parent or legal guardian granting permission for the pupil to participate in the field trip. The Official Field Trip Permission Form must be used. The Permission form must be taken along with the supervising teacher or employee.
6. Private or rental vehicles may be used for field trips as long as the following procedures are adhered to:
 - 1 The vehicle must be covered by insurance. Each driver must complete an insurance verification form. This form must be submitted to the building director before the field trip date. Each driver must have the minimum insurance coverage listed on the insurance verification form. The driver of the vehicle must be at least 21 years old and must not have any driving violations within the last two years.
 - 2 The number of passengers in the field trip vehicle shall not exceed the capacity specified.
 - 3 Written parental approval must be given to attend field trip. **ALL DOCUMENTS SHOWING PARENTAL APPROVAL MUST BE KEPT ON FILE AT THE SCHOOL FOR AT LEAST 30 DAYS AFTER THE FIELD TRIP.**
 - 4 Written parental approval must be given to transport the students in private or rental vehicles.

- 5 An employee of the CK district must be designated as the emergency contact person for any field trip that is in progress before or after school hours. The teacher/administrator conducting the field trip must have the phone number (cell phone) of the emergency contact person. The emergency contact person must remain available until students leave the drop off site.
- 6 A list of all field trip participants (student's name, parent's name, address, home phone, business phone) must be submitted to the Campus Administrator or the appropriate personnel. The emergency contact person must have a copy of this list. The teacher/administrator conducting the field trip must also have a copy of this list during the field trip. A list of field trip participants is required for each field tri participants is required for each field trip that is in progress before or after school after hours.

ASSEMBLIES

Assemblies of various types are held when necessary. Staff attendance at all assembly programs is required. Assemblies will be arranged on the property in the auditorium or cafeteria as needed.

Assembly seating will be determined by grade level. Each teacher will have an assigned area for use during the assemblies. All instructors are expected to see that students assigned to them for the assembly sit together in their assigned area. Names of those students who are absent are to be noted. FACULTY MEMBERS ARE TO SIT WITH AND SUPERVISE STUDENTS DURING THE ASSEMBLY.

On days in which assemblies are held, an activity schedule will be followed. There are times when this schedule will vary, but all teachers who plan assembly programs should use this as their guide for planning the length of the program. If the program should run short, we will always add the remaining time to the next period.

Sponsors should keep in mind that all programs of great length tend to cause students to become restless. Therefore, all programs should be as short as possible, no longer than an hour.

The responsibility for the content of an assembly rests with the teacher in charge of the program. The content and agenda for all assemblies are to be reviewed with the Assistant Director prior to approval for scheduling the assembly. All assemblies are expected to follow all school and district rules governing behavior and are expected to model decorum appropriate to the state and the occasion. Participants are expected to assume full responsibility for appropriate on stage behavior. Unacceptable deviations from approved program content will lead to disciplinary action.

FUNDRAISING ACTIVITIES

Raising funds to help support student activities has become increasingly necessary as funds from other sources have come more limited. Discretion and care must be exercised to protect students and teachers. Policies and procedures are in place concerning fund raising activities. Teachers must complete the following steps in all fund raising activities. No fund raising activity will commence if these steps are not followed:

1. Tentatively schedule the fund raising project on the activity calendar
2. Complete an application for a fund raising project (See Useful Forms).
3. Be certain that the vendor is on the approved Arkansas vendor's list.
4. Be certain that unsold items may be returned to the vendor at the completion of the activity.
5. Deposit all money collected following the procedures established by the Business Office DAILY!!! Use currency form for turning in money.
6. Complete a final accounting report. Forms are available in the Business Office.
7. Students who do not turn in all money to their sponsor(s) should be referred to the

- Campus Administrator who will work on restitution. Outstanding money owed will result in report card being held and parent notification letters sent to legal guardians.
8. Parental approval for students to participate in fundraising activities to ensure against loss of funds or items. Failure to follow the established policies and procedures may result in the teacher being held personally responsible for any losses incurred.

PROCEDURE FOR SCHOOL CLOSING DURING INCLEMENT WEATHER

It is the policy of Covenant Keepers College Preparatory Charter School to follow the adopted school calendar except in those cases when extremely bad weather causes vary hazardous conditions for students traveling to and from school.

Any decision to close schools will be made by the Superintendent of Schools. The superintendent will get information from the Little Rock Police Department, the U.S. Weather Service, and from the Transportation Department. When possible, any decision to close will be made by 10:00 p.m. of the evening prior to the day school is to be closed. If the decision must be delayed until the early school hours, it will be made around 6:00 a.m. An Administrator will call you to inform you of school closing. If the decision is made to close schools early in the day, the information will be sent by bulletin to each teacher. In such cases, teachers are dismissed only after all students are dismissed. Closure will be announced on local news television stations.

School personnel are expected to make every possible effort to get to school during severe weather situations and are expected to remain at the school until released by the superintendent.

