

**KENNARD INDEPENDENT SCHOOL
DISTRICT
STUDENT HANDBOOK**



2017-2018

Approved by BOT 8.10.17

Table of Contents

PREFACE	1
VISION.....	3
CORE BELIEFS	3
Board Meeting Schedule.....	4
Jr. High and High School Faculty and Staff	7
Elementary Faculty and Staff.....	7
GENERAL INFORMATION	8
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES.....	11
PARENTAL INVOLVEMENT.....	11
Working Together.....	11
Parent Involvement Coordinator	12
PARENTAL RIGHTS.....	13
Obtaining Information and Protecting Student Rights.....	13
“Opting Out” of Surveys and Activities.....	13
Inspecting Surveys	13
Requesting Professional Qualifications of Teachers and Staff	14
Reviewing Instructional Materials	14
Displaying a Student’s Artwork, Projects, Photos, and Other Original Work	14
Accessing Student Records.....	14
Granting Permission to Video or Audio Record a Student	15
Granting Permission to Receive Parenting and Paternity Awareness Instruction	15
Removing a Student Temporarily from the Classroom	15
Removing a Student from Human Sexuality Instruction.....	15
Removing a Student from Class for Tutoring or Test Preparation Purposes	16
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	16
Excusing a Student from Reciting a Portion of the Declaration of Independence	16
Requesting Limited or No Contact with a Student through Electronic Media.....	16
Requesting Notices of Certain Student Misconduct	17
Prohibiting the Use of Corporal Punishment.....	17
School Safety Transfers.....	17
Requesting Classroom Assignment for Multiple Birth Siblings.....	18
Parents of Students with Disabilities with Other School-Aged Children in the Home	18

Request for the Use of a Service Animal.....	18
Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services.....	18
Parents of Students Who Speak a Primary Language Other than English	19
Accommodations for Children of Military Families.....	19
Student Records.....	19
Directory Information.....	21
Directory Information for School-Sponsored Purposes.....	21
Release of Student Information to Military Recruiters and Institutions of Higher Education	22
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS..	22
ABSENCES/ATTENDANCE.....	22
Compulsory Attendance	22
Exemptions to Compulsory Attendance.....	23
Failure to Comply with Compulsory Attendance	23
Attendance for Credit or Final Grade	24
Official Attendance-Taking Time.....	25
Documentation after an Absence.....	25
Doctor’s Note after an Absence for Illness	25
Medical Symptoms for School Absence	25
Driver License Attendance Verification.....	26
Early Release Requirements	28
AWARDS AND HONORS.....	26
BULLYING.....	28
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	29
CELEBRATIONS.....	29
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	30
CLASS RANK / HIGHEST RANKING STUDENT.....	30
CLASS SCHEDULES.....	31
COLLEGE AND UNIVERSITY ADMISSIONS	31
COMPLAINTS AND CONCERNS	32
CONDUCT	33
Applicability of School Rules.....	33
Disruptions of School Operations	33
Social Events	34

CONTAGIOUS DISEASES / CONDITIONS.....	34
COUNSELING	34
Academic Counseling.....	34
Personal Counseling.....	35
Psychological Exams, Tests, or Treatment	35
COURSE CREDIT	35
CREDIT BY EXAM—If a Student Has Taken the Course	35
CREDIT BY EXAM—If a Student Has Not Taken the Course.....	35
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	36
Dating Violence	36
Discrimination.....	37
Harassment	37
Sexual Harassment and Gender-Based Harassment.....	37
Retaliation	38
Reporting Procedures.....	38
Investigation of Report	38
DISCRIMINATION.....	38
DISTANCE LEARNING	39
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	39
School Materials.....	39
Nonschool Materials...from students.....	39
Nonschool Materials...from others	39
DRESS AND GROOMING.....	40
Standards.....	40
Shirts.....	40
Pants/Shorts/Skirts.....	40
Shoes.....	41
Hair	41
Accessories.....	41
Make-up.....	41
Headwear	41
Dress Code Violations.....	42
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES.....	42
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	42
Acceptable Use of District Technology Resources	43

Unacceptable and Inappropriate Use of Technology Resources.....	43
END-OF-COURSE (EOC) ASSESSMENTS.....	43
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	43
Standards of Behavior	44
Participation in School-Sponsored Activities	45
Officers and Elections	47
Qualifications	47
Student Council Officers, Beta Club Officers	47
Student Council Representatives.....	47
Class Favorites	47
Homecoming Queen, King & Princess Contestant Guidelines.....	48
Campaign Rules	48
FEES.....	48
FUND-RAISING	49
GANG-FREE ZONES.....	49
GENDER-BASED HARASSMENT	50
GRADING GUIDELINES	50
GRADUATION.....	55
Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year.....	55
Requirements for a Diploma Beginning with the 2014–15 School Year	55
Testing Requirements for Graduation.....	55
Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs	56
Foundation Graduation Program.....	57
Personal Graduation Plans for Students Under The Foundation Graduation Program.....	59
Available Course Options for all Graduation Programs.....	60
Certificates of Coursework Completion.....	60
Students with Disabilities.....	60
Graduation Speakers	61
Graduation Expenses.....	61
Scholarships and Grants	61
Scholarships and Grants	61
HARASSMENT.....	62
HAZING.....	62

HEALTH-RELATED MATTERS.....	62
Student Illness	62
Bacterial Meningitis	62
Food Allergies	64
Head Lice	64
Physical Activity for Students in Elementary and Middle School	65
School Health Advisory Council (SHAC).....	65
Other Health-Related Matters	65
Physical Fitness Assessment.....	65
Vending Machines.....	65
Tobacco Prohibited	65
Asbestos Management Plan.....	65
Pest Management Plan	66
HOMELESS STUDENTS.....	66
HOMEWORK	66
Philosophy	66
Purpose	66
Responsibility	66
Parents should:.....	66
Homework and Scheduling.....	67
Grading and Evaluation	67
ILLNESS	67
IMMUNIZATION.....	67
LAW ENFORCEMENT AGENCIES.....	68
Questioning of Students	68
Students Taken Into Custody	68
Notification of Law Violations	69
LEAVING CAMPUS	69
LIMITED ENGLISH PROFICIENT STUDENTS.....	70
LOST AND FOUND	70
MAKEUP WORK.....	71
Makeup Work Because of Absence	71
Makeup Work.....	71
DAEP Makeup Work.....	71
In-school Suspension (ISS) Makeup Work.....	72

MEDICINE AT SCHOOL	72
Psychotropic Drugs	72
NONDISCRIMINATION STATEMENT	73
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS	73
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE.....	73
PRAYER	74
PROMOTION AND RETENTION	74
RELEASE OF STUDENTS FROM SCHOOL	75
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	75
RETALIATION	75
SAFETY	75
Accident Insurance	76
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	76
Emergency Medical Treatment and Information	76
Emergency School-Closing Information.....	77
SCHOOL FACILITIES	77
Use by Students Before and After School	77
Conduct Before and After School.....	77
Use of Hallways During Class Time	77
Cafeteria Services	78
Library	78
Meetings of Non-curriculum-Related Groups	78
SEARCHES	78
Students' Desks and Lockers	78
Telecommunications and Other Electronic Devices	79
Trained Dogs.....	79
Metal Detectors.....	79
Drug-Testing	79
SEXUAL HARASSMENT	79
SPECIAL PROGRAMS	79
Dyslexia Program	79
Bilingual/English for speakers of other languages.....	80
Gifted and Talented	80
Definition of a Gifted Student.....	80
Philosophy	80

Program Design	81
Title I.....	82
At-Risk	82
STANDARDIZED TESTING.....	83
STAAR (State of Texas Assessments of Academic Readiness)	83
Grades 6–8	83
End-of-Course (EOC) Assessments for Students in Grades 9–12	83
TSI (Texas Success Initiative) Assessment	84
STEROIDS	84
STUDENTS IN FOSTER CARE	84
STUDENT SPEAKERS	85
SUBSTANCE ABUSE PREVENTION AND INTERVENTION	85
SUICIDE AWARENESS.....	85
TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)	Error! Bookmark not defined.
TARDINESS	Error! Bookmark not defined.
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS.....	85
TRANSFERS.....	85
TRANSPORTATION.....	86
School-Sponsored Trips	86
Buses and Other School Vehicles	86
Bus Discipline.....	87
Disruption of Transportation	88
Appeal Procedures (Suspensions).....	88
VANDALISM	88
VIDEO CAMERAS	88
VISITORS TO THE SCHOOL.....	88
General Visitors	88
Visitors Participating in Special Programs for Students.....	89
VOLUNTEERS	89
VOTER REGISTRATION.....	89
WITHDRAWING FROM SCHOOL.....	89
Glossary.....	90

PREFACE

To Students and Parents:

Welcome to school year 2017-2018! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Kennard Independent School District Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Kennard Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook, posted on the district’s Web site at <http://www.kennardisd.net> and available in the principal’s office.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal.

