



**Student and Family Handbook**  
2021-2022

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# MISSION

## Kalamazoo Covenant Academy Mission

The Covenant Academies Foundation (CAF) serves to prevent youth homelessness and youth incarceration by providing educational opportunities and other services, including residential, to dropout, homeless, at-risk and disenfranchised youth. We focus on retention, progress and graduation. Through access to education, support services and community partnerships, the Covenant Academies Foundation offers unconditional love and absolute respect to our most vulnerable youth.

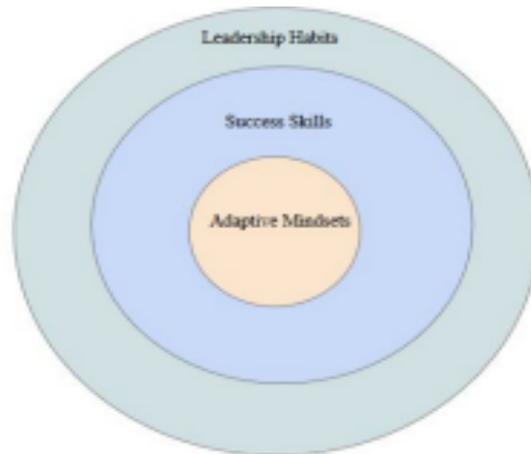
## Kalamazoo Covenant Academy Vision

The Covenant Academies Foundation will fulfill its mission of providing educational opportunities to dropout youth who are at great risk. In the spirit of open enrollment, educational services will be offered to all youth who seek help, with a priority of concern and commitment to those for whom are most at risk and no other service is available. We will make every effort to work with their families when applicable. We will collaborate with kindred community agencies and associations and actively participate in community efforts to improve the life situations of our students. We will advocate with and on behalf of our youth to raise awareness in the community that all children and youth have the right to pertinent education, and to love, respect and genuine concern. Our individual and shared philosophy will permeate all our activities in the pursuit of our mission.

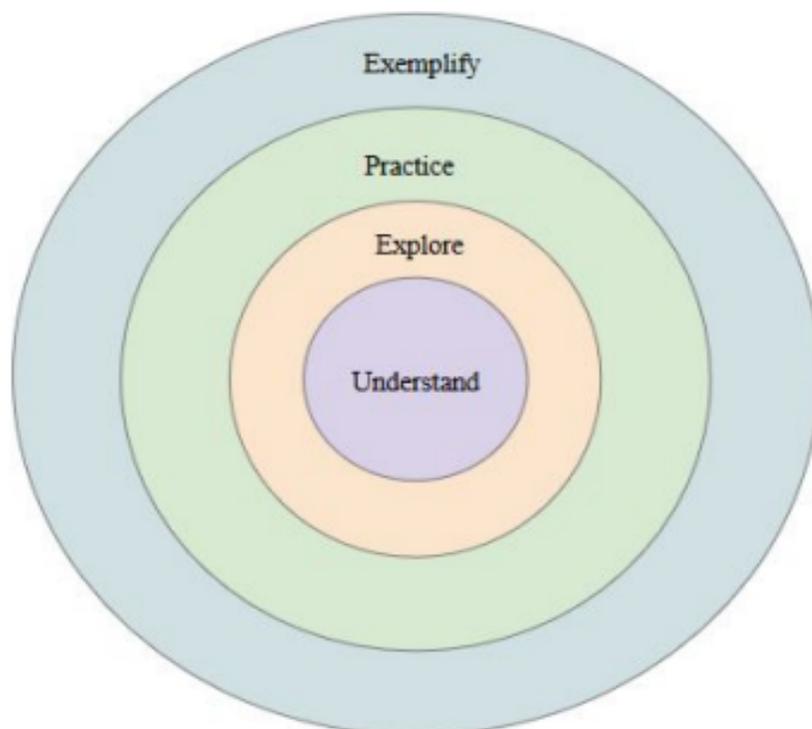
## Components of the Mission: Mindsets, Skills and Habits

<b>Adaptive Mindsets</b>	Beliefs about learning and growth. Students with adaptive mindsets are more motivated to take on challenging work, persist in the face of setbacks, and achieve at higher levels.
<b>Success Skills</b>	Specific ways of thinking and doing which allow the effective pursuit of valued goals.
<b>Leadership Habits</b>	The visible daily behaviors that demonstrate students are on the pathway to a successful future.

With the right **mindset**, students are more likely to develop and utilize success skills. With the right **success skills**, students are able to develop the **leadership habits** that put them on the path to a successful future.



Learning anything takes time. No one becomes a skilled musician, athlete, or mathematician overnight. The right supports need to be in place, and hours of deliberate practice are required. When we talk about the development of Adaptive Mindsets, Success Skills, and Leadership Habits, we are talking about a progression over time: from understanding, to exploration, to proficient practice, and finally to becoming a model for others.



<b>ADAPTIVE MINDSETS</b>
<b>Clear Purpose</b>
Growth Mindset
Sense of Belonging

### I. Clear Purpose

The adaptive mindset **Clear Purpose** is the belief that one is presently working towards a specific and valuable future. Students with this mindset have identified a postsecondary and career pathway(s) they are pursuing and align their daily actions to prepare for those pathways. They see the value in working hard in the present to make a bright future possible.

Students with a **Clear Purpose** will **develop Success Skills** in the following categories:

<b>Personal Identity</b>	An understanding of who they are and how this informs who they want to become.
<b>Postsecondary Knowledge</b>	Familiarity with the various systems of postsecondary education and the knowledge necessary to maneuver within them effectively.
<b>Career Aspiration</b>	A large body of knowledge about their professional interests, the careers available to them, and the requirements and demands of specific careers of interest.
<b>Long Range Planning</b>	The ability to set ambitious long term goals, break them down into intermediate and short term goals, and determine the necessary actions to achieve them.

Students with a Clear Purpose and the Success Skills above will **display** the following **Leadership Habits**:

<b>Proactively Prepare for the Future</b>	Set goals, align actions to goals, and pursue growth opportunities.
<b>Treats school work with Time and Care</b>	Demonstrates the value of daily school work by showing diligent effort on all assignments.

Key Structure: **Educational Development Plan**



Covenant Academies supports students' development of the Clear Purpose mindset and the related success skills by facilitating the ongoing engagement with an Educational Development Plan. These plans are designed to assist students in their exploration of their strengths and areas for growth and the pursuit of their academic and professional goals.

Other Support: **Student Commitment and Course Completion**



We at Covenant Academies will do everything in our power to guide young people in the proper direction so that they build the skill, will, and character to have opportunities to succeed in life where they can take care of themselves and the people that they love. However, the student must own their destiny and put in the work. If the student doesn't complete his or her courses or take actions for positive self-cultivation, it will be very challenging for the student to succeed and for us to meet our Mission.

ADAPTIVE MINDSETS
Clear Purpose
Growth Mindset
Sense of Belonging

**II. Growth Mindset**

The adaptive mindset **Growth Mindset** is the belief that one can improve their abilities with hard work, specific strategies, and supportive resources. Students with this mindset work within their locus of control to develop the skills and knowledge required to meet their goals. They develop mastery over themselves, constantly seeking to improve themselves.