REQUEST FOR CASH

If a club is going to need a check for dues, convention expenses, etc., and an invoice is not available, the money may be requisitioned from the Business Office by the club sponsor. The amount should not exceed \$100. Receipts must be turned into the Business Office as soon as possible.

HEALTH SERVICES



PASS TO THE HEALTH ROOM

A student who is ill will first report to his/her scheduled classroom teacher. If the teacher feels that the student is ill enough to warrant immediate attention, the student should be given a health referral form and sent to the Health Room. If students are not given the referral form, the nurse will send them back to get documentation from you. Teacher's signature, time, date, and destination written in ink must be completed. Please do not send students to the Health Room at the end of the period; wait until they get to their next teacher.

PREGNANT STUDENTS

Please refer to the school nurse immediately!

MEDICINES

CK is interested in the health and welfare of all our students; however staff members should not undertake the responsibility for administering medications to any students under their supervision. No member of the school staff should furnish any student with medicine, including aspirin, antacid tablets, cough drops, or similar non-prescription medicine.

It is our responsibility to provide a safe, effective method for students to take physician or parent prescribed medications during school hours. The school nurse, the Campus Administrator and/or the Executive Assistant will supervise the procedure. Medicine is not to be left on teachers' desks or in the classroom. All medicine found should be turned in immediately to school nurse/administration.

In the event of an emergency or if a teacher has a questions about medications, the school nurse will be available for questions. **TEACHERS SHOULD NOT ADMINISTER MEDICATION UNDER ANY CIRCUMSTANCES!**

STAFF ACCIDENTS

Any faculty member having an accident at school must notify the administration or Executive Assistant immediately. Failure to report immediately may jeopardize coverage under Workman's Compensation.

ILLNESS

If a student becomes ill and has to be carried from the room, call for the health room nurse to assist with movement.



STUDENT UNIFORM POLICY

(See student handbook for additional changes or addendums)

PARENT INVOLVEMENT



PARENT/COMMUNITY INVOLVEMENT

Research shows that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in the community.

The vast majority of parents are willing to assist their children in learning, but many times they are not sure what assistance is most helpful and appropriate. Helping parents connect to their child's learning enables parents to communicate in powerful ways that they value what their children achieve. Whether it's working together on a computer, displaying student work at home, or responding to a particular class assignment, parents' actions communicate to their children that education is important.

PARENT CONTACT

Teachers should contact parents any time there is a problem with a student whether it is academic, social, or behavioral. Parents want to know how their child is doing at school. Frequent parent contact strengthens the relationship between the school and home. Positive calls often make a situation much smoother if a problem arises in the future. Parents do not like surprises...contact them before grade cards (which includes interim reports) come out if there is a problem. If parent conferences are berating and tumultuous, please ask a member of the administration team to be present.

CONFERENCE TIPS

Listed below are helpful strategies proven to support good parent conferences:

1. Before each conference, define your purpose.
2. If the goal is a change in academic or social behavior, outline a plan (what, how, when, who is responsible). List specific goals, steps, and/or suggestions.
3. Welcome (smile) the parent(s) and make him/her feel at ease. Begin with positive comments about the student. Do not open the conference with negative notes or a complaint. Remember that the parent may feel somewhat defensive. **BEGIN POSITIVE...END POSITIVE!!!**
4. Make sure that you know the parent(s) name. You cannot always be sure that the parent(s) surname will be the same as the student's.
5. Keep to the topic (that particular student) and to the schedule (15-20 minutes is the suggested conference time), but do not act hurried.
6. If the parent(s) feels there is a problem, let the parent(s) identify and explain the problem. Be a listener. People with problems are more concerned about being heard than being told.
7. While a conference is meant to be a means of two-way communications, be sure that you keep the initiative and keep the conference on track and in focus. Know the facts about the student you are discussing and know exactly what you wish to communicate to the parent. Pull appropriate examples of the student's work, bring them to the conference. Be flexible and open, but remember that you are a professional, and as such, it is up to you to keep the conference on a professional level.
8. Give the parent(s) some definite information about the student's progress. Have specific recommendations for the parent(s) and communicate these recommendations in a positive way to the parent(s) during the conference. Let the parent(s) know exactly what you expect and require of the student.
9. Avoid negative and accusatory statements about a student. You see the student from one vantage point. The parent(s) may well see another side. Take advantage of their insight. Parent(s) become

- very defensive if they think someone “has it in” for their child.
10. Listen and take notes—document!. If necessary, ask questions. Open questions begin with “what, how, when, and where”. Closed questions begin with “do, can, and why”; Be very careful of “why” questions because they may produce a reasoning that would have to be defended.
 11. Even if the parent(s) speak of their child in a negative way, be sure that you speak of him/her in a positive way. View each student as a human being with human dignity and human worthy.
 12. If you have requested a conference, it is assumed that you have your data well in hand. Present specific facts. Be able to back up general statements.
 13. Never fall for the temptation to discuss other students even if the parent(s) ask about other students and know of other students. Keep to the subject at hand.
 14. Summarize the recommendations and plan for a follow-up contact (specify a date) to determine if the goals are being met. Promote the attitude that parents and teachers should have a partnership relationship.
 15. Let the parent(s) know that you appreciate their interest and cooperation.
 16. If for some reason you cannot attend a scheduled conference, notify the parent(s) of the cancellation and arrange for the conference to be rescheduled at the next scheduled planning/preparation period
17. Remember! Documentation is everything.
 18. If you need bilingual assistance, please let Mrs. Guerra know within 24-48 hours of conference.

