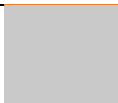




ki charter
every **change** has a story

Student Handbook



WHAT TO DO IF....

You need to see the principal or a vice-principal—

FILL OUT A PRINCIPAL CONFERENCE REQUEST. YOUR TEACHER WILL HAVE A COPY OF THIS FORM.

You desire a schedule change--

FILL OUT A PRINCIPAL CONFERENCE REQUEST. YOUR TEACHER WILL HAVE A COPY OF THIS FORM.

You have been absent--

YOUR UNIT MANAGER WILL INFORM THE PRINCIPAL. ASK YOUR TEACHER FOR MAKEUP WORK.

You have found textbook or personal articles that are not yours—

TURN THEM IN TO THE TEACHER.

You become ill--

INFORM YOUR TEACHER OR STAFF MEMBER. THEY WILL CONTACT THE NURSE.

You want advice about personal problems, college, scholarships, etc.—

FILL OUT A PRINCIPAL CONFERENCE REQUEST. YOUR TEACHER WILL HAVE A COPY OF THIS FORM.

You want a transcript of your record--

FILL OUT A PRINCIPAL CONFERENCE REQUEST. YOUR TEACHER WILL HAVE A COPY OF THIS FORM.

You want information about any phase of school--

READ HANDBOOK, ASK A TEACHER, COUNSELOR, VICE-PRINCIPAL OR THE PRINCIPAL.

You want to enjoy school--

GET INVOLVED IN SCHOOL ACTIVITIES, SET REASONABLE GOALS AND STRIVE TO ACCOMPLISH THEM, AVOID GRIPE GROUPS, GET TO KNOW YOUR TEACHERS, COUNSELORS, AND PRINCIPALS, BE FRIENDLY TO ALL....

FOREWORD

The purposes of this handbook are (1) to serve as a guide to both students and parents or guardians; (2) to establish, through definite information, correct school habits and a certain mental attitude toward the school and all its activities; (3) to give the parents or guardians information concerning the organization and administration of the curricular work of the school; and (4) to integrate and coordinate all school activities into an enriched program.

Parents or guardians, as well as students and teachers, are urged to become familiar with the handbook. It should be kept for a reference throughout the school year.

STATEMENT OF PHILOSOPHY

Ki Charter Academy, recognizing the changes brought about by the rapidly expanding technology and the particular needs expressed by the local community, exists to provide an environment for learning that will permit each individual to achieve his/her fullest potential. Toward that end, it is important not only to provide instruction in the fundamental and traditional elements of education, but also to provide learning experiences that will prepare students to become creative, productive, functioning members of society.

We strongly believe that each student has worth and deserves to be treated with dignity, regardless of individual differences. The school should provide an environment that stimulates curiosity and allows students to pursue interests that will contribute to making him or her a better citizen. Students are encouraged to consider learning a lifetime process.

Asbestos Law Compliance Notice

Ki Charter has complied with a federal law requiring schools to be inspected for asbestos and to develop management plans to address asbestos in schools. As required, each campus houses a copy of its management plan and a copy of the master plan. These copies are available for public viewing.

Any questions concerning this matter should be directed to the Director of Operations at 512-396-8500.

Ki Charter offers career and technical education programs in Principals of Human Services and Dollars and Sense. Admission to these programs is based on enrollment in Ki Charter secondary schools.

It is the policy of Ki Charter not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Ki Charter not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Ki Charter will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Director of Operations, and/or the Section 504 Coordinator, at 120 Bert Brown Street, San Marcos, TX 78666, 512-396-8500.

Ki Charter Academy ofrece programas vocacionales en Principals of Human Services y Dollars and Sense. La admisión a estos programas se basa en KI CHARTERISD numero de estudiantes en seconderia.

Es norma de Ki Charter no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma de Ki Charter no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Ki Charter tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, y/o el Coordinador de la Sección 504, 120 Bert Brown Street, San Marcos, TX 78666, 512-396-8500.

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

If a child is experiencing learning difficulties, the parent or guardian 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 or guardian 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 60 calendar 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 or guardian with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents or guardians 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 IDEA is available from the school district in a companion document A Guide to the Admission, Review, and Dismissal Process.

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

[Texas Project First Partners Resource Network](#)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is:

Contact Person: Director of Special Education Phone Number: 512-396-8500

Asistencia para estudiantes que tienen dificultades de aprendizaje o necesitan servicios de educación especial

Si un niño tiene dificultades de aprendizaje, el padre puede comunicarse con la persona mencionada abajo para informarse sobre la remisión a educación general en términos generales o sistema de evaluación para los servicios de apoyo del distrito. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo, incluyendo remisiones para una evaluación de educación especial. Los estudiantes que tienen dificultades en el aula normal deberían tomarse en cuenta para tutoría, compensación y otros servicios de apoyo académicos o del comportamiento que están disponibles para todos los estudiantes, incluyendo un proceso basado en la respuesta a intervención (RtI). La implementación de la respuesta a intervención tiene el potencial de tener un efecto positivo en la habilidad de los distritos de cubrir las necesidades de todos los estudiantes con dificultades.