Students with a **Growth Mindset** will **develop Success Skills** in the following categories:

<b>Self-Appraisal</b>	The ability to thoughtfully assess one's strengths and areas for growth and leverage this information for self-improvement.
<b>Self-Regulation</b>	The ability to align one's actions and behaviors with one's goals, despite challenges and distractions.

<b>Balance</b>	The ability to take care of oneself through proper nutrition, sleep, exercise, and other forms of self-care.
<b>Initiative</b>	The willingness to seek opportunities and responsibility outside of those provided directly.

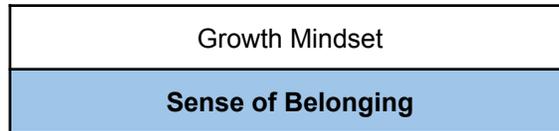
Students with a **Growth Mindset** and the **Success Skills** above will *display* the following **Leadership Habits**:

<b>Manages Time and Resources Effectively</b>	Proactively uses specific strategies to limit distractions and maximize focus on important tasks.
<b>Works Through Challenging Situations</b>	Leverages one’s skills and resources to persevere through externally imposed challenges.

Key Structure: <b>Student Code of Conduct</b>	
	<p>The Student Code of Conduct is designed to provide a safe environment in which students focus on their learning and development. It is also a tool designed to foster self-regulation. It provides students with the scaffolding required to monitor and improve their self-discipline and the way that they treat others.</p>

Other Support: <b>Student Commitment to Follow the SCC</b>	
	<p>Upholding the SCC requires the constant practice of <b>self-regulation</b>: the awareness and management of one’s thoughts and choices in pursuit of goals. It is the building the habits of self-regulation, by routinely making the right choice, rather than the easy one, that creates success and achievement.</p> <p>Striving to uphold the SCC asks a great deal of students, as each student needs to control personal behaviors for the sake of a present community and <b>future self</b>. However, in return, it bestows a tremendous gift: the <b>freedom</b> to <b>pursue</b> one’s dreams and make these <b>dreams a reality</b>.</p>

ADAPTIVE MINDSETS
Clear Purpose



### III. Sense of Belonging

The adaptive mindset **Sense of Belonging** is the belief that one is a valued member of a learning community. Students with this mindset actively engage with others, deepening relationships and expanding their networks. They understand that the pathway to success is not a solitary journey and that they must support, and be supported, by others in their communities in order to reach their goals.

Students with a Sense of **Belonging** will **develop Success Skills** in the following categories:

<b>Strong Relationships</b>	The capacity to strengthen relationships with valued individuals in one's life, including family members, friends, and mentors.
<b>Self-Advocacy</b>	The capacity to identify problems and misunderstandings and pursue solutions by leveraging a variety of self-directed and interpersonal resources.
<b>Social Capital</b>	The ability to establish and deepen connections to individuals in a wide variety of roles.
<b>Leadership</b>	The capacity to positively influence and act in the service of others.

Students with a Sense of **Belonging** and the **Success Skills** above will **display** the following **Leadership Habits**:

<b>Seeks Help When Needed</b>	Proactively seeks to solve problems, first on one's own and then by asking for help effectively
<b>Productive Collaboration with Peers</b>	Adding value to interpersonal and relationships and teams by being an active listener, productive team member, and leader of peers.

Key Structure: <b>Advisory Family</b>	
	The Advisory Family provides all students with the opportunity to develop strong relationships with an adult mentor and a community of their peers. Through weekly sessions, students are able to support each other as they work to develop the adaptive mindsets, success skills, and leadership habits that will allow them to pursue their dreams.

### Student Commitment: **Attendance**



There's an old adage, '90% of life is just showing up.' Whoever said that had a point. Sometimes the most challenging part of the day is waking, getting ready, and being on one's way.

Education works best in person. We prefer to have open schools with human interaction where students and teachers work together.

If virtual, showing up (or attendance) means turning on one's computer, reaching out to a teacher and Advisor for guidance, and staying on pace to graduate on time.

The only way to win is to participate. Not participating is a quick road to not winning.

### **The School Day**

The school day runs Monday through Friday 7:30-noon on all weeks of the year outside of Winter Break, Summer Break, and holidays. It is the expectation that students show up to school by 7:30 so that they are working on their school work by 7:40 a.m.

Additionally, on Tuesday, Wednesday, and Thursday afternoons from 1:00-3:15, additional support is available including 1:1 assistance, reading groups and learning labs.

### **Building Closures**

If there are times during the year that students will not be able to report to the school building for classes due to, for instance, an extreme weather event, a Covid-related closure, power outage, etc, KCA students do have the same expectations in regards to engagement and progression in their classes. During these times, teachers will be running virtual classes that students will be expected to attend, just as they do when all are physically present in the building.

### **Goal Setting onStrongMinds**

Students determine the speed and success of their academic progress and graduation. It is very important that students understand:

- how many total credits he or she has earned toward graduation
- the total number of credits a student has earned toward graduation
- his or her goal of when he or she would like to graduate
- the average completion rate he or she needs to earn on average each week in order to graduate on their target graduation day.

The following chart is a reference guide to facilitate students with their development of goals:

<b>Phase</b>	<b>% a week completion for .5 credit</b>	<b>Number of weeks to earn 1 credit</b>	<b>How long to complete one grade level (4.5 credits)<sup>1</sup></b>	<b>Number of years to graduate (19 credits)</b>
<b>0</b>	0%	Will never earn credit	Will never be promoted.	Will never graduate.
<b>I</b>	5%	40	3.91 years	16.65 years
<b>ii</b>	10%	20	1.95 years	7.83 years
<b>III</b>	15%	15	1.47 years	5.87 years
	20%	10	45 weeks	3.91 years
<b>IV.</b>	25%	8	32 weeks	2.66 years

<sup>1</sup> Based on a year-round academic calendar taking holidays and Winter, Spring, and Summer breaks into account.

**Transition to Recovery Policy<sup>2</sup>**

As long as a student either:

- makes progress in StrongMind
- has an academic conversation with his or her teacher, or
- has a meaningful conversation with his or her Advisor

then the student will remain in good academic standing.

However, if a student fails to complete any of these actions over the course of ten consecutive school days, then the student may be unenrolled from KCA.

<sup>2</sup> A student will be considered present if they meet the membership requirements required by the Michigan Department of Education.

# STUDENT CODE OF CONDUCT (SCC)

The **Student Code of Conduct (SCC)**<sup>3</sup> establishes expectations that create a learning environment conducive to positive development.

The creation of a **safe** and **respectful environment** with rigorous standards of **personal accountability** is both conducive to effective teaching and learning and is the bedrock of the cultivation of skills that are not necessarily found on a test, yet are most important to success and well-being.

When the SCC is practiced properly, classrooms and hallways become places where students can develop a **growth mindset**, feel a sense of **belonging**, recognize the **purpose** of their work, and find a clear path to **success in life**.

The SCC applies to actions of students during academy hours, before and after school while on academy property, while traveling in academy vehicles funded by the Academy, while participating in a group representing the academy or attending such an activity, at all academy-sponsored events, and while using the academy network or any computer or IT devices. The SCC also applies to actions of students before or after academy and off academy property if those actions pose a substantial likelihood of disruption to the learning environment in the academy.