PARENTS/CLASS VISITATION

As a professional every teacher should allow parents to be a part of their instructional through observations. Please allow parents to enter your classroom at any time. Parents must check in the front office before coming to your room. Parents are allowed to visit at any time

RESOURCE PEOPLE

Covenant Keepers welcomes the many resource(s) of people who are invited to work/speak with our students. Before a resource person is scheduled for the classroom, the teacher must obtain approval from the Assistant Director. The responsibility of the content and conduct of the speaker remains with the teacher. If any inappropriate behavior by the speaker is apparent, the teacher/Campus Administrator must intervene immediately. When a resource person visits, please ask that person to sign the volunteer book in the front office.

Special Education



REFERRAL PROCESS FOR STUDENTS FOR INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SERVICES

REFERRAL

When a student is suspected of having Autism, Deaf-Blindness, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Emotional Disturbance, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment.

- When? At any time a disability is suspected. Referral of students with Limited English Proficiency (LEP) should not be delayed based on level of English

- proficiency.
- Who? Anyone who has knowledge of the student
 - How?
 1. in writing (using the adopted referral form)
 2. made to Campus Administrator
 3. describe behavior and/or performance (no diagnosis)
 4. notify parents in a language they understand (7 days after referral – if no response, send 2nd notice; if no response hold conference in 7 days)
 5. gather existing data, including dominant home language
 6. implement informal evaluation – (checklist, screening inventories, examples of work, observation, medical & social history)
 7. file material with Campus Administrator or designee

ROLE OF THE REGULAR EDUCATION TEACHER WITH SPECIAL EDUCATION STUDENTS

Major Responsibilities:

- 1 Participate as a member of the student’s Educational Management Team
- 2 Share information about the student’s classroom academic performance and adaptive social behaviors to include strengths, weaknesses, and grades.
- 3 Cooperate with the special education teacher in planning and implementing individualized programs in the regular classroom.
- 4 Support the general educational teacher through ongoing consultation concerning student’s progress in the classroom.
- 5 Assist the special education teacher in identifying students in need of further assessment.
- 6 Consult and confer with parents at the special education teacher’s request. Such conferences are the joint responsibility of the regular and special education teachers.
- 7 Implement modifications as needed to assist students in the general educational setting.
- 8 Systematically develop and evaluate modifications and adjust as needed.

REFERRAL PROCESS OF STUDENTS FOR SECTION 504 ACCOMMODATIONS

A student is considered eligible for services under Section 504 if he or she:

1. Has a physical condition or mental impairment which substantially limits one or more major life activities;
2. Has a record or history of a physical condition or mental impairment, and/or;
3. Has a physical condition or mental impairment that does not substantially limit one or more major life activity, but is perceived by the District or others as having such limitations.

THIS DOES NOT INCLUDE CHILDREN WHO ARE PERCEIVED AS DISADVANTAGED DUE ONLY TO CULTURAL, ENVIRONMENTAL, ECONOMIC, OR LIMITED ENGLISH PROFICIENCY.

REFERRAL FOR SCREENING (when a student is, or is perceived to be limited in a major life activity)

When? At any time a disability is suspected. Referral of students with Limited English Proficiency (LEP) should be delayed based on level of English proficiency. Consideration should also be given to those students who were referred, but not found eligible for special education.

Who? Anyone who has knowledge of the student.

How?

1. Made to Campus Administrator or designee (504) Coordinator

2. Describe behavior and/or performance (no diagnosis) and limitations to major life activity
3. Notify parents in a language they understand (7 days after referral – if no response send 2nd notice; if no response hold conference in 7 days)
4. Gather existing data, including dominant home language
5. Implement informal evaluation – (checklist, screening inventories, examples of work, observation, medical and social history)
6. File material with principal or designee (504 Coordinator)

ROLE OF THE REGULAR EDUCATION TEACHER IN IMPLEMENTING 504 ACCOMMODATIONS

Major Responsibilities:

- 1 Participate as a member of the student’s Accommodation Team
- 2 Share information about the student’s classroom academic performance and adaptive social behaviors to include strengths, weaknesses, and grades.
- 3 Cooperate with Accommodation Team in developing and implementing accommodations
- 4 Consult and confer with parents at the school based 504 Designee’s request.
- 5 Implement accommodations to assist students in the general educational setting.
- 6 Systematically develop and evaluate accommodations and adjust in Team meetings.