El padre tiene derecho, en todo momento, a solicitar una evaluación para los servicios de educación especial. En un periodo de tiempo razonable, el distrito debe decidir si dicha evaluación es necesaria. Si la evaluación es necesaria, el padre será notificado y se le pedirá que provea un consentimiento informado por escrito para realizar la evaluación. El distrito debe completar la evaluación y el informe en 60 días del calendario desde la fecha en que el distrito recibió el consentimiento escrito. El distrito debe darle al padre una copia del informe de la evaluación.

Si el distrito determina que no es necesaria la evaluación, el distrito le proporcionará al padre un aviso previo por escrito que explica por qué no se evaluará al niño. El aviso por escrito incluirá una explicación que les informa a los padres sobre sus derechos, si están en desacuerdo con el distrito. El distrito tiene la obligación de darles a los padres el [Aviso Sobre Procedimientos de Protección- Derechos de los Padres de Estudiantes con Discapacidades](#). El distrito escolar tiene información adicional sobre IDEA en un documento complementario [Guía para el Proceso de Admisión, Revisión y Retiro](#).

Los siguientes portales de internet proveen información a aquellas personas interesadas en obtener información y recursos específicos para estudiantes con discapacidades y sus familias:

[Texas Project First Partners Resource Network](#)

La persona designada con quien se debe comunicar para obtener información sobre las opciones para un niño que tiene dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es: Persona con quien comunicarse: Director de Education Especial Número de teléfono: 512-396-8500.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is

absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: La'Keisha Brite

Phone Number: 512-528-2155

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: La'Keisha Brite

Phone Number: 512-528-2155

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: La’Keisha Brite

Número de teléfono: 512-528-2155

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: La'Keisha Brite

Número de teléfono: 512-528-2155

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

SUPERINTENDENT

Dr. Lager

PRINCIPALS OF SCHOOLS

Mr. Garcia – San Marcos

Ms. Durham – Liberty Hill

ASSOCIATE PRINCIPALS

Mr. Pena – San Marcos

Mrs. Stevenson – San Marcos

Mr. Sturgeon – Liberty Hill

DIRECTOR OF OPERATIONS

Mr. Allison

DIRECTOR OF SPECIAL EDUCATION

Mrs. Brite

COUNSELORS

Mr. Hill – San Marcos

Mrs. Lee-Turner – San Marcos

Mrs. Kurtze – Liberty Hill

ARD FACILITATOR / INSTRUCTIONAL COACH

Mr. Douglas

SPECIAL EDUCATION CASE WORKER

Mr. Holcomb

REGISTRARS

Mrs. Hallman

Mrs. Cash

ADMINISTRATIVE ASSISTANT

Mrs. Escamilla

Bell Schedule San Marcos:

Enrichment	8:00-8:55
1st Period	9:00-9:45
2nd Period	9:50-10:35
3rd Period	10:40-11:25
Lunch Break	11:30-12:30
4th Period	12:35-1:20
5th Period	1:25-2:10
6th Period	2:15-3:00

Bell Schedule Liberty Hill:

Enrichment	8:00-8:55
1st Period	9:00-9:45
2nd Period	9:50-10:35
3rd Period	10:40-11:25
Lunch	11:30-12:30
Teacher Conference	12:30-1:30
4th Period	1:35-2:20
5th Period	2:25-3:10
6th Period	3:15-4:00

ATTENDANCE

The expectation of Ki Charter Faculty and Staff is for each of our students to reach his/her maximum potential. Achieving this potential is virtually impossible without regular attendance.

Subject to parental guidance, each student must be responsible for his/her own attendance. Administrators and teachers will make every effort to encourage regular attendance by the students and to solicit assistance from parent(s) or guardian(s) in accomplishing this objective.

An ABSENCE is defined as non-attendance in a regularly scheduled class or activity, regardless of the reason for such non-attendance. Both excused and unexcused absences are treated equally for purposes of meeting the 90% requirement. **Section 25.092 of the Texas Education Code states that a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.**

Absences that will not be used in figuring the 10% are:

- a. School related activity absences and
- b. Absences due to religious activities

If a student has unexcused absences on 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period from school, both the student and his/her parents can be subject to criminal prosecution under Sections

25.093 and 25.094 of the Texas Education Code. Further, if a student is absent from school without excuse on three days or parts of days within a four-week period: (1) it is the parent's duty to monitor the student's school attendance and require the student to attend school; and (2) the parent is subject to criminal prosecution under Texas Education Code Section 25.093; and (3) a conference is needed between school officials and the parent(s) to discuss the absences.