Team members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances include, but are not limited to the following factors: A student's behavior plan, age, health, maturity, and academic placement of a student, the student's discipline record, including previous similar incidents, the student's attitude and willingness to change, the cooperation of parents/guardians, seriousness of offense, and willingness to enroll student in a student assistance program.

## Absolute Respect as the Foundation for all of our Relationships

Respect is the foundation for any environment that intends to cultivate positive development. An institution characterized by mutual respect allows for the productive exchange of ideas, the presence of peaceful conflict, and opportunities for individual and community growth.

The success of the academy's mission and the success of all individuals within the academy community depends on the continuous expression of absolute respect for everyone, including oneself, at all times.

Being respectful requires cultivating empathy for others, carefully considering the consequences of one's actions, and actively working to align one's choices with the dignity of all individuals.

<sup>3</sup> The Board of Directors ("Board") of the Academy is responsible for establishing policies under which the Academy operates. The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. Academy officials retain the discretion to address student misconduct that is not specifically included in the SCC.

A respectful academy environment acknowledges the rights to teach, learn, and grow without fear of hostility, ridicule, or violence. Respect is an expectation for all members of the academy community including students, teachers, administrators, and family members, regardless of context and without exception.

The cultivation of respect is about intention, and acknowledges the possibility of misunderstanding. It is critical, however, that mistakes and unintended harm are repaired through intentional restorative practices.

Actions of Respect	Areas for Development
<ul style="list-style-type: none"> <li>·We need to be mindful of our words as they influence our actions.</li> </ul>	<ul style="list-style-type: none"> <li>·We do not swear about or at someone else or talk about or to someone in a destructive way.</li> <li>·We do not use a slur, derogatory name, or implied meaning when talking about or to a person.</li> </ul>

### Absolute Respect for Our Teaching and Learning Environment

Respect is not only expressed interpersonally. It is also an important component of the interaction between members of the academy community and the physical environment they inhabit.

Acknowledging the importance of the physical space of the academy is an important component of creating an environment where positive development occurs.

When members of the academy community treat their learning environments with respect, by keeping it clean, showing proper etiquette, and attending to its intended uses, they reflect their appreciation for the opportunities it provides. By failing to uphold the expectations for treatment of the learning environment, it sends the opposite signal, and in doing so has a negative impact on the success of all members of the academy community.

Actions of Respect	Areas for Development
<ul style="list-style-type: none"> <li>·We respect the community and the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>·We do not engage in rowdy behavior such as yelling or running in the hallways.</li> </ul>
<ul style="list-style-type: none"> <li>·We leave our space and surroundings better than we found them.</li> <li>·We clean up after ourselves and/or our children.</li> </ul>	<ul style="list-style-type: none"> <li>·We do not litter, destroy property, or vandalize our surroundings.</li> </ul>
<ul style="list-style-type: none"> <li>·We practice social distancing and safety.</li> </ul>	<ul style="list-style-type: none"> <li>·We do not loiter in the hallways or public space.</li> <li>·We do not leave the classroom without permission.</li> </ul>
<ul style="list-style-type: none"> <li>·We act professionally in school.</li> </ul>	<ul style="list-style-type: none"> <li>·We do not engage in inappropriate public displays of affection.</li> </ul>

·We practice safety for our community.	·We do not talk during a fire, tornado, or lockdown drill.
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**We practice Self-Regulation**

**The Positive Force of Discipline: Self-Regulation**

Success is the product of large endeavors, made possible by smaller actions and even smaller habits. It is impossible to pursue success through large feats of self-regulation without first attending to simpler choices and habits.

The abilities to ensure punctuality, maintain professional dress, ignore distractions, and delay gratification all require attention and care. Meeting these small expectations each day allows for the cultivation of much larger acts of self-regulation, and, ultimately, aids in the pursuit of one’s academic, professional, and personal goals.

In the world beyond a high school diploma, be it in post-secondary education or a professional job, there will be rules that need to be followed. Different trade schools, colleges, or professions will have different rules; however, there will still be a box within which one will need to learn how to live within, be comfortable, yet still thrive.

<b>Actions of Respect</b>	<b>Areas for Development</b>
<ul style="list-style-type: none"> <li>·We are presentable in the way we dress.</li> <li>·Our pants are pulled up to the waist.</li> </ul>	<ul style="list-style-type: none"> <li>·We don’t wear clothing that has derogatory or unprofessional messages.</li> <li>·We do not wear any clothing or jewelry that is determined by any teacher or administrator to distract from the learning process.</li> <li>·Hats, caps, and sunglasses are not worn in the school building.</li> </ul>
<ul style="list-style-type: none"> <li>·We treat our classes as professionals.</li> <li>·We show up on time.</li> <li>·We work throughout the entire class schedule.</li> </ul>	<ul style="list-style-type: none"> <li>·We are not late to school.</li> <li>·If we know we are going to be late, we communicate our tardiness ahead of time.</li> </ul>

**Actions or Behaviors that Harm the Self and Community**

There are certain actions that cause harm to one’s self and the community. When the community is harmed, there needs to be actions to heal the community otherwise the damage can deepen and spread. For each category of actions below that harm the community, there are various forms of healing that could be applied to positively restore the community.

<b>Category One: Minor acts that harm the self and community</b>
<p><b>1.1 Disrespect to members of the learning community or self</b></p> <ul style="list-style-type: none"> <li>·Malicious teasing or taunting</li> <li>·Verbally aggressive fighting</li> <li>·Filming/recording violations of the SCC</li> </ul>
<p><b>1.2 Disrupting the learning environment in the classroom or building</b></p> <ul style="list-style-type: none"> <li>·Defiance toward an adult</li> <li>·Inappropriate use of the internet</li> <li>·Possession or use of tobacco products or related items (such as lighters or matches)</li> </ul>
<b>Category Two: Major acts that harm the self and community</b>
<p><b>2.0 Repeated Category One Behaviors</b></p>
<p><b>2.1 Major disrespect to members of the learning community or self</b></p> <ul style="list-style-type: none"> <li>·Use of racial, ethnic, and sexual slurs</li> <li>·Physical fighting</li> <li>·Posting violations of the SCC on the internet</li> <li>·Attending school inebriated by alcohol or drugs</li> </ul>
<p><b>2.2 Major disruptions to the learning environment in the classroom or building</b></p> <ul style="list-style-type: none"> <li>·Aggressive defiance toward an adult</li> <li>·Gambling on school grounds</li> <li>·Possession or use of alcohol or marijuana on school grounds</li> </ul>
<p><b>2.3 Inappropriate use of Social Media, Internet, or other communication devices to harm others.</b></p> <ul style="list-style-type: none"> <li>·Using phones, computers, or social media to bully, intimidate, or harass others.</li> </ul>
<b>Category Three: Forbidden acts that harm the self and community</b>
<p><b>3.0 Repeated Category Two Behaviors</b></p>
<p><b>3.1 Forbidden disrespect to members of the learning community or self</b></p> <ul style="list-style-type: none"> <li>·Harassment, hazing, dating violence, threatening to cause or causing harm or bodily injury to another student or adult.</li> <li>·Indecent exposure, unsolicited sexual proposal, sexual harassment, or committing any other act of criminal sexual or sexually intimidating conduct.</li> <li>·Causing physical damage to the property of another student or adult.</li> <li>·Subjecting another student to physical confinement or restraint</li> <li>·Maliciously taking any action that substantially harms another student's physical or emotional health</li> <li>·Participation in gang activity</li> <li>·Theft, robbery, or extortion</li> <li>·Physical fighting, assault, or battery</li> </ul>

**3.2 Forbidden disruptions to the learning environment in the classroom or building**

- Destroying public or private property
- Vandalism, graffiti, or arson
- Theft of public or private property
- Sale or providing of alcohol, drug paraphernalia, or possession of drugs on school grounds
- Possession and/or use of weapons/dangerous objects, including, but not limited to firearms or knives of any kind.