Technology Procedures



COMPUTERS

Teachers are strongly encouraged to use technology in the classroom as a part of academic instruction. Teachers are, however, responsibly for making sure that computers are used responsibly. No Food or Drink near the computer! Computers should be kept clean. Dust can be harmful to the computer.

Covenant Keepers Charter School has policies in place related to acceptable use of computers and computer networks. The Acceptable Use Policies ensures that students and parents are aware of the benefits and dangers as well as the privileges and consequences of using the district’s access to the Internet and use of the school network. The policy goes home with students at the time of their initial enrollment for parents to read, sign and return before students are allowed to have access to computers that also have Internet access.

SCHOOL DISTRICT ACCEPTABLE USE POLICY

PURPOSE

The Internet and its vast access to information provided an enormous resource for education and assistance in our goal to increase student achievement and professional development. The computer, computer related devices and software are valuable tools in the efforts of successful educational process. This combined with the need of creating and maintaining a safe educational environment require the need for an adequate acceptable use policy for the charter school.

COVENANT KEEPERS CHARTER SCHOOL RESPONSIBILITIES

Covenant Keepers Charter School will take the following steps to assure proper use of the computer network:

- Teachers and/or support staff will supervise Internet sessions while in the classroom or computer lab. **IMPORTANT!**
- Filtering and network management software will be used to limit the risk of inappropriate material being accessed by students and other users. These programs monitor ‘http’ traffic and block inappropriate content based on an expanding database of sites and information related to trends in best practices, known information and constant system monitoring.
- Teachers will be provided with training and resources to understand the current trends and policies of Internet usage and safety practices.
- Staff will be required to instruct students on the proper use of Internet resources enabling them to make appropriate choices for appropriate content and its use.
- Current virus protection and Anti-Spyware software will be used as an added layer of protection for users against malicious software that may otherwise expose students and other users to inappropriate or harmful material.

USERS

1. Users are defined as authorized personnel as defined by the school to operate computers, computer-related devices and other technology related equipment within the boundaries of the charter school.
2. Users are described but not limited to: administrators, teachers, students, substitutes long-term substitutes, parents, support staff and authorized guests who are define as vendors and presenters.
3. The amount of access to the charter school equipment and network for each of these uses will be determine by the function and need appropriate for personnel.

SOCIAL NETWORKS

Websites that are “virtual communities” of people with common interest who are invited to share likes and dislikes on any particular subject, cause and/or theme or to just have an online meeting place for extemporaneous discussion. Members create accounts that consist of biographical information including, but not limited to birthdays, gender, photos, occupation and email addresses. Communication consists of both synchronous and asynchronous communication such as chatting, voice over IP, blogs, discussion forums, and video.

CIPA – Children’s Internet Protection Act

Under CIPA schools and libraries subject to CIPA do not receive the discounts offered by the “E-Rate” program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors.

Schools subject to CIPA are required to adopt a policy to monitor online activities of minors.

Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called “hacking,” and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors; access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

FERPA-Family Educational Rights Privacy Act

The Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

DEFINITIONS

Asynchronous Communication: A type of communication protocol that allows an amount of time to pass between communications. This communication includes but is not limited to emails, discussion forums, weblogs (blogs) and social networking sites (Twitter, Facebook, etc.)

Synchronous Communication: A type of communication protocol that allows users to communicate instantly in real time. This communication includes but is not limited to chat rooms, instant messages, voice over IP and certain 3D environments.

Flaming: To send an email message that is abusive or that offends. Typing in all capital letters is considered shouting and may be offensive.

Internet: A network of computer networks. Networks in the Internet are connected so they can communicate with each other regardless of their manufacture.

Spamming: To send an annoying or unnecessary message to a large number of people. An example might be a chain letter asking a user to forward the message to X number of people.

Virus: A computer program that uses various techniques to duplicate itself and travel between computers. Viruses can cause serious damage to computers such as erasing important data or crashing a system.

Spyware: This is a program designed to collect personal information about the user for exploitation which may or may not be for financial gain.

Cyber Bullying: The intentional act of posting, transmitting or the displaying of embarrassing, defaming and/or untrue information about a particular person or personal for the purpose of causing intimidation, ridicule, threat, harassment, embarrassment and/or an act of violence toward a student or public school employee. This behavior substantially disrupts the educational process within the classroom, overall school climate and the orderly operation of the school and the educational environment. THE INFORMATION IS COMMUNICATED THROUGH ALL FORMS OF ELECTRONIC COMMUNICATION INCLUDING BUT NOT LIMITED TO TEXT MESSAGING, WEBLOGS, PODCAST AND SOCIAL NETWORKING SITES SUCH AS BUT NOT LIMITED TO INSTAGRAM, FACEBOOK, TWITTER, AND YOUTUBE.

Arkansas Law: A 2007 law added cyber bullying to school anti-bullying policies and included provisions for school officials to take action against some off-campus activities. The law applies to electronic acts whether or not they originate on school property "if the electronic act is directed specifically at students or school personnel and is maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose."