A student absent from school shall provide a note that describes the reason for absence. The student's parent or guardian shall sign the note. If the student is 18 or older or has been declared by a court to be an emancipated minor, the student may sign in place of a parent or guardian. Students are identified as TRUANT by having three or more unexcused absences in one or more classes within a four week period or three or more tardies (over 10 minutes late for class) in one or more classes. For truancy purposes, unexcused absences are calculated by class period(s).

Students with unexcused absences and/or tardies may be processed for appearance in TRUANCY COURT as appropriate. It is important that students take responsibility for documenting absences through the Attendance Office as appropriate.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. 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; and
- Documented health-care appointments for a student or a child of a student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the healthcare provider must be submitted upon the students arrival or return to campus; and
- 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.

Absence Procedures

Students will be counted as unexcused absent if 10 minutes late to class. When a student is absent and returns to school, he/she must report to the first period teacher. All requests for makeup work should be directed to the student's teacher.

Absences will be carefully recorded in the Registrar's Office for each class period.

A student who either commences classes or returns the same day of a medical appointment shall be counted present.

Credit Denial

18-Week Classes: Once a student reaches 5 absences, a warning letter will be sent to the student/parent/guardian by the attendance committee. When a student has accumulated 10 absences, credit will be denied no matter if the absence is excused or unexcused.

If credit is denied, contact should be made to the appropriate Vice Principal to discuss restoration options.

After discussion with the Vice Principal, the student and/or parent have the right to appeal to the campus Attendance Committee. The committee will review individual credit denials and make the **final** decision regarding restoration options.

It is the student/parent(s)/guardian(s) responsibility to provide all documentation to the Attendance Committee when appealing loss of credit.

Failure of students to comply with directives set by the Attendance Committee will result in an automatic loss of credit.

TEA/Attendance Verification Form

These forms are required by the Texas Department of Public Safety to insure school attendance for drivers' license applications. Students must attend each class 90% of the days the course is offered in order to be in compliance with DPS requirements. School officials cannot waive this requirement by the Texas Department of Public Safety. Specific information about this requirement can be found at the DPS website.

Student Records – Notice of Parent and Student Rights under the Family Educational Rights and Privacy Act (FERPA)

Ki Charter District maintains general education records required by law. A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school. The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. Parents, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of students with disabilities, as well as their attorneys and consultants, who are (1) working with the student; (2) considering disciplinary or academic actions, the student's case, or an individual education plan (IEP) of a student with disabilities; (3) compiling statistical data; or (4) investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's permission. Records are also released pursuant to a court order or lawfully issued subpoena. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, the right to consent to release of records transfers to the student.

Records may be reviewed during regular school hours. If circumstances effectively prevent a parent or eligible student from inspecting the records, the District shall either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The record custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Students 18 years of age or older and parents of minor students may review and inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the District refuses the request to amend the records, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor 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, parents and students are not allowed to contest a student's grade in a course through this process. [See Grievance Procedures for the applicable complaint procedure.] Parents or 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 the law regarding student records.

Copies of student records are available at a cost of \$0.10 per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the District is given a copy of a court order terminating the parental rights.

If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours or at another agreed-upon time, upon written request of the parent, one copy of the record will be provided at no charge.

The District's complete policy regarding student records is available from the principal's or superintendent's office. Reference Ki Charter Board Policy.

Directory Information

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting the information unless the parent objects to the release of the directory information about the student. If you do not want Ki Charter District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by within 10 (10) District business days of receipt of this notice.

Ki Charter District has designated the following information as directory information: a student's name, address, e-mail address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, electronic images, dates of attendance, awards received in school, and the most recent or previous school attended by students.

Federal law requires school districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher learning, on request, with the name, address and telephone number of a secondary student unless the parent has advised the school district that the parent does not want the student's information disclosed without the parent's written consent. Ki Charter District receives such assistance, and is subject to this requirement.

STUDENTS WHO ARE ABSENT FROM SCHOOL FOR ANY REASON

(unless the absence is due to a school related activity, excused religious activity, or documented medical or court appointment) **WILL NOT BE ALLOWED TO PARTICIPATE IN ANY SCHOOL RELATED ACTIVITIES ON THAT DAY OR EVENING.**

Permission to Leave School

When a student steps on campus he/she is considered to be "in school" and must check out through the attendance office, even if the first bell has not rung.