Also, please complete and return to your child’s campus the following forms included in this handbook or provided in the forms packet accompanying this handbook:

1. Acknowledgment Form or Acknowledgment of Electronic Distribution of Student Handbook form;

2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Obtaining Information and Protecting Student Rights** and **Directory Information** for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the superintendent's office or online at <http://www.kennardisd.net>

DISTRICT INFORMATION

VISION

At Kennard Independent School District we inspire, empower, and educate all students for success

CORE BELIEFS

In our community we value:

- Our faith.
- The safety of our children.
- A quality education.
- Communication from the school.

STRATEGIC GOALS

1. Kennard ISD will provide rigorous and purposeful instruction.
2. Kennard ISD will encourage and support parental involvement.
3. Kennard ISD will promote effective communication.
4. Kennard ISD will integrate and facilitate the use of technology in student learning.
5. Kennard ISD will provide facilities that enhance a positive learning environment.

Board of trustees

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Trustees are elected at large and serve 3-year terms. Trustees serve without compensation, must be registered voters, and must reside in the district.



KISD 2017-2018 Board members

Rebecca Parker.....	President
Josh Bobbitt.....	Vice-President
Ronnie Gladden.....	Secretary
Tod English.....	Trustee
Crest Adair.....	Trustee
Brijesh Patel.....	Trustee
Tony Currie.....	Trustee

The board usually meets in the District Administration Building Board Meeting Room at 6:30 p.m. In the event that large attendance is anticipated, the board may meet in the cafeteria. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the front door of the District Administration Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed sessions may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule for 2017-2018 (Subject to Change)

August 10, 2017	December 14, 2017	April 12, 2018
September 14, 2017	January 18, 2018	May 10, 2018
October 12, 2017	February 8, 2018	June 14, 2018
November 9, 2017	March 8, 2018	July 12, 2018

KENNARD ISD ADMINISTRATION

Malinda Lindsey, Superintendent

Oscar Encarnacion, KISD Principal

Chris McClain, Dean of Students

Amy Gladden, Counselor

SCHOOL ADDRESS AND PHONE NUMBERS

Kennard Independent School District

304 Highway 7 East

Kennard, TX 75847

www.kennardisd.net

Administrative Office: (936) 655-2161 or (936) 655-2008

Secondary Office: (936) 655-2121 or (936) 655-2335

Elementary Office: (936) 655-2724 or (936) 655-2025



Kennard ISD Progress and Report Card Schedule

<i>2017-2018 Progress Report and 9 Week Report Card Schedule</i>		
Grading Period	End of Progress Period	Progress/Report Cards-- Sent Home
1st 3 weeks	September 8, 2017 Progress Report	September 11, 2017
2nd 3 weeks	September 29, 2017 Progress Report	October 2, 2017
1st 9 weeks	October 19, 2017 REPORT CARD	October 26, 2017
1st 3 weeks	November 10, 2017 Progress Report	November 13, 2017
2nd 3 weeks	December 8, 2017 Progress Report	December 11, 2017
2nd 9 weeks	December 21, 2017 REPORT CARD	January 11, 2018
1st 3 weeks	January 26, 2018 Progress Report	January 29, 2018
2nd 3 weeks	February 16, 2018 Progress Report	February 19, 2018
3rd 9 weeks	March 8, 2018 REPORT CARD	March 22, 2018
1st 3 weeks	April 6, 2018 Progress Report	April 9, 2018
2nd 3 weeks	April 27, 2018 Progress Report	April 30, 2018
4th 9 weeks	May 24, 2018 REPORT CARD (Mailed)	Mailed Home



2017-2018

KISD Faculty and Staff

Malinda Lindsey	Superintendent
Oscar Encarnacion	Principal
Chris McClain	Athletic Director/Dean of Students
Amy Gladden	Counselor
Carolyn Harrison	Administrative Assistant to Superintendent
Cari Parrish	Business Manager
Lisa Walling	Assistant Business Manager/PEIMS
Tracey Crowe	Elementary Administrative Assistant
Terresa Bobbitt	Secondary Administrative Assistant
Dianne Deckard	School Nurse
Elementary Teachers	Secondary Teachers
Christa Fuller – Prekindergarten	Mylynda Cole-K-12 SPED
Holli Buford – Kindergarten	Chance Collins- Middle School Science
Sandra Allen – 1 st Grade	Craig Deckard- Teacher/Coach
April Langford- 2 nd Grade	Thomas Frizzell- SS Teacher/Coach
Kay Johnson – 3 rd -6 th	Lane Hoy- Agriculture Science Teacher
Kennetha Quinney – 3 rd – 6 th	Karen Lenderman- Teacher/Technology
Brittany Gillham - 3 rd – 6 th	Kourtne Pouenciot- Teacher/Coach
Sharon Oliver - 3 rd – 6 th	Heather Mooneyham- HS Science
Leo Denman- PE/Coach	Tracey White- HS Math
Simone Barlow- Interventions/GT	Megan Jones- MS Math
Pat Duell- Interventionist/RTI	Courtney Trapp- Teacher
	Jacob Trapp – Spanish/MS ELAR
	Shamike Thompkins-High School English
Support Staff	
Debbie Pilkington	Tonya Pyle
Jocelyn Wiley	Christine Stanford
Terry Yargo	
Liz Gallant	

GENERAL INFORMATION

2017-2018

High School Schedule

7:30 AM – Campus Opens All Jr. High and High School Students report to the gym	
8:00-8:50	1 st period
8:55-9:45	2 nd period
9:50-10:40	3 rd period
10:45-11:35	4 th period
11:40-12:10	Jr High Lunch/HS Advisory period
12:15-12:45	HS Lunch/Jr. High Advisory period
12:50-1:40	5 th period
1:45-2:35	6 th period
2:40-3:30	7 th period

Elementary Schedule

7:20 AM – Cafeteria Opens/ Morning Duty Begins

7:40 AM – Jump Start in Cafeteria

8:00 AM – Classroom Instruction Begins

At 8:05 AM students are considered tardy and should report to the office before entering classrooms.

The morning announcements will consist of:

1. Pledges: U.S. Flag and Texas Flag
2. Moment of Silence
3. Announcements of daily or upcoming events

The following school dismissal schedule will be followed:

- 3:12 Car riders - Primary Building (PK – 2)
- 3:17 Car riders - Elementary Building (3-5)
- 3:23 Bus riders - Primary and Elementary
- 3:30 Jr. High and High School Dismissal

Closed Campus

Students are not permitted to enter and exit campus throughout the instructional day. Students are only permitted to leave campus upon parent/guardian signing the student out for the day.

The principal shall consider special circumstances on a case-by-case basis after conferring with the parent. These circumstances should be based upon medical or hardship emergencies. Students leaving campus without administrative approval will be subject to disciplinary action.

Arrival

- Students may enter the cafeteria at 7:20 am.
- After having breakfast Jr. High and High School students must go to the gym until 8:00.
- Students may go to morning tutorials if they have a pass or note from their tutorial teacher.
- Students should sit in the designated bleacher section working on homework, reading a book, or talking quietly to classmates seated nearby until dismissed by the teachers/staff on duty. Students may not leave the gymnasium before the bell rings without permission. Students should go to the restroom before entering the gym.