The school has a right to take action(s) on behavior that has caused harm or disruptions here on school campus. Student Rights and Responsibility Handbook will be followed.

GENERAL REGULATIONS

1. Computers, computer related devices, telephonic and other communication devices and networks

are provided for conducting school business and for the educational development of students and staff. They are not intended for private or personal use.

2. Users of the network are responsible for following local, state, federal and international laws. This includes copyright laws.
3. Users are responsible for the use of their own account, including security and proper use. Users are not to allow others to use their username and password. Access to other user profiles is reserved for authorized network administrators. Users assigned usernames and passwords are responsible for safeguarding this information, and will be held accountable for the consequences of intentional or negligent disclosure of this information.
4. Users are responsible for respecting the policies of other networks, which they access, and for adhering to those policies.
5. Users may not deliberately damage or disrupt a network, computer or computer related device, telephonic or other communication device, and/or removable media that they have been given authorized use. System components such as hardware, software, or other property will be removed, destroyed, modified, or abused. Examples of actives that are prohibited: altering security codes or passwords and introducing computer viruses and/or malware, removing memory chips, hard drives and their hardware components
6. No network system at Covenant Keepers will be used to terrorize, intimidate, threaten, or harass
7. Users will not use the network for financial or commercial gain or to advertise, promote or endorse products or personal services.
8. The charter school will not be responsible for financial obligations or legal infractions arising from unauthorized use of the system.
9. Network resources, information, Internet and intranet traffic, folders, drives, district provided removable media and electronic mail have no expectation of privacy. Routine maintenance and monitoring of the system may lead to the discovery that a violation of a law or regulation has occurred. If there is reasonable suspicion that a law or regulation has been violated, an investigation will be conducted, and items seized and searched. Any suspected illegal activity in the charter school which may or may to be computer or network related in nature may result in the search of other resources.
10. Long-term substitutes may be granted network privileges at the request to the Campus Administrator. If granted, the long-term substitute must sign the Employee Use Agreement.

Hardware

1. Only authorized individuals will install, service, or maintain charter school hardware.
2. All personal hardware such as media players of any kind and their content are subject to Covenant Keepers polices that refer to electronic communication devices.

Software

1. Only software that is authorized by the strict may be installed on computer hardware.
2. Only authorized individuals will install software on charter school equipment.

Internet

1. The primary purpose of providing Internet access to employees is for conducting official business. The purpose of providing Internet access to students is for educational benefit only.
2. Before a student is allowed to access the Internet, a Student Use Agreement must be signed by both the student and parent.
3. Email accounts will be issued to charter school employees. Upon termination/non-renewal employees will be taken out of the networking systems in 3-5 days.
4. Users will not post personal contact information about themselves or other people.
5. Users are not allowed to intentionally transmit or receive obscene, pornographic, or inappropriately suggestive content or langue in the form of images, files or multimedia files types through any synchronous or asynchronous communication device or software used in the charter school network.
6. All users should observe network etiquette. Users are expected to be polite and use appropriate

language. Using vulgar or profane language is not appropriate. Engaging in flaming or spamming is not appropriate. Students are prohibited from using chat rooms, and instant messenger services. Participation in cyber bullying (original, secondary, or distributed) is prohibited.

7. Use of the system of access, store, or distribute obscene, pornographic, or inappropriately suggestive material is prohibited.
8. Use of the school's network and computers to access, store, and distribute material or sites that are considered racially derogatory or "hate sites" is strictly prohibited.
9. Students are to report immediately any inappropriate material they access to a teacher or other staff person. Students are not to share inappropriate materials or their sources with other students.

Supervision of the Computer Network

1. Coordination of the charter school computer network is under the supervision of the Campus Administrator or designee. The Campus Administrator or designee will be responsible for coordination of activities related to the network.
2. The Campus Administrator or designee will establish a system that ensures that all employees and students receive instruction on school policies that address computer systems and networks. The Campus Administrator or designee will also establish a process for supervision of students using the system and will maintain user account agreements.
3. The Campus Administrator or designee will establish a process for reviewing these regulations with employees annually. The Employee Use Agreement must be signed annually by all employees. The students will sign the Acceptable Use Policy.

Penalties for Non-Permitted Activities

1. Any user who violates this policy and accompanying regulations subject to loss of computer, phone, and network privileges, as well as other district disciplinary actions.

ACCEPTABLE USE GUIDELINES FOR CELLULAR TELEPHONES

Covenant Keepers faculty may utilize cell phones to enhance learning and to improve communication between parents and the community. In order to maximize the use of these devices and to prevent potential abuse of these instruments, employees must be aware of, and agree to abide by, certain regulations.

Cell phones

The assignment of cellular telephones to an individual, school or department must be approved in writing by the director. The need for the cellular telephone must be stated in writing so that the director can adequately consider the request.