Tools of Healing for when the Self or Community have been Harmed	
When the self or community is harmed, we need to acknowledge the act so that we can work together to heal individuals and the community. All the following tools exist to help mend people and the community.	
<b>Behavior Monitoring</b>	The student will closely monitor behavior and academic progress (e.g., self-charting of behaviors, feedback sessions for the student) that will permit rewards to be provided for successful performance.
<b>Coordinated Behavior Plans</b>	The Academy team, student, and parent/guardian will create a structured behavior support plan specific to the student and based on the target behavior to be reduced. It will focus on increasing desirable behavior and replacing inappropriate behaviors.
<b>Counseling</b>	Students may be required to receive additional support(☺) or individual counseling from trained helping professionals (e.g., counselor, social worker, academy psychologist) focused on problem solving or personal issues interfering with learning.
<b>Harm Reparation</b>	Harm reparation is when students complete tasks or assignments to make up for previous offences (example: cleaning gum off of desks because he or she spit gum on the carpet).
<b>Mini-courses or Skill Modules:</b>	<p>Short courses or self-study modules can be assigned as a disciplinary consequence. These courses would be on topics related to the student's inappropriate behavior and would be designed to teach the student to have increased awareness or knowledge about the topic, thus facilitating behavior change.</p> <p>*These modules might include readings, videos, workbooks, tests, and oral reports on a range of topics such as alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills (e.g., getting along with peers, making behavior appropriate for the setting), and appropriate communication skills (e.g., appropriate and inappropriate language, how to express disagreement).</p>

<b>Parent/Guardian involvement and Supervision</b>	Along with the Academy and student, parents/guardians will develop ways that they can provide closer supervision or be more involved in their student's schooling. Together the team will work towards better communication and more frequent contacts between teachers and parents/guardians, as well as coordinated behavior-change approaches.
<b>Parent/Guardian Conference</b>	A meeting where the student, Academy official, parent or guardian, teacher, or Advisor discusses behavior, consequences, action items, goals, support plans, and/or communication methods.
<b>Restitution</b>	In-kind restitution permits the student to help to restore or improve the academy environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism students can work to repair things they damaged), or by having the student improve the academy environment more broadly (e.g., picking up trash, washing lockers).
<b>Restorative Circle</b>	A community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals.
<b>Problem Solving/Contracting</b>	Negotiation and problem-solving approaches can be used to assist students in identifying alternative behavior choices. The student will develop a contract that reminds him or her to engage in a problem-solving process that includes positive reinforcement for success and consequences for continuing problem behaviors.
<b>Restorative Conference</b>	A structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm.
<b>Restorative Justice Classes</b>	Students who have a violation of the student Code of Conduct related to fighting, bullying, gang activity ,or drug use or distribution may be required to take Restorative Justice classes that teach proper behavior in order to continue with the community or to graduate.
<b>Student Conference</b>	A meeting where the student, academy official, teacher, or Advisor discusses behavior, consequences, action items, goals, support plans, and/or communication methods. Parents or guardians should be informed of such conferences.
<b>Virtual Learning Plan</b>	If a student is having trouble being a positive member within the school, he or she might be placed on a virtual learning plan and work at home until proper steps are taken to allow the student to be successful in the building.

## Legal Action

When the self or community is harmed by a forbidden act, there will be times when either:

1. By law we must expel the student
2. A student commits a forbidden act and is unrepentant that the Academy will use legal tools of action.

<b>Arrest</b>	<p>Police may be called to arrest students if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to, involvement in a physical altercation or for bringing weapons or illegal substances of any kind to the academy. A weapon is defined as anything that can inflict harm including, but not limited to; a firearm, a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b.guns, toy guns, slingshots, or broken bottles. A campus official must call the parents immediately before or after the police are called.</p> <p>Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the Principal (or designee). The Principal or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The Principal (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police department. In addition the student who is charged with possession and/or use of a weapon shall be subject to immediate suspension from academy and may face expulsion.</p>
<b>Expulsion</b>	<p>A decision to permanently remove a student from academy due to extreme non-compliance with academy rules/state law.</p>

# ACADEMICS

## **Instructional Delivery Method**

CAF serves students 16-22 years of age and offers a high school diploma upon meeting the academy's graduation requirements. Typically, all the students have entered the ninth grade at a previous school or schools and have since dropped out. The profiles of the students entering the academies range from students with ninth grade through senior credits and all with various ability levels.

CAF uses a hybrid learning model of instruction that addresses the individualized learning needs of at-risk students at Kalamazoo Covenant Academy (KCA). The flexible school schedule is designed for students to pursue their high school diploma and their need for strong communication and relationship skills necessary for the world of work and a successful life.

Students will earn credits toward a high school diploma through a two-fold approach to teaching and learning called Hybrid Learning. The first part of this approach is an online learning platform (OLP) that students will use as they make progress through the Michigan Merit Curriculum (MMC). The benefit of utilizing an OLP is the fact that students can make progress on their coursework anywhere, anytime, and anyplace. The second part of our approach to teaching, learning and engagement is direct instruction and lessons and activities that will be in addition to or instead of the activities/instruction in the OLP. This instruction will be delivered by highly qualified, certified, content area teachers who will individualize and customize their instruction according to the needs of the student. At times, this direct instruction will take place in a face-to-face setting, other times this might be live-streamed and recorded to be available to all students online through each teacher's Google Classroom or Canvas. Research shows that students engage more and learn best through in-person instruction that is designed to meet students' needs, address gaps in learning, is hands-on, and is stimulating. Whenever possible, instruction will also address post-secondary training, including Career/Technical training facilities in the local community. In addition to instruction, all staff, that includes Teachers and Advisors, support the social, emotional, safety, and well-being of each student. Learning cannot happen if basic needs are not being met.