Lunch

Kennard ISD offers healthy meals through our Child Nutrition Program each school day. The Kennard ISD Child Nutrition prices for the 2017-2018 school year are as follows:

Student Lunch: \$2.55

Student Breakfast: \$1.55

Adult Lunch \$3.50

Adult Breakfast \$2.25

- Students should go to the cafeteria when the lunch bell rings.
- All students are expected to go through the lunch line in an orderly and courteous fashion while being served. Students may not cut in line or permit friends to do so. Students may not request other students in the line to purchase food.
- Students who are disorderly, or who refuse to stay in line may be removed from the lunch line by a teacher/staff, cafeteria manager, or principal.
- The only food provided to or consumed by a student during the school day on school premises shall be that provided by the school district's food service department or food brought to the school by the student for their own consumption. Meals served in the cafeterias are inexpensive and well-prepared. Plate lunches must be eaten in the cafeteria. Students may bring lunches. With the approval of the campus principal, food for special student activities during the school day may be provided.
- No food, drink, or gum is to be taken outside of the cafeteria.

- Students are expected to remain seated in the cafeteria during the lunch period. Students are not permitted in the parking lots during this time. Students will be permitted outside to the picnic area if the monitors approve, but are to remain in that area.
- Students are expected to pick up their own trash and return their trays and utensils to the proper place. Trash cans are available in the cafeteria.
- Breakfast and lunch menus, nutrition information, account balance information may be accessed by calling Sandy Soules, Food Service Manger at 655-2121 EXT. 226

Dismissal

- Once the school day has ended, students are expected to leave the building unless reporting to tutorials, extra-curricular activities, or mandatory detention. Students may not wander the hallways, computer labs, classrooms, or in any other parts of the building unsupervised

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Kennard Independent School District Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** and **Academic Programs**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 936-655-2724 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**]
- Participating in campus parent organizations. Contact the school for more information.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the school for more information.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**]
- Being aware of the school's ongoing bullying and harassment prevention efforts.

- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is the campus principals, and may be contacted at 936-655-2121

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF (LEGAL).]

“Opting Out” of Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Inspecting Surveys

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. [Also see **Removing a Student Temporarily from the Classroom** and **Removing a Student from Human Sexuality Instruction** for additional information.]

Displaying a Student's Artwork, Projects, Photos, and Other Original Work

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

[See **Student Records**]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and policy EC (LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO (LEGAL) and the Student Code of Conduct.]

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district's policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook OR please return the form included in the forms packet OR submit a written statement to the campus principal/Dean of Students stating this decision. A signed statement must be provided each year.

You may choose to revoke this request at any time during the year by providing a signed statement to the campus principal/dean of students. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance.
[See **Bullying** policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]

- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB (LEGAL).]

Parents of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB (LOCAL).]

Request for the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 45 school days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available

from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

The following Web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>.

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a step-parent or legal guardian, who has been called to active duty or, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of post-secondary education.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of post-secondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The superintendent or principal is custodian of all records for currently enrolled students at the assigned school and for students who have withdrawn or graduated.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s and principal’s office is 304 HWY 7 East, Kennard Texas 75847.

A parent or eligible student may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal or superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is

handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences**, and **Student or Parent Complaints and Concerns**, for an overview of the process.]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's web site at <http://www.kennardisd.net>

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information” [included in this handbook OR included in the forms packet.]

Directory Information for School-Sponsored Purposes

The district often needs to use student information for school-sponsored purposes.

For these specific school-sponsored purposes, the district would like to use your child's [include only those items listed as directory information for school-sponsored purposes in your FL (LOCAL) policy]. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form is included in the forms packet if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact principal at 936-655-2121.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with compulsory attendance, the other with attendance for a student's final grade or course credit—are of special interest to students and parents. They are discussed in sections that follow.

Attendance Notification Letters

Letters regarding attendance are sent to parents/guardians when their child reaches three, five and eight absences. These letters are sent regardless whether the absence is excused or unexcused. If you have any questions regarding these letters or the number of absences that your child has incurred, you may contact your child's campus secretary, principal or dean of students. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed in sections that follow.

Compulsory Attendance

State law requires that a student between the ages of six and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- Sounding "Taps" at a military honors funeral for a deceased veteran.
- For students in the conservatorship (custody) of the state,
 - Mental health or therapy appointments; or
 - Court-ordered family visitations or any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty, is on leave from, or immediately returned from certain deployments.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or

- Is absent on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

[See policy FEA (LEGAL).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance for Kennard Jr. /Sr. High School is second period.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. **Failure to bring a note from the parent within 3 days of the absence will result in an unexcused absence.** A phone call from the parent may be accepted, but the district reserves the right to require a written note. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, **the district is not required to excuse any absence.**

After ten absences within a school year, a written note from a parent/guardian will not be accepted to declare an absence excused.

Doctor’s Note after an Absence for Illness

Upon return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

Medical Symptoms for School Absence

Students should not attend school if one or more of the following symptoms exist:

- Temperature over 100.0 F or above. Student should be fever-free without the use of fever-reducing medications for at least 24 hours before returning to school.
- Vomiting or vomited during the night
- Diarrhea with accompanying abdominal pain
- Irritated eyes with creamy green or yellow drainage
- Unexplained rash accompanied by fever or behavior indicating illness
- Wheezing or difficulty breathing

[See policy FEC (LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Early Release Requirements

- The instructional day is from 8:00 a.m.-3:30 p.m. Students are expected to attend the school the entire day.
- Early releases are excused only for valid medical or family emergencies. Students who consistently leave early will be subject to referral to the campus attendance committee and/or subject to disciplinary action.
- Any student leaving school early must be signed out by a parent or legal guardian.
- A student who becomes ill during the school day should with the teacher's permission report to the school nurse. The nurse or designee will decide whether or not the student should be sent home and will notify the student's parent.
- Parents picking up students during the school day are required to show picture identification.

ATTENDANCE

Tardiness

Most tardiness is avoidable. To allow for emergencies, a student will be allowed five (3)) times for tardiness per period for a nine week period. There are no unexcused or excused tardies. Each tardy after that three will result in disciplinary measures such as detention. Parents will be notified in order for transportation arrangements to be made. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. The teacher, for each assigned call will be responsible for tardies.

Elementary students who arrive late need to be accompanied to the office by a parent.

AWARDS AND HONORS

Elementary Awards

At the end of each nine week grading period an awards assembly will be held to recognize student accomplishments. These will include academic and attendance awards for students in Pk-6 grades.

End of Year Awards Assembly

An annual awards day will be held each year. We encourage all our students to work toward achieving one or more of the awards. This event is part of our on-going plan to motivate students

through positive reinforcement. These awards will be made at the end of the year with presentation being made in a large assembly. Applicable awards will be given to students in grades 7-12.

The awards include but are not limited to the following:

End of the Year Awards	Grade
Perfect Attendance	7-12
Academic Achievement	7-12
Class Favorites	7-12
Extra-Curricular Participation	7-12
Student Improvement	7-12
UIL Activities	7-12
Highest Ranking Student	7-12
Honor Roll	7-12

Faculty Committee

The principal/superintendent will select which faculty members will serve on the committee to select certain awards and honors.

Best All Around Boy and Girl

Each high school faculty member will have a vote.

Who's Who Among American High School Students

High school faculty will nominate up to five students for each grade level to receive the award in the grades 9-12 using the criteria of scholarship, citizenship, leadership and participation using a rating scale. The top 15% of each class nominees will be selected.

Honor Roll Guidelines for High Schools (Grades 7-12)

- Honor roll will be published each grade reporting period
- Honor roll students will be recognized each grade reporting period
- Honor roll eligibility will be based on the numerical ELA/Reading, Language, Mathematics, Science, and Social Studies grades. However, no component may be below 80.

Nine Week /Semester Awards

Outstanding academic work is recognized through the honor roll system. Students are selected for honor roll for each grading period. To be placed on the honor roll, students in grades 7-12 must demonstrate the following:

- Superintendent's Honor Roll-criteria is all A's on the report card.
- Principal's Honor Roll-criteria is all A's and B's on the report card.

End of Year Honor roll Awards will include

- Superintendent's Honor Roll-criteria is all A's for the year.
- Principal's Honor Roll-criteria is all A's and B's for the year.

Highest Ranking Student

For grades 7-8, the student with the highest numerically calculated average as of the cut off day determined by principal will receive the Highest Ranking award at each grade level.