School-based cellular telephones may be used on field trips to report an emergency or special situation to the school. They may be used for personal use or in lieu of school telephones. School-based cellular telephones may not be used for long distance calls, except in the case of an out-of-area field trip during which time an emergency call is necessary.

Cellular telephones assigned to administrative personnel may be used to conduct district business and for limited personal use. School cellular phone bills will be reviewed to determine if exorbitant personal use occurs. Cellular telephones should not be used in lieu of office telephones.

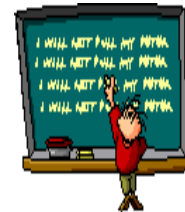
Teachers may retrieve voice mail messages and return calls during planning/prep periods, class changes, and lunch and before/after school.

Teachers will not use the telephone during class periods except for incorporation as a learning tool.

A personal call during class time is strictly prohibited. Also prohibited is the use of cell phones while students are present to check or send text messages (with the exception of messaging Administration), checking or sending personal email, checking social media, playing games, or using other cell phone apps and tools.

A staff member who is expecting a call of an emergency nature should notify an Administrator in advance so that preparations may be made.

Discipline Policies



See Student Rights and Responsibilities Handbook (SRRH) 2013-2014

EFFECTIVE DISCIPLINE

The following are some general guidelines. If you need assistance in classroom management or discipline strategies, please see the administrator who is responsible for your individual evaluations. Remember this is an area of the evaluation system.

- 1 Classroom Management begins with pre-planning for the class. Students know when a teacher is not prepared for a full period. Most of your problems can be eliminated before they start by being prepared for each class, having students engaged in rigorous lessons and having smooth, organized transitions between activities. Be prompt and begin your class on time. Build a relationship with students. Verbal confrontations between students must be stopped before developing into something of a physical nature. Do not argue with students—this serves no purpose.
- 2 Each teacher should be active in the hallways and encourage students to get to class on time and moving students into the classroom.
- 3 Do not allow students out of class unless it is an extreme emergency. Students must have an official pass signed, dated and with destination noted.
- 4 Do not use students to run personal errands for you. Students can never leave campus to run an errand for you or with you.
- 5 Do not threaten or embarrass students. Build a positive relationship with students and parents.
- 6 Do not hesitate to ask for assistance. No one can run the school by herself/himself, but we can run a very effective school if we do it as a TEAM.
- 7 Do not allow yourself to be manipulated into a “defensive posture.” Be in control of yourself and the situation.
- 8 Do not use sarcasm in dealing with students.
- 9 Be an example for your students. Do not eat or drink or use telephone during class.

Quality classroom instructional time is the key to improving student achievement. Do not send students out of class for minor classroom infractions such as lack of materials, tardies, sleeping, chewing gum or not participating. These may be handled through scheduled conferences involving parents and Operations Director.

THE PREVENTION DIMENSION

- 1 Effective teaching practices—Best Strategies
- 2 Ways to stimulate interest and motivate students
- 3 Strategies to meet basic needs
- 4 Non-harmful way of expressing stress in the school setting
- 5 Collaborative development of rules and consequences with students
- 6 Matching teaching methods to diverse learning styles
- 7 Effective communication skills, such as I-messages and active listening

THE ACTION DIMENSION

- 1 Put a halt to the MISBEHAVIOR. Be the authority in your classroom.
- 2 Discipline in a way that maintains both teacher and/or administrator and student dignity
 - Use Privacy
 - Eye Contact
 - Close Proximity
 - Students should be restrained only in the event that they are an immediate danger to themselves or others.

THE RESOLUTION DIMENSION

- 1 Listen to both sides of the story
- 2 Conduct a proper investigation
- 3 Gather the facts
- 4 Consider the child
 - Handicapping condition (if any)
 - 504
 - Special services and/or support system(s)

TEACHER BEHAVIORS

- 1 Establish rules that are fair and make sense
- 2 Consistently enforce rules
- 3 Be concerned about the child
- 4 Talk in a calm voice
- 5 Do not denigrate (use putdowns) students
- 6 Notice students' classroom behaviors
- 7 Establish an atmosphere of trust and respect
- 8 Model what you expect
- 9 Dismiss your preconceived perception of students
- 10 Have high expectations for student success
- 11 Establish parental relationships
- 12 Always treat students with dignity
- 13 Never put your hands on or restrain a student unless that student is endangering the safety of himself or others.

TYPES OF SUSPENSIONS

1. Administrative Suspensions. An administrative suspension is a suspension resulting from a student's failure to attend In-School Suspension (ISS), or one relating to excessive tardies or truancy.
2. Disciplinary Suspensions. A disciplinary suspension is a suspension resulting from a student's actions which may affect the school climate and which poses a potential threat to the emotional and physical well being of the students and staff.

Criminal procedures and school related procedures are not interdependent. A student found innocent in criminal court does not cancel out school-related decisions. School related due process rights are different from criminal procedures. School expulsions are legal when process procedures are followed and a rational basis exists for the expulsion.