## **Online Learning Platform & Curriculum**

Covenant Academy Foundation has selected the curriculum provider, StrongMind. StrongMind is a truly hybrid curriculum in which students are provided with robust instructional activities informed by research and best practices. StrongMind couples pedagogically sound practices with rigorous content to provide an engaging and meaningful educational experience designed to equip students with the knowledge and skills necessary for them to achieve their full potential as adults. Both the asynchronous and synchronous instruction is designed to promote deeper learning that can be applied across situations to allow students to be successful in education, work, health, and other life contexts. The courses offered by StrongMind's include activities, such as project-based learning, that foster the metacognitive and interpersonal competencies students need to become lifelong learners and gain important skills necessary for collaboration and communication. Universal Design for Learning (UDL) researchers recommend using mastery-oriented feedback to increase engagement and

motivation to emphasize effort and practice rather than a fixed notion of performance. As students engage with the online portion of StrongMind’s hybrid curriculum, they receive immediate and specific feedback as they complete practice and assessment activities. Through the use of targeted, response-contingent feedback, students learn not only if their answer is correct or incorrect, but why. StrongMind’s learning platform and courses utilize UDL principles to address variability in learners, reduce barriers, and create a digital learning environment that is usable to as many students as possible. In offering students multiple means of representation, action and expression, and engagement, StrongMind provides a learning approach that offers flexibility in the ways students access learning material, engage with it, and demonstrate what they know. Tools embedded within the courses also allow instructors the flexibility and control they need to provide students with the individualized support they require to ensure success.

### **Reading Proficiency**

Kalamazoo Covenant Academy recognizes the immense impact that reading proficiency has on a student’s future success. For instance, students who are not proficient in reading by the end of 3rd grade are more likely to experience attendance, behavior, and course completion challenges. These challenges are predictors of grade retention and dropping out in later years. Kalamazoo Covenant Academy has a goal that upon graduation, each student will successfully demonstrate reading proficiency. KCA provides students with additional reading support and intervention if they do not meet the above reading level and/or at teacher recommendation.

### **Graduation from Kalamazoo Covenant Academy**

1. Graduation from Kalamazoo Covenant Academy implies that students have satisfactorily completed an approved course of study, have met the requirements laid forth via the Michigan Merit Curriculum and have passed any examinations and/or other requirements established by the school district.
2. It is the responsibility of the Director of Academic Progress, School Leader, and Supervisor of Academic Progress to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.
3. Although students may be primarily grouped by age into grades 9-12, the movement of students through the curriculum will be based strictly on their individual progress.
4. Kalamazoo Covenant Academy requires 19 credits to graduate. Of those, 18 credits are courses set forth from MDE and the Michigan Merit Curriculum and the remaining 1(one) credit is earned from successful completion of a reading proficiency course. *(see below for more information)*

## **KCA & State of Michigan Graduation Requirements**

*19 Credits are required to earn a Kalamazoo Covenant Academy Diploma*

<b>SUBJECT AREA</b>	<b>DESCRIPTION</b>
<b>English Language Arts (4 credits)</b>	1 credit in each grade (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> )
<b>Mathematics (4 credits)</b>	1 credit in Algebra 1 credit in Geometry 1 credit in Advanced Algebra (Alg.II) 1 credit in a math or math-related course A math or math-related course is required in the final year of high school
<b>Science (3 credits)</b>	1 credit in Biology 1 credit in Physics or Chemistry 1 credit in any science, computer science or Career & Technical Program (CTE) (regardless of content)
<b>Social Studies (3 credits)</b>	.5 credit in Government .5 credit in Economics 1 credit in U.S. History 1 credit in World History
<b>Physical Education and Health (1 credit)</b>	.5 credit in Physical Education .5 credit in Health
<b>Visual, Performing, Applied Arts (1 credit)</b>	1 credit in Visual, Performing, and Applied Arts (VAPA)

<b>World Language (2 credits)</b>	2 credits in a World Language 1 of the 2 credits may be earned through a CTE Program.  1 of the 2 credits may be earned through an additional VAPA credit.
<b>Online Learning Experience</b>	One experience or multiple experiences incorporated into one
<b>Reading Proficiency ** (MCA Requirement)</b>	One credit in a reading proficiency course in which the student demonstrates at least a 9th grade reading level as measured by NWEA. This credit can be earned by demonstrating proficiency of a “Silver” on the WorkKeys.

**Class Standing According to Credits Earned in the Core Areas**

Class Standing	Grade Level	Credits Earned Range
Freshman	Ninth (9)	0-4
Sophomore	Tenth (10)	4.5-8.5
Junior	Eleventh (11)	9-13
Senior	Twelfth (12)	13.5-19

Grading Scale	
A 100 - 94	C 76 - 74
A- 93 - 90	C- 73 - 70
B+ 89 - 87	D+ 69 - 67
B 86 - 84	D 66 - 64
B- 83 - 80	D- 63 - 60
C+ 79 - 77	F 59 & Below

## **Academic Dishonesty**

Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher.

### **Deliberate plagiarism:**

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a term paper and handing it in as one's own.

### **Accidental Plagiarism:**

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

### **Cheating:**

- Obtaining a copy of tests or scoring devices.
- Copying another student's answers during a test.
- Providing another student questions or answers to, or copies of, actual test questions.  
Having or using non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test. Representing as one's own work the product of someone else's creativity.

## **Testing Out Procedure**

In compliance with the Michigan School Code, Kalamazoo Covenant Academy will allow students to "test out" of a subject area for credit. To test out, a student must exhibit mastery of course content by attaining a grade of 80% or better on a comprehensive final examination. Because some end of the year exams do not serve as comprehensive measures of mastery of skill and/or content, the student may also be required to demonstrate mastery through basic assessments used in the class, which may

include, but are not limited to, portfolios, performance, papers, projects, and/or presentations.

The following requirements will apply to the testing out procedure:

1. Credit earned will be based on successful mastery of the required assessment and recorded as “CREDIT” (CR).
2. The grade will not be included in the computation of the grade point average.
3. Credit will be accepted as fulfillment of a requirement in a course sequence.
4. Once credit is granted by “testing out”, a student may not receive credit for a lower course in that course sequence.
5. Credit toward fulfillment of graduation requirements will be granted for successful achievement of 80% or better on the final examination and/or completion of additional assessments mentioned above.

It is the discretion of the academy to determine if test out requests are given on specific dates throughout the school year or are completed on an as needed basis. Specific dates for “testing out” will be published in advance. Students may request a course syllabus and course outcomes to prepare for the examination and/or additional assessments.

NCAA eligibility may be affected by choosing the Testing Out option.

### **Title 1 Schoolwide Programming**

Kalamazoo Covenant Academy receives supplemental Title I federal funding to support all students struggling academically. Kalamazoo Covenant Academy recognizes the importance of parental involvement in the educational process. Parents and students are invaluable partners in our mission to prepare students for high school graduation. We encourage all our parents to participate in activities such as our annual Title I Meet Up, orientation, quarterly conferences, and MiCIP. An Annual Title I Parent Meet Up is held in compliance with ESSA laws at a convenient time, allowing parents to learn about the school’s program and their rights as partners in their child’s learning. Parents will be asked to review requirements and their right to be involved in Title I programs. Parents will be invited to communicate with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement Policy over the course of two weeks following the Annual Parent Meeting. The Title I Coordinator will send a follow up survey after the Annual Title I Parent Meeting. The survey will provide parents an additional space for sharing suggestions in writing.