For grades 9-11, the student with the highest GPA as of the cut off day determined by principal will receive the Highest Ranking award at each grade. Class rank will be calculated at the end of the third nine week period and will include the first semester grade of any college class in which the student is participating. (See Local Policy)

Perfect Attendance Guidelines

Kennard High School is proud to recognize students who have made the outstanding effort to attend school each day. Perfect Attendance will be awarded to students who have attended school every day. Attendance for the purpose of this award will be cut off on the second Friday in May.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

[Also see **School Safety Transfers**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site, and is included at the end of this Handbook in the form of an appendix.

Procedures related to reporting allegations of bullying may also be found on the district's Web site.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in the following areas: Agriculture and Business Computer. Admission to these programs is based on coherent sequence, and elective classes needed.

KISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.]

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

Also see **Food Allergies**

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children; please contact the principal for more information. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child abuse and neglect:

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://sapn.nonprofitoffice.com>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

Class rank for seniors shall be based on a weighted grade point average (GPA) using semester grades earned in grades 9-12 and in any high school course weighted grade point scale taken in grade 8 for state graduation credit. These semester grades shall be converted to grade points according to the district's scale

Grades earned in physical education, driver education, and in any local credit courses shall not be included in this calculation. Courses for which credit is earned through credit recovery or correspondence shall not be included in this calculation.

Class rank shall be calculated by grades as of the end of the third nine week period and will include the first semester grade of college classes in which the student is currently enrolled.

For purposes of class rank, all AP and dual credit courses, as well as any courses locally designated as honors courses in the student handbook, shall be classified and weighted as Honors courses. All other courses shall be classified and weighted as regular courses

[For weighting scales or further information, see policies at EIC]

Students entering grade 9 in the 2014–15 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

Valedictorian and Salutatorian

The students with the highest and second highest weighted GPA shall be recognized as the valedictorian and salutatorian respectively. The following conditions apply:

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in the District high school for the entire two school years immediately preceding graduation. (EIC Local)

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. [See **Schedule Changes** for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program*; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

COLLEGE CREDIT COURSES

In addition to courses offered by Kennard ISD, students in grades 11-12 may earn college credit from the following:

Angelina Junior College
3500 South First Street
Lufkin, Texas 75902
(936)-633-5212
www.gngelina.cc.tx.us

Kennard High school offers the following dual credit courses for juniors and seniors during the 2015-2016 school year and their High School equivalent. See counselor and KISD Course Catalog.

Any student that is enrolled in the college courses that drops the course or does not meet the passing standard will be required to refund the cost of tuition to the school district.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's Web site at <http://www.kennardisd.net>.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Grievance / Complaint Procedures

The purpose of these grievance/complaint procedures is to secure at the lowest possible administrative level, prompt and equitable resolution of student or parent complaint /grievances. All students or parents complaints shall be presented in accordance with this procedure.

Unless otherwise provided by a district policy, students or parent shall be entitled to informal conferences with administrators to resolve their complaints. In most circumstances in which a complaint involves a problem with a teacher, the student or parent shall be expected to discuss the matter with the teacher before requesting a conference with the principal at Level One.

- The student may be represented by an adult at any level of the complaint.
- For purposes of this policy, "days" shall mean district business days.
- Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level One

A student or parent who has a complaint shall request a conference with principal within 15 days of the time the student or parent knew, or should have known, of the event or series of events causing

the complaint. The principal shall hold a conference with the student or parent within ten days of the request. The principal shall have ten days following the conference within which to respond.

Level Two

If the outcome of the conference with the principal is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may request a conference with Superintendent or designees. The request must be filed with ten days following receipt of a response or, if no response is received within ten days of the response deadline. The superintendent or designee shall hold the conference within ten days after receiving the request.

Prior to or at the time of the conference, the student or parent shall submit a written complaint that includes the student's or parent's signed statement of the complaint, any evidence in its support, the solution sought, and the date of the conference with the principal. The Superintendent or designee shall have ten days following the conference within which to respond.

Level Three

If the outcome of the conference with the Superintendent or designee is not to the student's or parent's satisfaction or if the time for a response has expired, the student or parent may submit to the Superintendent or designee a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within ten days of the response or, if no response is received, within ten days of the response deadline.

The Superintendent shall inform the student or parent of the date, time and place of the meeting. The presiding officer shall establish a reasonable time limit for complaint presentations. The district shall make an audiotape recording of the Level Three proceedings before the Board. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting.

Closed Meeting

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

CONTAGIOUS DISEASES / CONDITIONS

[See **Student Illness** under **Health-Related Matters**.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, grades 7th -12th students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should speak to their teacher, office or counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness**]

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to policies EHBA (LEGAL), FFE (LEGAL), and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM

If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

[For further information, see the school counselor and policy EHDB (LOCAL).]

If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees. The dates on which exams are scheduled during the school year will be published in appropriate district publications and on the district's Web site. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the

testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam or a score designated by the state for an exam that has alternate scoring standards. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's course sequence, the student must complete the course.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district may honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC (LOCAL).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's Web site <http://www.kennardisd.net> . [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or

members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person, who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, and assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH (LOCAL) for the appropriate district officials to whom to make a report.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI and **Bullying**]

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

DISTANCE LEARNING

Distance learning and digital learning courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as Internet, video-conferencing, and instructional television.

Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations**] In addition, for a student who enrolls in a course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the superintendent. Such items may include school posters, brochures, flyers, etc.

Monthly calendars and the yearbook are available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal.

[See **Directory Information for School-Sponsored Purposes**]

Non-school Materials...from students

Students must obtain prior approval from the principal before posting, circulating, or distributing copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Non-school Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the office for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

The principal has designated the office or appropriate area as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Standards

Kennard ISD sets as standards the following expectations:

- Students should come to school with personal hygiene needs met and free of body odor.
- Clothing should be washed and cleaned.
- Hair should be neat and clean.
- Appropriate undergarments should be worn and not visible.

Shirts

- No half-length, see through or bare midriff shirts or blouses
- Loose fitting, sleeveless shirts must be worn with a sleeved shirt underneath
- Tops with spaghetti straps must be covered with an over shirt or jacket

Pants/Shorts/Skirts

- Biker shorts, boxers, and sagging pants not allowed.
- Undergarments may not be exposed.
- High slashed skirts are not allowed.
- Shorts, skirts and dresses must be no more than one inch above the knee when worn without tights.
- No holes in jeans with skin exposed 1 inch above knee.
- Leggings, jeggings, and yoga pants will be allowed only if worn underneath skorts, shorts or skirts that are 1 inch from the knee
- Shorts must be mid-thigh in length.

Shoes

- No house shoes.
- No spiked heels.
- Shoes must be secure for PE class.

Hair

- Extreme hair styles that are a distraction to learning are not be allowed.
- Eyebrows will not be carved/notched.
- Males must be clean shaven.
- Boys' hair must be a decent length and neatly groomed.

Accessories

- Boys will not be allowed to wear earrings.
- Girls may wear a maximum of two earrings in each earlobe.
- Body piercing jewelry and/or accessories will not be allowed.
- Heavy chains or accessories with spikes will not be allowed.
- Any accessory that may cause injury will be prohibited.
- Tattoos must be covered.

Make-up

- Extreme make-up will not be allowed.

Headwear

- Caps, hats and hoodies are not allowed to be worn inside the building. These items may be allowed outside the buildings if worn appropriately and for the intended purposes.
- Bandanas will not be allowed.
- Sunglasses or sunshades are not to be worn in the building.

Other

- Students with special needs must receive prior approval from the campus administration on a case-by-case basis concerning exceptions to the hair and dress code.
- Campus administration may modify dress code for special events, e.g. regulation shorts for field day or certain exceptions for prom, homecoming and Red Ribbon Week activities.
- Any conflict or debates regarding the dress code will be settled by the judgment of the administration.

Logo, emblems, lewd or suggestive clothing

Students are not to wear clothing with pictures, emblems, logo phrases, letters or wordings printed on them that are lewd, offensive, vulgar, obscene, suggestive, crude or immoral in the judgment of the school administration. This shall include but not limited to nude/seminude

pictures, logos of alcoholic beverages, advertisement of tobacco products, obscene gestures, curse words, slang words, portrayal of drugs or drug use, or any other substances prohibited under FNCF (Legal).