EXPULSION

The Board of Directors may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Director may make a recommendation of expulsion to the Board of Directors for student conduct deemed to be of such gravity that suspension would be inappropriate, or where the student's continued attendance at school would disrupt the orderly learning environment or would pose an unreasonable danger to the welfare of other students or staff.

The Director or his/her designee shall give written notice to the parents or legal guardians (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Directors that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Directors will consider and dispose of the recommendation.

The hearing shall be conducted no later than ten (10) school days following the date of the notice, except that representatives of the Board and the student may agree in writing to a date not conforming to this limitation. The President of the Board, Hearing Officer, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, or student if age 18 or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Director will present evidence, including the calling of witnesses, which gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted. However, any member of the Board, the Director, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

The Director shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm or other weapon prohibited on school campus by law. The Director shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

All consequences are progressive in action. Students CANNOT be readmitted to class after an out-of-school suspension without a conference with the administration team.

The disciplinary plan at Covenant Keepers is designed to focus our efforts as team toward a sound and effective method of managing student behavior. By following the procedures outlined in this plan, we will insure that we are consistent and effective in our efforts to deal with students whose behavior warrants intervention. The procedures, interventions, and sanctions listed in our school policy are designed to be consistent in the Student Rights and Responsibilities Handbook.

NOTE!! The teacher must document action already taken before the administrator or lead teacher intervenes. A good faith effort to contact a parent must occur before or immediately after a sanction is assigned.

REFERRAL PROCEDURES

When a student's behavior requires administrative intervention, teachers and staff members should use the following procedures:

1. During the first week of school, teachers will cover the handbook to explain procedures at the school.
2. The teacher shall use the Covenant Keepers "Referral Notice" forms to document the behavior. The referral notice should include a brief explanation of the problem, documentation of parent contacts, any previous actions, taken and a recommendation of appropriate discipline. The referral must get to the Operations Director as soon as possible. Please send the referral by another student escort to ensure timely arrival to the front office.
3. A copy will be returned to the teacher and one placed in the student's file. The parent will be called and made aware of the infraction and consequences for the infraction.

NOTE!! If a student causes a severe disruption in the learning process, the teacher should call for administration to escort that student to the Operations Director's. If you are unable to write a referral at that time, please forward with explanation as soon as possible. Referral form will not be processed without the appropriate information.

PROCEDURES FOR REPORTING WEAPONS, FIGHTS, AND EMERGENCIES

WEAPON

If you have reason to believe that a student has a weapon of any kind or any other object that can cause damage, report this to an administrator or personnel staff. If possible, bring the student to the office. If the student will not come, send a reliable student to the office for help.

FIGHTS

Many fights can be avoided by taking quick action at the first possible moment. **DO NOT** allow students to argue or make threats to each other. Teachers should stop these arguments before they get started. Follow the referral process immediately. If a fight is in progress, make a reasonable effort to stop it. Reasonable efforts may include calling out to the students to stop, calling the individuals names, stopping it yourself (YOUR DECISION) or asking the teacher next door for reasonable assistance.

VERBAL DISPUTES

Verbal disputes between students are eligible for mediation resolution. Teachers should give names of student disputants to the Operations Director. Referrals should be made quickly so mediation facilitators can schedule mediation sessions as soon as possible.

FIRE

If a fire occurs in your area, call the office. If you smell smoke and suspect a fire, call the office and check for evidence.

USE, POSSESSION, AND/OR ALE OF DRUGS OR ILLEGAL SUBSTANCES

Take possession of the substance, if possible. Get the name of student(s) witnesses and call for the Operations Director or charge leader to escort the student to the office.

TEACHERS SHOULD IMMEDIATELY WRITE A DETAILED NARRATIVE OF THE INCIDENT AS OBSERVED, NOT WHAT STUDENTS SAID HAPPENED. ADD THE NAMES OF ANY ADULT OR STUDENT WITNESSES

If unsure about how take action, please see our administration for assistance with any matter.

COVENANT KEEPERS TARDY POLICY

A student is tardy when he/she fails to be in the classroom or other assigned locations. There are generally no excused tardies. However, exceptions will be made if the student is delayed due to official school business or for other reasons approved by the administrator. See policy for tardy consequences!

A student's tardy record is not cleared until the semester ends.

Any student who reports to class after the first 15 minutes of class (without administrative approval) should be written up for violation of skipping/cutting class and the disciplinary policy should be followed for a category 1 offense.

CAFETERIA REGULATIONS AND CONSEQUENCES

Regulations

- 1 Students are required to discard tray in the trash receptacle.
- 2 Students are expected to talk quietly and be respectfully to others.
- 3 Only students who buy or bring their lunch can enter in cafeteria.
- 4 Students are required to follow the directions of the duty personnel at all times.
- 5 Students are required to stand in line when purchasing his/her lunch and additional drinks or snacks.
- 6 Students are not allowed to break in line at any time.

Consequences

Progressive disciplinary actions will be taken if students choose to continuously violate cafeteria rules and regulations.