### **Special Education**

Kalamazoo Covenant Academy meets the individual needs of students by using specially-designed instruction with a standards-based curriculum. Frequent assessment of student progress is necessary. We deliver special education programming and related services to KCA students with disabilities at no cost to the parent, guardian, or student. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student’s Individual Education Program (IEP).

Under the Individuals with Disabilities Act (IDEA), Michigan outlines the legal guidelines for procedures involving programs and services for eligible students from birth to 26 years of age. Child Find is a component of IDEA that requires states to identify, locate, and evaluate all children with

disabilities, aged birth to 26, who need early intervention or special education services. In addition, Kalamazoo Covenant Academy makes the assurance that students with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these students with a free, appropriate, public education.

### **Multi-tiered Support System (MTSS) Team**

The Multi-tiered Support System (MTSS) team is a committee of school personnel set up by the school to ensure ongoing and effective support for classroom teachers and students. The team provides a forum to discuss students' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness and understanding of the issues affecting the student.

### **504 Service Plan**

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria for special education may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Students are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

If you have questions about your students 504 Plan please contact KCA's Supervisor of Academic Progress (SOAP).

### **English Learners (EL)**

Kalamazoo Covenant Academy will increase English proficiency of English Language Learners (EL) and to meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically based research and demonstrate the effectiveness of English proficiency and achievement in the academic content area. In compliance with state and federal law, any student identified as English Learner will be identified by Kalamazoo Covenant Academy and will be supported accordingly. If you are an EL student, you are required to take state mandated WIDA testing at a designated testing site. KCA has an EL teacher, students may be required to meet with the teacher weekly.

# OMNIUM GATHERUM

*Omniium gatherum: a collection of miscellaneous items.*

## **Age Requirements**

As long as a general education student is 21 years old before September 1 of the school year, he or she can remain enrolled until September 1 of the following year.

As long as a Special Education student is 26 years old before September 1 of the school year, he or she can remain enrolled until September 1 of the following year.

## **Cell Phones**

The Academy is not responsible for loss, theft, damage or vandalism to student cell phones, ECDs, or other student property. Using a cell phone or other ECD in an unauthorized manner (recording classrooms or hallways) is a violation of this policy and may result in disciplinary action.

## **Fire Drill**

Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at bathrooms or lockers. They must go directly downstairs and stay as a class in the designated outside location until given further instruction. Any student violating this procedure is jeopardizing the safety of the school community. To ensure the precise execution of the drill, there should be little to no talking during a fire drill.

## **Lost & Found**

Any personal items that have been found at a Covenant Academy school should be taken to the main office. Kalamazoo Covenant Academy is not responsible for lost money, jewelry, or other personal items.

## **Medical Policy**

**Records and Physical Exams** - In order to enroll at a Covenant Academy school, every student must have up-to-date physical, health records, including immunizations.

**Medications** - If a student requires medication during school hours, the distribution of the medications will be supervised by the Office Manager or Nurse under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: student name, Name of Medication, Doctor's Name and Phone Number, Pharmacy, and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian for students who are not of legal age.

Each Academy will designate employees as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: Name of student/Child, Name of Medication, Date, Time, and Who Dispensed Medication.

Students are responsible for coming to the main office to receive their medications at the appropriate time.

Students are not allowed to have medications in their possession. This includes any over the counter medications.

### **Policy on Mandated Reporting of Abuse/Neglect**

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being, harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

1. Once any Team Member becomes aware that a student may be the victim of abuse or neglect, they must:
  - a. Call the DCFS hotline at (800) 25-ABUSE,
  - b. Notify the School Leader or Social Worker, and
  - c. Complete an incident report.
2. When calling the hotline, the Team Member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birthdate, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.
3. While these steps are taking place, the social worker will assist both the faculty member and student in 24 understanding the ramifications of the call. The social worker will debrief the student and, when appropriate, will contact the parent(s)/guardian.
4. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.
5. Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means". Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also

occurs when the caregiver or parent creates a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Act of torture are defined as "deliberately or inflicting cruel or unusual punishment which results in physical or mental suffering". When reporting physical abuse, it is important to document the presence of any injuries.

6. Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse will be handled sensitively. When a student attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandated reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the student to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the student's words verbatim as much as possible. The student will be referred immediately to the school social worker and the Dean of students will be informed.

7. Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment".

### **Days of Building Closures**

Should it be necessary to close the school building for weather or other unforeseen emergencies, Covenant Academy schools will use local radio and television stations, text messaging, or other social media platforms to inform the school community.

KCA students do have the same expectations in regards to engagement and progression in their classes. During these times, teachers will be running virtual classes that students will be expected to attend, just as they do when all are physically present in the building.

### **Students' Rights**

The right of students to freedom of expression shall not be abridged, **provided that such right shall not cause any disruption or disorder within the school.** Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

**Freedom of Speech.** Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.

- No students may be obscene.
- Students may not say (slander) or write things about (libel) another person that damages that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Students may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

**Freedom of Press.** Students may express their opinions in publication and other written material as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." Covenant Academy reserves the right to regulate the content of "school sponsored express activities." A sign posted must be signed by the person who put it up and must be posted in the designated area in the school.

**Freedom of religion.** Students have the right to be absent from school for observance of the holy days of their religion.

### **Expulsion**

1. The School Leader shall provide the student and the parent/guardian written notice of the intent to expel. The written notice shall include reasons for the intended expulsion.
2. The student and parent/guardian shall have an opportunity to appear, upon request, before the Board of Directors to challenge the expulsion or otherwise explain the actions that led to the intended expulsion.
3. The written notice shall state the time and place to appear which shall not be less than three (3) days or more than five (5) days after the notice of intent to expel is given.
4. The Board may grant an extension of time. If granted, the School Leader must notify all parties of the new time and place of the meeting.
5. An expelled student will be provided with a date of re-entry and the date of the re-entry conference.
6. The student and parent/guardian of any student will be notified, in writing, in the event the student fails to attend the re-entry conference.

### **Right to Equal Education**

Covenant Academy students cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religion, national origin, or handicap.

### **Students' Rights**

All public events for parents, guardians, students and community members for whom an announced site for a school program or event is not usable may request 10 days in advance that the program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the School Leader.

## **Students' Rights**

Students have a right to privacy, and their belongings may not be violated by unreasonable search and seizure. However, if the School Leader has a reasonable suspicion that a serious infraction could result, a reasonable search of the student's property is permitted including electronic devices. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history.

Any searches of backpacks or purses *will* be conducted solely for the safety and well being of the Covenant Academy school community.

## **Student Grievances**

1. The grievance must be presented in writing to the School Leader.
2. The School Leader has five (5) school days to investigate and respond in writing.
3. The student shall have the right to appeal the decision of the School Leader within five (5) school days to the School Leader/ESP.
4. The student shall have the right to appeal to the Board within ten (10) days of receipt of the decision of the School Leader/ESP.

## **Suspension**

1. No suspension shall exceed ten (10) school days.
2. The School Leader must give written notice of the intention to suspend and the reason for the suspension to the student.
3. The student shall be given the right to appear at an informal hearing before the School Leader and has the right to challenge the reasons for the intended suspension or otherwise provide his/her explanation. The hearing can happen immediately after the incident and can take place anywhere -hall, office, classroom, etc.
4. The written notice of suspension shall be sent or given within one calendar day to the parent/guardian if the student is under the age of 18. The notice shall contain the reasons for the suspension and the right of the student to appeal to the School Leader/Educational Service Provider (ESP).