The provisions for the dress and grooming code shall be enforced equally for all students. If a student is not in compliance with the standardized dress code, he or she will be asked to make appropriate corrections.

Dress Code Violations

If the principal/dean of students determines that a student's grooming violates the dress code and or grooming guidelines, the student may be given an opportunity to correct the problem at school or call home for a change of clothes. Dress code violations will be documented.

If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. .

Repeated offenses: May result in disciplinary action as stated in the Student Code of Conduct.

OTHER ITEMS

- **Only clear water bottles with water are permitted in the classroom, No Gatorade, Powerade, sodas, etc.**
- **No Yeta, RTIC, etc, hand coolers or cups**
- **No blankets, shaws, etc.**

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these **devices must remain turned off during the instructional day**, including during all testing. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. The principal may use electronic device use as an incentive.

The use of mobile devices for Jr. High and High School students will be permitted during lunch only.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

CONSEQUENCES

1. The first time a student uses a telecommunications device during the school day, the device will be taken and kept until the end of the school day and must be retrieved by the parent.
2. The second time a student gets caught using a telecommunications device, the device will be taken up and a parent must come and pick up the device and pay a fee of \$15.00.

3. A student who uses a telecommunications device a third time during the school day shall have the device confiscated and the device will be kept until the end of the year. [See policy FNCE.]

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation and Standardized Testing**.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation.**]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil texas.org> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 22 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the principal.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups.**]

Participation in School-Sponsored Activities

1. School-sponsored activities and trips are considered an extension of the school program; therefore, all policies and regulations are in effect.
2. Students found in violation of school policies risk disciplinary action and loss of school activity and travel privileges.
3. For severe violations of policy, parents may be contacted and asked to pick up their student from the school-sponsored activity.
4. Students on school-sponsored trips or activities are expected to follow the Student Code of Conduct and govern their behavior accordingly.
5. Students on school-sponsored trips may not return home with other students, parents, or friends without a written notice from parents/guardian approved by the principal.
6. When a student is traveling with a school sponsored group, he/she will not be released to anyone until the group returns to the school campus. Should a parent/guardian or adult designated by the parent./guardian wish to pick up a student prior to the end of the trip, the request for consideration should be made to the sponsor in writing before the trip begins and approved by the principal.
7. Students are expected to maintain passing grades, have good attendance, conduct, and to make up work missed by a reasonable schedule as determined by the teacher.

Extracurricular Code of Conduct

Student participation in extracurricular activities is encouraged. The goals of the extracurricular program are to give students direction in developing self-discipline, responsibility, pride, loyalty, leadership, teamwork, respect for authority, and healthy living habits. Kennard ISD makes extracurricular activities available as an extension of the regular school program, with this important difference:

Participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries addition expectation for actable conduct. Students engaging in extracurricular activities represent not only themselves, but also other students and the school district when performing, competing, or participating in the activity and while wearing uniforms or other clothing that identifies the student to the community or public in any setting as Kennard ISD students.

Because participation in extracurricular activities is a privilege and not a right, Kennard ISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, the Extracurricular Code of Conduct extends beyond the Kennard ISD Code Conduct not only in types of behavior prohibited, but also in corresponding consequences, and jurisdiction for imposing discipline.

The Extra-curricular Code of Conduct will be enforced with all students participating in extra-curricular activities:

- Regardless of whether school is in session
- Regardless of whether the offense occurs on or off school property or at a school-related event

- Regardless of whether the student is directly involved in the activity at the time the prohibited conduct occurs
- Regardless of whether the extracurricular activity is in-season
- Regardless of when or where the conduct occurs

It is possible that a student who violates the Kennard ISD Student Code of Conduct will incur consequences from both the school administrator and from his or her coach or sponsor for:

- Possessing, selling, giving, delivering to another person, using, or under the influence of tobacco, marijuana, alcohol, a controlled substance, or any dangerous drugs.
- Engaging in conduct that contains the elements of an offense relating to glue, aerosol paint, or volatile, mood altering chemicals.
- Engaging in serious misbehavior, as that term is defined in the Kennard ISD Student Code of Conduct.
- Attending any event at which underage drinking or smoking is occurring (concessions will be allowed for an amount of time long enough to determine that violation is occurring and to leave the premises.)
- Riding in a vehicle containing alcohol unless parent, guardian, or other responsible adult is present and aware of the presence of alcohol.
- Stealing
- Conduct that causes injury or harm to persons or property
- Any conduct resulting in arrest and/or citations from law enforcement officers:
- Fighting
- Using profanity, lewd or vulgar language, or obscene gestures:
- Inappropriate touching in public places, sexual gestures, or exposing parts of the body that are ordinarily covered in public:
- Inappropriate behavior in public places.

Procedures for violation determination

Coaches/sponsors will determine whether an Extra-curricular Code of Conduct Violation has occurred. Upon determination of a violation, the student and the student's parent(s) or guardian (s) will be notified.

The school counselor will be notified to provide counseling, support, and guidance in dealing with issues associated with alcohol, drugs, mood-altering chemicals, and other prohibited activities.

Disciplinary Action

Violation of any of the above –mentioned rules by a student participating in extracurricular activities may be subject to the following disciplinary actions:

- Extra workout or assignments
- Suspension from all extracurricular activities for a designated time to be determined by the coach/sponsor administration.
- Removal from office in the case of a student office holder who commits an offense.

Administrator will be included if the punishment violates the regular school code of conduct, and may increase or decrease the punishment involving the student in a case by case basis.

Eligibility for Tryouts (UIL teams, organizations, cheerleader)

In order to try out for any UIL team, organization, or cheerleader a student must currently be a resident or have an approved transfer to the district prior to the tryouts. *Please see the Constitution of the individual team or organization for additional eligibility requirements.*

Officers and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. The following are ways that honors, elections or selections are made:

1. Open Class Selection-Elections will follow Robert's Rules of Order
2. Secret Ballot-Each election will be conducted by secret ballots
3. Plurality Vote-All elections shall determine winners by a plurality vote.

Qualifications

Some honors, elections or organizations require that the student meet certain requirements or prerequisites before they can be elected or be a member.

Student Council Officers, Beta Club Officers

Offices to be filled will be left to the discretion of the sponsor. Students must meet the following requirements in order to run for office:

- Pass all subjects the previous semester and currently passing all subjects before running for an office.
- Two teacher recommendations
- File with student council sponsors one week before the elections
- Campaign for the office
- Present a speech before a group of peers and/or the principal.

Student Council Representatives

Two student council representatives will be elected per grade level. Students must meet the following requirements in order to run for office:

- Must pass all subjects the previous semester and currently passing all subjects
- File with student council sponsors one week before the elections
- Student may campaign

Class Favorites

One girl and one boy selected per grade level in grades 6-12. Winners will be determined by a plurality vote of the students present.

Homecoming Queen, King & Princess Contestant Guidelines

- Participants for each title must have passing grades for all classes during the 1st semester. Students who have been in ISS or AEP during the first semester are not eligible to be elected as a candidate.
- Students selected for titles in previous homecomings are not eligible to compete again for that title. They are, however, eligible to compete for a different title.
- In addition to grade level representatives, candidates will be selected to represent FFA, Cheerleaders, BETA and the athletic department. The athletic department will be limited to one boy and one girl representative.
- Titles of King and Queen are limited to junior and senior representatives only. One couple will represent the 11th and 12th grade; all other competitors will be representing clubs. All students in the 11th through 12th grade will vote for the Homecoming King and Queen.
- Titles of Duke and Duchess are limited 9th through 10th grades. One male and one female may compete from each grade level, in addition to club representatives. All students in 9th through 10th grade will vote for the Homecoming Duke and Duchess.
- Title of Prince and Princess are limited to 7th through 8th grade. One male and one female may compete from each grade level, in addition to club representative. All students in 6th through 8th grade will vote for the Prince and Princess

Mr. and Miss KHS

Candidates are selected by the high school student body. Those students in the 12th grade are eligible.

Campaign Rules

Posters may be displayed in the elementary hall as follows:

- Posters must be approved by class sponsor or principal.
- Posters must only be put up in designated areas.
- Students are responsible for taking down their own posters.
- All posters must be removed by the end of the school day after the election.
 - Students will not be allowed to campaign during class time.
 - Campaign materials will not be allowed on school grounds.