Guidance Department



We will make every effort to become familiar with each student during the school year. Individual or group conferences will be arranged by the administration team as requested by a student, parent, or teacher. Teachers may assist with this effort by encouraging students to come to the office when problems arise.

A folder will contain academic information (report cards and test scores) as well as other information that may be helpful while working with students.

SCHEDULE CHANGES

Students are assigned courses with care and with the advice of parents, counselor(s), administration and teachers. Schedule changes will be made at the beginning of the year for errors made in course assignment by district personnel, in course levels with appropriate documentation of need, and for other causes to be determined by the Assistant Director. Schedule changes will not be made to allow for the selection of certain faculty members or to accommodate preferences for courses at a certain time within the school day.

PROCEDURE

All requests for schedule changes will be made to the Assistant Director. The Assistant Director will talk to teachers and a decision will be made in 48 hours. If a change is granted, it will then be given to the registrar, and a change of schedule will be granted.

HONOR ROLL

Standards for placement on the honor roll are as follows:

1. Students must attain a grade point average of 3.0 – 3.4 with no D's or F's to be named a member of the B honor roll.
2. Students must attain a grade point average of 3.5 – 3.9 with no D's or F's to be on the honor roll.
3. Students must attain a grade point average of 4.0 to be on the A honor roll.

Interim reports will be sent home mid-way through each quarter. Keep documentation of the students' receipt of the interim report (student signature required on all documentation given!)

FAILURE LISTS

A list of students who failed for the semester must be turned into the Assistant Director's office on the teacher's workday at the end of each semester. Any student who is not listed on the failure list will be awarded a passing grade for the semester. Parents will be notified of during the 3rd – 4th nine weeks of student(s) in danger of failing for the semester and will be provided with summer school information.

Useful Forms



In addition to the forms attached here, please see the “Forms and Such” folder on the school server.

Chaperone Code of Conduct

The district's jurisdiction includes any district activity on or off of school property. While a chaperone is at a school function, all district policies apply. All chaperones must be 21 years or older, approved through the criminal background system and by a campus administrator. All chaperones are expected to conduct themselves in an appropriate manner while participating in any school related event or competition. This includes all travel, hotel, and sightseeing time associated with participation in any local, state, or national district related event. All chaperones must follow the policies of the CKCPCS Teacher Handbook. In addition, chaperones must adhere to the following:

- Chaperones participate in event related activities at all times.
- Clothing is to be appropriate for the day's activities.
- Chaperones are to ride on district provided transportation with the students.
- Room assignments for chaperones must be appropriate.
- Tobacco products are prohibited in the presence of students.
- Profanity of any kind, including songs, riddles or jokes, which may be offensive to others is prohibited.
- Weapons are prohibited.
- Alcohol or illegal drugs are prohibited.
- Medications used only according to prescription labels.
- Children not participating in the activity or event are not allowed to be in attendance at any time.

When traveling for district sponsored events, there must be a minimum of two gender appropriate sponsors /chaperones. The student to sponsor /chaperone ratio is not to exceed 10 students to 1 sponsor/chaperone. The sponsor of the event or activity has the final decision-making authority. The district is not financially liable for damage or loss of any chaperone's possessions.

An administrator will be in charge and show appearance at all chaperone events and activities.

Chaperone Signature

Date

Covenant Keepers Public Charter School
Authorized Use of Computer Networks
Student Use Agreement

Student Section

School _____

Student Name _____ Grade _____

I have read the Covenant Keepers Authorized Use of Computer Networks Policy. I agree to follow the rules contained in this policy. I understand that if I violate the rules my computer privileges can be terminated, and I may face other disciplinary measures.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the Authorized Use of Computer Networks Policy. I hereby release Covenant Keepers Charter School Board of Directors, staff, employee, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the school's computer network. This includes but is not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any additional restrictions I wish to be followed in addition to those outline in these regulations. I will emphasize to my child the importance of following the rules for personal safety.

_____ I give permission for my child to participate in the district's electronic communication systems and certify that the information contained on this form is correct.

_____ I do not give permission for my child to participate in the school's electronic communications system.

Parent Signature _____ Date _____

Print Parent Name _____

Home Address _____ Phone _____

Parent's Email Address _____

Covenant Keepers Public Charter School
Authorized Use of Computer Networks
Employee Use Agreement

Position _____

Employee Name _____

Employee access to the district's computer network is primarily to be used as a tool in the performance of the employee's job.

I have read the Authorized Use of Computer Networks Policy. I agree to follow the rules contained in this policy. I understand that if I violate the rules my account can be terminated and I may face other disciplinary actions or sanctions.

Employee Signature _____ Date _____

BUT WHAT ABOUT...?

This is a living document. Any other issues, omissions, or inaccuracies you feel should be addressed in this handbook should be emailed to Dr. Valerie L. Tatum, Director [valerie.tatum@arkansas.gov] at your earliest convenience so that they can appear (or be corrected and added as addendum or inserted in next year's handbook. Thanks for making this a great year.