## **What to do if rights are violated**

Students are encouraged to talk to their Advisor, teachers, School Leader, or anyone else in the school. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with the School Leader. The School Leader will make a determination in the matter. If that determination is unsatisfactory, the member of the school community can request a hearing before the Senior Director of Retention and Mission

Values by submitting a request in writing to the school office.

- ❖ High School students who have attained 18 years of age, may when they have so informed the School Leader in writing:
- ❖ Have all personal school correspondence mailed directly to them
- ❖ Have access to their school records
- ❖ May sign excused absence or report cards for themselves
- ❖ May sign themselves out of school

If adult students choose to exclude their parents or guardians from any of the above matters, the School Leader should be so informed in writing. Students who have attained the age of 18 are still subject to all school and board policies and regulations.

### **Student Seclusion and Restraint**

Only in certain emergency circumstances, professional Team Members may need to restrain and seclude students.

All such intervention shall only be done in accordance with guidelines and standards adopted by the academy's Board of Directors regarding the use of student restraint and seclusion.

Training will be provided to professional staff and the support staff determined appropriate by the School Leader. Training will be in accordance with the State's Standards.

### **Supervision of Students**

Students are not to be in the building or on the school grounds after the regular school day unless under the direct supervision of a school Team Member.

### **Work Permit**

Pursuant to Michigan Law, any student who is at least 16 years old and desires to work may do so through a validly-issued Work Permit. The Michigan Department of Labor has granted Covenant Academy schools the authority to issue Work Permits for its students. Any student may request a Work Permit when he/she has secured possible employment. It is important to note that **the Work Permit is employment and employer specific**, and, as such, a new Work Permit must be submitted for each new employment opportunity of the student.

# SCHOOL HEALTH & SAFETY

## Prevention, Safety, and Cleaning as the Best Medicine

Before coming to the building each day, it is important that every person complete a COVID-19 self assessment.

Once in the building, it is most important that all people wear a protective mask, keep six feet social distances from others, wash or sanitize their hands at minimum every two hours, and clean their work area and learning tools.

<p><b>Limit contact as much as possible</b></p>	<ul style="list-style-type: none"> <li>·Everyone needs to stay away from each other a minimum of six feet at all times in all areas.</li> <li>·This exercise will be challenging in shared spaces so it is important that we all communicate positively and work as a team.</li> <li>·Be sure to sit at computers that are at least six feet from other users. Be sure to disinfect the computer and space before and after use.</li> <li>·Avoid touching face, handshakes, hugs, and other physical contact.</li> </ul>
<p><b>Wearing a face mask will be optional</b></p>	<ul style="list-style-type: none"> <li>·Medical masks, bandanas, and scarves are all acceptable forms of face coverings. All masks need to be clean for each day.</li> <li>·Every person needs to wear a face covering at all times.</li> </ul>
<p><b>Cover coughs and sneezes and wash hands immediately</b></p>	<ul style="list-style-type: none"> <li>·Cover coughs and sneezes with the upper sleeve or tissue, and then discard tissue in the trash basket.</li> <li>·Wash hands immediately.</li> <li>·Disinfect any areas that you might have coughed or sneezed on.</li> </ul>
<p><b>Don't share items</b></p>	<ul style="list-style-type: none"> <li>·Avoid sharing items such as pens, computers, or phones.</li> </ul>
<p><b>Clean any shared surface before and after use</b></p>	<ul style="list-style-type: none"> <li>·Clean common surfaces (such as door knobs or phones) with a disinfectant such as Clorox wipes before and after use.</li> </ul>
<p><b>Wash your hands</b></p>	<ul style="list-style-type: none"> <li>·Wash your hands throughout the day whenever you cough, sneeze, or touch a common surface.</li> <li>·Be sure to use warm soapy water.</li> <li>·Wash for at least 20 seconds. Best practice: sing your favorite song that lasts</li> </ul>

	at least 20 seconds. ·If you are unable to wash your hands, use an alcohol-based hand sanitizer.
<b>Self Assess</b>	Every morning, everyone needs to do a COVID-19 Self-Assessment. See below to learn more about how to complete a self-assessment.

**Self-Assessment Guide for COVID-19**

<b>COVID-19 Symptoms</b> (May appear 2-14 days after exposure)		
Cough	Fever	Shortness of Breath
<b>Older adults and people who have severe underlying medical conditions</b> like lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.		
<b>Human Body Temperature</b>		
Normal human body temperature ranges from 97.7-99.5 degrees Fahrenheit.		
<b>Emergency Warning Signs for COVID-19</b>		
Trouble breathing or shortness of breath		
Persistent pain or pressure in the chest, fatigue, abnormal muscle/body aches, or abnormal headaches		
New loss of smell or taste, nausea, diarrhea, or vomiting		
Bluish lips or face		

<b>How to Self-Assess</b>		
<b>COVID-19 Self Assessment (Part One)</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Are you experiencing any of the warning signs from above?		
Take your temperature. Is your temperature greater than 100.3 degrees?		
If you answered yes to the above questions, then you should not report to school.		
If you develop any of the emergency warning signs for COVID-19 listed above, <b>seek medical attention.</b>		

**Returning to school after exhibiting COVID-19 symptoms**

**You can return to school as long as all three following conditions have been met:**

No fever for at least 72 hours (3 straight days) without the use of fever reducing medicine.

All symptoms have improved.

At least 10 days since your first symptoms appeared.

If a student had close contact with or live with someone with a confirmed diagnosis or symptoms, the student may return to school after 14 days have passed since the last close contact with the positive case, or a negative COVID test

**Appendices**

**KCA 2021-2022 School Calendar**



**Appendices**

**KCA 2021-2022 School Calendar**

# Student Tech Handbook

## **Purpose:**

Kalamazoo Covenant Academy strives to create an environment where every learner has the power to meet the challenges of today's world with confidence. Chromebooks encourage collaboration and allow learning opportunities, anywhere at any time. Teachers utilize mobile and social technologies in their everyday instruction, encouraging a habit of lifelong learning in their students, and continue to meet the ever-changing challenges of college and career readiness.

This handbook may be updated, changed and modified at the sole discretion of Kalamazoo Covenant Academy. We will provide advance notice of any changes through regular school communication. As our Academies Chromebook initiative continues to grow, additional policies will be continually reviewed and this set of policies updated.

Students and their parents/guardians are reminded that use of school technology is a privilege, not a right. Everything done on any school owned computer, network, or electronic communication device may be monitored by school authorities. Inappropriate use of school technology will result in loss of computer privileges, removal from class, loss of credit, failing grade and/or legal action as stated in this handbook.

The policies in this handbook refer to the use of an individual student computing device. In addition to this student handbook, students are required to follow all the policies and guidelines outlined in Kalamazoo Covenant Academy "Acceptable Use Policy".