In the event that students do not sign up for an office, the office will remain vacant.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the elementary office. [For further information, see policy FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal. [For further information, see policies at F] and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

GRADING GUIDELINES

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
Completion of 8 th grade	Grade 9 (Freshman)
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.


Reteach and Reassess for Mastery/Mastery of Texas Essential Knowledge and Skills:

Reteaching is an integral part of the regular classroom instruction whenever the teacher determines that the student has not accomplished mastery of the TEKS. A well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS) will be provided to all students. Students who participate in this curriculum will have the opportunity to master the knowledge and skills established by the district curriculum and the state standards. Kennard Elementary will utilize ongoing mastery assessment to determine which students are in need of remediation (reteaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or a formal test.
4. Students who fail to make a 70 on a major test will be re-taught and re-tested. Students will be retested on subject matter failed. The two tests will be averaged together for the final grade.

The Admission Review and Dismissal committee (ARD) and/or the Language Proficiency Assessment Committee (LPAC) will determine appropriate modifications for grading in regards to students identified with special needs and Bilingual/ESL as applicable.

The marks for secondary students in grades 6, 7,8,9,10,11, and 12 are based on performance in the taught curriculum. When letter grades are used, the following conversion table shall be in effect.

Numerical Marks	Letters Grades
90-100	A
80-89	B
70-79	C
69 or 	F
If grades are not assigned due to attendance	I (Incomplete)

Incomplete (I) grades- Students in grades 7-12 who have incomplete grades at the end of a nine weeks reporting period due to absences will receive an “I” on the report card.

In grades 7-12, achievement is reported to parents with three week progress reports and nine weeks report cards.

Grading Guidelines

High School

- A minimum of 15 daily grades and a minimum of 3 major grades will be recorded per subject per nine week period with no more than 30% of those grades being homework.
- Grades will be recorded and posted on Monday of the following week.
- Late assignments- If a student fails to turn in work within 3 days of the due date or last absence, parents will be notified of a pending zero. Grades will be modified depending on the time taken to complete assignments. (Example: after 3 days highest grade would be 70, after 4 days highest grade would be 50 , and after 5 days a zero will be recorded)
- A Student will be given the opportunity to complete the assignment.
- Assignments still missing after the teacher has exhausted reasonable measures will be recorded as zeroes.

Elementary

- Nine weeks grades will consists of 70% daily grades and 30% test grades.
- The year final grade is average of the first and second semester final grades.

Report Card Grades

In accordance with House Bill 3, a teacher shall record the actual grade made by a student for any nine weeks reporting period. [See EIA Local policy]

1. Grade reports are issued after each nine weeks grading period. At the end of each semester, the two nine week's grade along with the semester exam shall be averaged for the semester grade. Report cards include academic, conduct, and work habit evaluations.

2. Nine weeks grades will be determined by the following:

Nine week grades- Daily Grades 50%
Test Grades 50%

3. Semester grade average determined by the following (for courses not taking End of Course):

First Nine Weeks grade	3/7
Second Nine Weeks grade	3/7
Semester Exam	1/7

There will be no final exam for students who took a STAAR/EOC exam for the content area. Those students will be exempt from the semester exam. They may be required to take a unit tests or a nine weeks exam and will be able to earn an exemption for that tests based on the exemption guidelines.

Final Grade

1 st Semester	1/2
2 nd Semester	1/2

Major grades may consist of, but are not limited to:

- Unit/chapter test
- Research paper/ Project/Presentation
- Lab or performance based assessment
- Projects/Illustrations or demonstrations showing mastery of the concept/information taught-(other ideas) may be used to validate mastery

A student that misses the semester examination must have a note from either the family physician or the school nurse verifying the illness. If it is necessary for a student to miss an examination, he should have his parent or guardian contact the nurse on the day of the exam. No exam will be given early, unless approved by the campus principal. For additional information on grading, please contact the child's teacher and/or the campus principal.

Teachers follow grading guidelines that have been approved by the principal/superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL).]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with the policy. FNG(LOCAL).

Tutorials

Tutorial services will be available to students in need of additional assistance. Students will be provided tutorials based on the need determined by the teacher. Attendance at mandatory tutorials will be considered by the Response to Intervention Team in determining promotion/retention.

Teachers offer tutorials to students who are failing or who need extra help. Students should consult their teachers for tutorials information and schedules. Tutorials may be scheduled before, during and after school.

Grade Point Averages (GPA)

Grade Point Averages (GPA) shall be based on a weighted scale using semester grades earned in grades 9-12 and in any high school course taken in grade 8 for state graduation credit. These semester grades shall be converted to grade points according to the District's weighted grade point scale. For purposes of class rank, all dual credit coursed shall be classified and weight as Honors courses. All other courses shall be classified and weighted as Regular courses. The District shall convert semester grades to grade points in accordance with the following scale.

Grades	Honors	Regular		Grade	Honors	Regular
100	6.0	5.0		84	4.4	3.4
99	5.9	4.9		83	4.3	3.3
98	5.8	4.8		82	4.2	3.3
97	5.7	4.7		81	4.1	3.1
96	5.6	4.6		80	4.0	3.0
95	5.5	4.5		79	3.9	2.9
94	5.4	4.4		78	3.8	2.8
93	5.3	4.3		77	3.7	2.7
92	5.2	4.2		76	3.6	2.6
91	5.1	4.1		75	3.5	2.5
90	5.0	4.0		74	3.4	2.4

89	4.9	3.9		73	3.3	2.3
88	4.8	3.8		72	3.2	2.2
87	4.7	3.7		71	3.1	2.1
86	4.6	3.6		70	3.0	2.0
85	4.5	3.5		Below 70	0	0

Final Exam/ Semester Examinations- Exemptions Guidelines

The semester examination shall be defined as the teacher/ team-designed comprehensive examination administered during the semester or exam week.

EXEMPTION POLICY FOR SEMESTER EXAMINATION

This is an attendance and behavior improvement program that gives the student an incentive to come to school and attend each class. Therefore, any absence (excused or unexcused), except for Senior Career Days and absences that can be coded “Medical” counts toward exemption status for semester exams.

All students grades 9 through 12 are exempt from semester exams if the student has a

- 90% or higher grade and no more than three (3) absences (excused or unexcused)
- 85% - 89% grade and no more than two (2) absences (excused or unexcused)
- 80% - 85% grade and no more than one (1) absence (excused or unexcused).
- 75 grade and no absences

The following will prevent a student from being exempt no matter what their grade is in the class:

- more than three (3) tardies in that class for the semester
- having an outstanding fine or fee. All fines, fees and bills must be cleared in order for a student to be exempt.
- being placed in ISS during the semester
- being suspended during the semester
- being placed in DAEP during the semester

Any exempted student may opt to take the final exam in any class. If the exam is taken it will count in the final semester average.

A list of exemptions will be turned in to the principal by the second Friday in May. Semester exams will be given the fourth week in May.

The exemption guidelines do not apply to dual credit/distance learning classes. Students must follow the established College Board policies for final exams in these classes.

Revoking Exemptions

Exemptions shall be determined prior to the calculation of final grades and absences exceed the qualifying threshold, the teacher shall notify the office and the student that his or her exemption has been revoked. When an exemption has been revoked, the student shall not be allowed to acquire a different exemption after the deadline.

Note: The principal has the authority to grant an exception to the absence rule for extenuating circumstances. Extenuating circumstances will be determined on an individual basis by the attendance committee and will be considered for major emergencies: death in family, etc.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2016-2017 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2016-2017 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Also see **Standardized Testing** for more information.

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who enter grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Also see **Standardized Testing** for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described in the handbook

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies, including Economics	3 or 4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses	___ credit in _____ ___ credit in _____	___ credit in _____ ___ credit in _____	___ credit in _____ ___ credit in _____
Electives**	6.5 credits	5.5 credits	4.5 credits

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the

foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
Locally required courses	___ credit in _____ ___ credit in _____	___ credit in _____ ___ credit in _____
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The

student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the counselor about a transfer or other alternatives. If the parents of the least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technology, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH (LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

Graduation Activities

In order to participate in the graduation ceremony, a student must meet all state and local requirements, including passing all STAAR End of Course Assessment.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[For student speakers at other school events, see **Student Speakers**

[See FNA (LOCAL) and the Student Code of Conduct.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees**]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under

the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrhea illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes.

Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. *The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days.

Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to **Immunizations** for more information.

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the Cafeteria Services Manager.

Also see policy FFAF.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG, [and FFA], the district will ensure that students in full-day prekindergarten through grade 6 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held scheduled meetings. Additional information regarding the district's School Health Advisory Council is available from the principal [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. See policies at BDF and EHAA.

[See **Removing a Student from Human Sexuality Instruction** for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the cafeteria manger. [See policies at CO and FFA.]

Tobacco Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes, while on school property at any time or while attending an off campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes, by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in

more detail, please contact Superintendent, Richard Cooper, the district's designated asbestos coordinator, at 936-655-2161.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Superintendent, Richard Cooper, and the district's IPM coordinator, at 936-655-2161.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Counselor, Amy Gladden at 936-655-2161.

HOMEWORK

Philosophy

Kennard ISD endorses homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

Purpose

Homework should:

- Reinforce skills introduced in the classroom.
- Achieve mastery of basic learning
- Promote independent, in-depth study of chosen topics
- Provide opportunities for enrichment
- Promote wise and orderly use of time
- Promote responsibility and self-discipline toward task accomplishment.

Responsibility

Teachers systematically assign homework, offer direction, and evaluate student work. Parents are asked to support their student(s) by reviewing assignments, providing a convenient time and place free from distractions, and encouraging excellence in student work.

Parents should:

- Make sure students have the materials they need to do the assignments

- Be supportive and give assistance when students get frustrated
- Contact the teacher to clear up any misunderstandings and be better informed about the student's learning progress.

Homework and Scheduling

Students in grades 7-12 can expect to have homework regularly. Teachers are encouraged to coordinate assignment so that students are not given excessive assignments. The length and difficulty of an assignment will be directed by the teacher and will depend on grade level, student needs, content, purpose and type of assignment. Homework is assigned when appropriate to the developmental and ability level of the student, and is introduced in the early grades with meaningful tasks requiring no more than ten or fifteen minutes. Time requirements will gradually increase to a maximum of forty-five minutes per day in the sixth grade. Exceptions to this time limit may be made for unusual and specific reasons. Time allocations are based upon the average learner's ability to perform assigned tasks.

Grading and Evaluation

Student performance observed by the teacher and duly recorded provides the appropriate evidence of minimum 70 percent mastery. Homework, due to its importance in the over-all learning process, will be evaluated, graded and applied to the student's grade. Homework will either raise or lower a student's grade once a minimum of 70 has been achieved by observable means. This grade application is to be employed for each six weeks term. Long-term assignments begun in class and carefully monitored by the teacher throughout development may be counted toward mastery. (Example: research paper, science fair project, etc.) Results of student efforts in completing homework are used to assist the teacher in determining student progress. When students have difficulty with an assignment, further practice and reinforcement or re-teaching may be provided. (See also Grading Guidelines)

ILLNESS

[See **Student Illness** under **Health-Related Matters**]

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB (LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policies FL (LEGAL) and GRAA (LEGAL).]

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary, middle school and high school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by

the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

Students attending Kennard ISD schools shall not be allowed to leave campus during the school day. The principal shall consider special circumstances on a case-by-case basis after conferring with the parent. These circumstances should be based upon medical or hardship emergencies. Students leaving campus without administrative approval shall be subject to disciplinary action.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in conjunction with the LPAC.

LOST AND FOUND

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found. The district discourages students from bringing to school personal items of high monetary value, as the district cannot be responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

Makeup Work

Students will be allowed (one) 1 day for each day absent, to make-up any work missed due to absence. If a student misses more than (one) 1 day, he/she will be given one extra day per day missed to make-up work.

1 absence = 1 day

2 absences= 2 days

3 absences= 3 days

Work assigned when a student is present is due when the student returns to class following an absence, unless there are extenuating circumstances as determined by the teacher and/or principal.

DAEP Makeup Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

In-school Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL).]

MEDICINE AT SCHOOL

When possible, all medications should be given at home. The district will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policy FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL).]

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Kennard ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Richard Cooper, Superintendent, 304 Hwy7 East, Kennard, TX 75847, 936-655-2161,
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Amy Gladden, Counselor, 304 Hwy7 East, Kennard, TX 75847, 936-655-2161.
- All other concerns regarding discrimination: See the superintendent, Richard Cooper, 936-655-2161.

[See policies FB (LOCAL) and FFH (LOCAL).]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period

when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information.]

PRAYER

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

KISD Local Promotion Standards

In grades 7-8, promotion to the next grade level will be based on an overall average of 70 on a scale of 100 based on grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing**.]

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this

decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus**]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the first three weeks of a grading period parents will be given a written progress report if their child's performance in any course near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and/or superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines**]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

SAFETY

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.

- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. Kennard ISD provides student accident insurance free of charge to every KISD student. This insurance covers students in school activities: while on the school premises during the hours and on the days school is in regular session, and during the hours and on the days when school is not in session while the student is participating in or attending any sponsored and supervised activity; and while away from the school premises, other than traveling, if participating in a sponsored and supervised activity; and while traveling directly to or from the student's residence and school; for regular school sessions, or for any sponsored or supervised activity in school provided transportation. This insurance plan is supplemental or secondary to all other valid coverage, and it is a limited benefit policy where any charges above the policy limits are the responsibility of the student's parent. Please be aware that this policy by no means is intended to cover all medical bills for your child. If your child is injured during school or any school activity regardless of where or when the event was held, please contact Johnny Lawrence at 936/544-2204 or The Brokerage Store at 1/880-366-4810.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Parents are asked each year to complete the mandatory *Emergency Medical Form*. **Emergency care information, especially parent and other emergency telephone numbers should be updated throughout the year if there are any changes.** Having current information will be of critical importance should an accident or injury occur that requires medical attention.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways:

- KIVY—Crockett
- KTRE—Lufkin
- KLTN—Tyler

A bad weather emergency release form will be sent home to parents to be completed and returned to school upon student enrollment. The information will be used during emergency releases. If an emergency release form is not returned and placed on file in the campus office, the student will follow the same procedure he/she would follow at the end of each school day. If information should change on this form, it is the parent's responsibility to notify the campus office to request needed changes.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Gym
- Restrooms with permission

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See Cafeteria Service Manger to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Prices: Student Lunch: \$2.45

Student Breakfast: \$1.45

Adult Lunch \$3.50

Adult Breakfast \$2.25

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the day throughout the school year. All library book fines must be paid prior to receiving the report card at the end of the year.

Meetings of Non-curriculum-Related Groups

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL).

A list of these groups is available in the principal's office.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF (LEGAL) for more information.]

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors

[For further information, see policy FNF (LOCAL).]

Drug-Testing

[For further information, see policy FNF (LOCAL). Also see **Steroids**]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, and migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the principal's office

Dyslexia Program

The Kennard ISD dyslexia program is a multisensory structured language program for the remediation of written language skills. It services identified dyslexia students in grades 2-12 through a program that meets in small group sessions an average of 4-5 days per week for approximately 30 minutes each session. This comprehensive, ungraded, sequential curriculum for instruction in reading, writing, and spelling follows TEC 38.003 by being individualized, multisensory, intensive, phonetic, synthetic phonics, linguistic, meaning-based, systematic, process-oriented, sequential, and cumulative. Students who are at risk for dyslexia are referred by the Campus Support Team to the campus dyslexia specialist for dyslexia assessment. The decision for student participation in the dyslexia program is made jointly by a team of knowledgeable persons including the parent, teachers, dyslexia specialist, 504 coordinator/diagnostician, and an administrator. For further information contact the dyslexia specialist on your student's campus.

Bilingual/English for speakers of other languages

Students who speak a language other than English may qualify for either bilingual or English as a second language services. Upon enrolling in school, each parent must fill out a Home Language Survey for his/her child. If this form indicates that the child speaks or hears a language other than English, an Oral Proficiency Test must be administered. If the results of this test show that the child is a Limited English Speaker or a Non-English Speaker, he/she may qualify for either bilingual or English for Speakers of other Languages. If the child is a Spanish speaker, he must also be administered the Oral Proficiency Test in Spanish. If the child meets this criterion, the Language Proficiency Assessment Committee will determine which program will best meet the student's needs. The child is not officially enrolled in the program until the parent gives permission for him to participate.