## **Ownership:**

- Kalamazoo Covenant Academy retains sole right of ownership of the Chromebook and HotSpots. Kalamazoo Covenant Academy lends Chromebooks and HotSpots to the students for educational purposes only.
- Kalamazoo Covenant Academy faculty retain the right to collect and/or inspect Chromebooks and HotSpot. We may remotely access the device, alter, add or delete installed software or hardware.
- Students may not share their Chromebook or HotSpot with another student or leave the Chromebook or HotSpot unattended.
- Students may not share their login credentials with any other individuals. Your login is your identity. Protect it!
- Only district-provided devices will be allowed on the district network.

## **Student Responsibility & Care of Your Chromebook**

**1. Do not attempt to gain access to the internal electronics or repair your device.** If your device fails to work or is damaged, report the problem to your school's Main Office as soon as possible. Device repair/replacement options will be determined by school administration.

### **2. Never leave a device unattended.**

When not in your personal possession, the device should be in a secure, locked environment. Unattended technology at school will be collected and stored in the main

office until the School Administrator can reunite the device to the assigned student.

**3. Be mindful of where your device is left or kept.**

- Never expose a device to long term extremes in temperature or direct sunlight; bring your device to room temperature before turning it on.
- An automobile is not a good place to store any technology. Temperatures inside the automobile can reach triple digits which will destroy internal components.
- Food and Drink should be kept away from the device, to prevent spills and Accidents.
- Avoid placing weight on the devices.

**4. Avoid applying liquids to the device.**

Technology does not respond well to liquids. The device can be cleaned with a soft, dry, lint-free cloth. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the device. Use of unapproved cleaners may remove the protective film covering the screen or face of the device.

**5. Never throw or slide any technology.**

**6. Student-issued device accessories are the responsibility of the student.**

Your device comes with Charging Ports. Care must be exercised when plugging and unplugging accessories. Do not use the power cord to charge any device other than your academy issued Chromebook or HotSpot.

**7. District owned devices have the ability to be remotely located.**

Modifying, disabling or attempting to disable the locator is a violation of the Acceptable Use Policy and grounds for disciplinary action.

**8. Each device has a unique identification number and at no time should the numbers or labels be modified or removed.**

Modifying or attempting to remove the labels is a violation of the Acceptable Use Policy and grounds for disciplinary action.

**9. Do not lend your device to another person.**

Each device is assigned to an individual and the responsibility for the care of the device rests solely with that individual.

**10. The academy-owned device must remain free of stickers, writing, painting, or any other forms of adornment.**

Kalamazoo Covenant Academy may provide stickers that have been approved for use by the school administration for identification of a school issued device. Inappropriate media as a background or screensaver is not allowed.

**11. Student Chromebooks will be configured to use the academy web-filter, both in the academy and when connected to home or public Wi-Fi.**

The school adheres to the Children's Internet Protection Act

(<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>).

Students who encounter anything inappropriate should report it to a teacher or building administrator.

**12. Students cannot reset their Chromebook or HotSpot. A powerwash resets back to your schools' organization and does not factory reset.**

The Chromebooks only work with a school-issued login. Wiping the Chromebook will not change this. This applies to HotSpots as well.

**13. Students are not permitted to install any content that violates the Kalamazoo Covenant Academy Board Approved Acceptable Use Policy.**

**14. Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook or HotSpots, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law.**

**15. The school may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks and HotSpots at any time for any reason related to the operation of the school.**

By using a Chromebook and HotSpot, students agree to such access, monitoring, and recording of their use.

**16. If your Chromebook or HotSpot is lost or stolen, report it immediately.**

When a device is stolen the student/guardian is responsible for filing a police report. We will then work with local law enforcement to try and recover the device . The Chromebooks have a theft mode with geolocation. Screenshots are taken when the Chromebook is reported missing by the school.

**Damaged, Lost, or Stolen Devices:**

1. If the chromebook or HotSpot is malfunctioning, the student must report the malfunction to the School Leader or SOAP.
  2. If a device is intentionally damaged, the student/parent/guardian will be assessed a fee up to \$269.00 for the replacement of the Chromebook, \$79 for the HotSpot, \$35 for the Charger or may be billed for repairs.
  3. If a district-issued device is lost or stolen, the student/parent/guardian should immediately notify the School Leader or SOAP.
  4. In the event a police report is filed for a lost or stolen device, Kalamazoo Covenant Academy may aid the police in recovering the device. All devices are tagged with an asset label. The label is not to be tampered with or removed.
  5. The parent/guardian or student will assume responsibility for the full replacement cost.
  6. Students who unenroll from Kalamazoo Covenant Academy during the school year must return all devices, along with any issued accessories, at the time they leave the academy. The device and all accessories should be returned to the school's main office.
- Failure to return a device in a timely fashion may result in legal action or a prorated amount (up to \$269.00 for Chromebook, \$35 for Charger and \$84 for HotSpot).

***COST OF CHROMEBOOK, SOFTWARE, APPS AND ACCESSORIES -***

***Prices range:***

***Chromebook \$269***

***HotSpot \$84***

***Screen replacement \$33-\$50***

***Lost charger \$35 or more***

**Lost, wrecked or stolen, entire device cost + \$30-\$50 to buy new Chrome management license**

## **Process to return Chromebook/Technology**

Students will return technology to the Supervisor of Academic Progress at the end of the school year, if change in enrollment status occurs, or when requested by the School Leader or SOAP.

To make an appointment for return, please contact the school office.

\*If re-enrolling in the next school year technology will need to be returned and re-checked out.

## **Chromebook Start Up Instructions**

\*Your school gave you an email address and password. You will need these to log into your Chromebook. These cannot be changed\*

1. Turn on Chromebook (Power button in upper right of keyboard)
2. Select desired WiFi network
  - a. If there is no WiFi network available you will need to go to a location with WiFi available 33
3. Enter Password for WiFi network (if required)
4. Login with your **username** that you were given by the school.
  - a. Your username is just the part IN FRONT OF the @ sign.

Example:

Email address: 05.Keith.Platte@kcovenantacademy.org

Username: 05.Keith.Platte

*DO NOT USE YOUR ENTIRE EMAIL ADDRESS FOR YOUR USERNAME LOGIN*

5. Click Next
6. Enter the password that you were given by the school (this password CANNOT be changed).
7. Click Next
8. You will see 3 icons at the bottom of your screen:

**Chrome** (this is your browser, to search the web, to get to Edgenuity)

**Classroom** (this is Google Classroom, your teachers will explain more about this at a later date)

**Mail** (this is your Gmail (email))

\* This Chromebook will not work with a personal account. It will only work with a school provided account.

## **T- Mobile HotSpot Start Up**

1. Make sure the power cord is plugged in and charging.
2. Press and hold in the power button on the front until the screen says **Welcome**.

3. Now wait until the Screen says **LTE**.
4. Press the button 2 xs for WiFi name.
5. Press the button 3 xs for the WiFi password that will be required for your computer.
6. Open up your wireless computer and connect to this WiFi name.
7. When prompted for the WiFi password, Enter the password into your wireless computer that was displayed on your hotspot screen.
8. Your wireless computer is now connected to the WiFi and to the internet. You may access the web.