The Bilingual program is for qualified Spanish/other language-speaking students in grades PK-6. The goal of bilingual education is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and English. This program will emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English for Speakers of Other Language services are provided for English language learners who speak a language other than English, but who do not qualify for the bilingual program. The goal of English as a second language programs is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. These services are provided on all of the campuses in the district, PK-12.

Gifted and Talented

Definition of a Gifted Student

A "Gifted and Talented" student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possess an unusual capacity for leadership; or
- excels in a specific academic field

Philosophy

The Kennard Independent School District recognizes that gifted students have special needs and abilities that must be addressed. Gifted programs will provide identified students with opportunities beyond the regular curriculum to broaden their knowledge, skills, and experiences. Emphasis will be on developing, independent, self-directed learners by encouraging and supporting in depth learning and divergent and creative thinking. Gifted students will be expected to and will be given opportunities to perform well beyond what would be expected of a child of similar age and experience. It is the

district's philosophy to include students from all segments of the district population and to also include advanced learners in challenging academic services whenever possible.

Program Design

Kennard I.S.D. will base the G/T program on differentiated academic instruction in language arts, math, science, and social studies to identified students. Students in kindergarten through second grade who show above level aptitude will be served within the regular classroom for math, science, social studies, and/or English/language arts with trained G/T teachers providing differentiated instruction. In grades three through six, students will be placed in a pullout program with a trained G/T teacher who will provide differentiated instruction in language arts, math, science, and social studies to identified students.

How are students referred for participation?

Kindergarten students will be screened for the Gifted and Talented Program from January through February of each year and students qualifying for the program will begin services on the first class day of March each year. Nominations for G/T will be taken from the student (self), teachers, parents, and/or community members. Students may also be automatically referred for the program by superior performance on standardized measures. Students may be nominated at any time throughout the school year. A nominated student will then proceed through the entire screening process. Second grade students will be nominated in the spring (April/May) of each year for placement in the pullout program beginning in the third grade. Teacher, parent, and community nomination forms will also be used to acquire information and nominations for students. Teachers and parents will be made aware of the opening of nominations and will receive nomination forms, upon request, by contacting the school administrator.

Kindergarten- 2 grade

Achievement: Iowa Test of Basic Skills, Core Grade Average
Teacher Evaluation Learning Characteristics Teacher Check List Renzulli Long Form
Parent Evaluation Parent Observation Check List

Grade 3-12

Achievement: STAAR Test (combined average of tested subjects) Core Grade Average
Teacher Evaluation: Learning Characteristics Teacher Check List Renzulli Long Form
Parent Evaluation: Parent Observation Check List

A matrix will be used to evaluate the information gathered by the screening process. Copies of these documents are included in the appendices of this plan.

Transfer Students

When a student identified as gifted by a previous school district transfers into the district, the student's records shall be reviewed by the selection committee to determine if placement in the district's program for gifted and talented students is appropriate. The committee shall make its determination within 30 days of the student enrollment in the District and shall base its decision on the transferred records, observation reports of district teachers who instruct the student, and student and parent conferences.

Who makes the decision?

A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established at each campus. The G/T selection committee will be used to make all placement, exit, and transfer decisions. Appeals are made at the campus and then district levels.

Title I

All schools receive federal Title I funds. These funds are used by schools to supplement the regular education program on the campus and include programs to provide additional assistance in reading and mathematics for students who are not meeting grade level performance standards. Students are identified for participation in Title I programs by performance on various assessments including the Developmental Reading Assessment (DRA), STAAR tests, district benchmark tests, and teacher-made assessments.

At-Risk

Students are identified as At-Risk of dropping out of school if they meet one of the following criteria:

1. Did not perform satisfactorily on a readiness test or assessment instruction administered during the current school year;
2. Is in grade 6, 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.

Criteria for all grades:

3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;*
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State compensatory funds are utilized by each campus to meet the educational needs of students who are at-risk of dropping out of school.

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 & 7
- Science in grades 5 & 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** for additional information.

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

End-of-Course (EOC) Assessments for Students in Grades 9–12

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

A student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Also see **Graduation** for additional information.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uil-texas.org/health/steroid-information>.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

A student who is placed in the custody of the state and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending

prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Please contact principal, with any questions regarding children in the conservatorship of the state.

STUDENT SPEAKERS

See policy FNA (LOCAL).

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texasuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. Textbook fines must be paid prior to receiving the report card at the end of the year.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

[See **School Safety Transfers, Bullying, and Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services**, for other transfer options.]

TRANSPORTATION

Students will not be allowed to change their dismissal routine without a written note from a parent/guardian. In the event of an unplanned change, contact the front office by 2:30 PM.

Morning Procedure

Care riders will be dropped off in the “loop” behind the administration building. All vehicles should enter the west side and exit on the east side.

Afternoon Procedure

Car riders will be loaded in the “loop” behind the administration building. Again, vehicles will be expected to enter the west side of the “loop” and exit on the east side. Afternoon bus riders will depart at the back exit of the Henry E. Smith building.

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s Web site. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact high school office at 936-655-2121.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver’s directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.

- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Bus Discipline

The school bus is an extension of the classroom and discipline will be administered by the Dean of Students with assistance from the bus driver. All school board policies that apply to student conduct and other student related activities apply to the school bus.

Steps and Consequences for Improper Conduct on the School Bus:

- | | |
|--------|---|
| Step 1 | The driver will verbally warn the student of the offense and explain the expectations of behavior. The driver will also communicate with the parent by phone or in writing. The warning and parent contact will be documented. |
| Step 2 | A conduct report is written and forwarded to the building administrator. The student is denied bus privileges for three (3) days. The conduct report is sent home for parent signature and returned to the principal. |
| Step 3 | A conduct report is written and forwarded to the building administrator. The student is denied bus privileges for five (5) days. The conduct report is sent home for parent signature and returned to the principal. |
| Step 4 | A conduct report is written and forwarded to the building administrator. The student is denied bus privileges for the amount of time deemed appropriate by the Dean of Students or Principal. The parent is telephoned and the conduct report is sent home. |

A parent conference may be called at any time by the building administrator, transportation supervisor or bus driver should serious misconduct occur. The building administrator has the authority to skip steps for serious violations. If the note is not returned signed by the parent within three (3) days, the student will be referred to the building administrator and the next step of the bus discipline plan will be implemented. The building administrator will handle all bus discipline within two (2) days of receipt.

Parent Note: In order for your child to resume riding the bus after suspension, the signed conduct report must be returned to the principal. If your child has been suspended please do not ask the bus driver to allow your child to ride before the suspension time has been completed, that permission can only come from the principal.

Disruption of Transportation

(Texas Education Code 37.126)

“...a person commits an offense if the person intentionally disrupts, prevents or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district.”

Appeal Procedures (Suspensions)

The principal or designee shall report each bus suspension to the parent(s). In the event a parent believes the punishment is unjust, the parent should use the following procedure:

- Discuss the incident with a supervisor (transportation coordinator) for a full account of the circumstances.
- The parent will be referred to the principal if the parent has continuing concerns.
- If the parent, after discussion with the principal, is not satisfied with the results, then the parent can follow the grievance procedure.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The Dean of Students will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with advance approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

- It is best if you call ahead, so we can inform you of situations that might create problems (testing, crowded rooms, etc.)
- School age guests are not allowed to visit during school hours.

Campus principals are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any unauthorized person or persons engaging in unacceptable conduct to leave the school premises.

Visitors Participating in Special Programs for Students

On High School Career Day, Kennard ISD, the district may invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact principal or superintendent's office for more information and to complete an application.

VOTER REGISTRATION

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

NCLB Act is the federal No Child Left Behind Act of 2001.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local

community values and health issues are reflected in the district’s health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR Alternate is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

STAAR Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student’s ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the exit-level TAKS or STAAR EOC assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Acknowledgment Form

My student and I have received a copy of the Kennard ISD Student Handbook.

Printed Name of Student _____

Student Signature _____

Printed Name of Parent _____

Parent Signature _____

Date _____