Students who find it necessary to leave school during the school day for any reason (doctor appointments, etc.) will come to the attendance office to obtain an early dismissal slip. Verification of the reason will be secured by the attendance office. **If a student leaves the campus for any reason without an early dismissal slip, he/she will be considered truant from school.**

In case of a medical emergency (illness, accident, etc.) a student should report to the school clinic, where he/she will sign in and be checked by the nurse. Parents will be notified as appropriate. Students must sign out with the nurse before returning to class. If it is necessary for a student to leave campus for additional medical attention, with or without parents, he/she must obtain an early dismissal slip from the nurse. It is the responsibility of the student and parent to provide the school with home and business phone numbers so that parents may be notified immediately should such an emergency arise.

Unexcused Absences

When a student is absent from school, without the knowledge and consent of his/her parents, it is an unexcused absence. Students are required to make-up all work missed following an unexcused absence with the highest grade of a 70. Absences and tardies such as the following are considered unexcused, but not limited to:

- Trips with parents
- Baby-sitting
- Over-sleeping
- Off campus pass
- Other absences deemed unexcused by school administration Tardiness

Students will be counted absent (unexcused) if 10 minutes late to class. Tardy lockouts will occur at administration discretion. A tardy student is subject to disciplinary action. Habitual cases will result in corrective measures and require parent conferences. The tardy policy will be as follows:

A student is marked tardy to class if he or she is not in the assigned place when the tardy bell rings.

1st	Warning by teacher.
2nd	Detention hall assigned and held by teacher and parent contact by phone or conference.
3rd	Referral to appropriate administrator; two D-halls.
4th	Three D-halls and parent contact.
5th	Out of School or In School Suspension (ISS)

Parent contact will be made by the teacher at the 3rd, 5th, and any subsequent tardies.

ACADEMIC INFORMATION

The School Year

The school year will be composed of two semesters. Each student's school day is composed of seven 45-minute periods of instruction and one lunch period.

Admission Policy

To be eligible for admission to grades nine through twelve, a pupil must have successfully completed the previous grade or its equivalent. Pupils who transfer from non-accredited schools may be admitted to the grade recommended by that school on a probationary basis and must show proficiency in each course through a credit by exam. Out-of-state transfer students must complete all graduation requirements.

All freshmen must provide updated registration information including proof of residency, social security card, vaccination information and birth certificate.

Classification

Classification is based on the number of units previously earned. A student's grade classification is stated at the beginning of the school year and is not changed during the year, unless the student is on track to graduate at the end of the spring semester. In that case, the student may be "reclassified" at midyear to senior level once the appropriate number of credits has been earned. For students entering high school in the 2007- 2008 school year (incoming freshman) and in subsequent years, the following guidelines will be used to determine classification:

1. A sophomore must have six (6) units of credit toward graduation.
2. A junior must have thirteen (13) units of credit toward graduation.
3. A senior must have nineteen (19) units of credit toward graduation.

Withdrawal Procedure

The parent/guardian of a student withdrawing from Ki Charter must provide the Principal a statement of the reason for withdrawal. Books and other school-owned materials must be turned in before the withdrawal is complete. A copy of the withdrawal form is to be taken to the school in which the student enrolls. Other records will be sent at the written request of the receiving school.

Grading System

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy, as determined by the Board of Trustees. The Board's

decision may not be appealed. [Education Code Section 28.0212].

Numerical grades will be recorded on the 0-100 scale (letter grades will not be used). The grades on report cards, grade sheets, and permanent record cards will be numerical grades. A minimum course grade of 70 is necessary for a student to receive credit for a course. A student will be awarded one credit at the end of a 2 semester course (36 weeks) in which he/she has earned a final course grade of 70 or better. A student will receive ½ credit at the end of an 18 week course in which he/she has earned a semester average grade of 70 or higher. A 36 week course is NOT broken down into two semester grades that stand alone. Instead the two semester grades averaged together must result in a 70 or higher in order to earn credit for the course. Example—A student has a failing average at the end of first semester but has a high enough grade the second semester to average out above 70 will receive 1 (one) credit for the course. Conversely, a student could have an average above passing the first semester, but make a grade low enough the second semester that the course average does not result in a 70 for the course and the student does not earn credit. Once a student has successfully completed a course, the same course may not be retaken.

Examinations

All classes are required to give exams. Early examinations may be given only under certain circumstances in which a student is scheduled to withdraw shortly before the end of a semester or if the receiving school's semester has already ended.

Academic Dishonesty

Students found to have engaged in academic dishonesty may be subject to disciplinary penalties and grade penalties on assignments and tests. Students discovered cheating on any assignment (including, but not limited to examinations, quizzes, papers, projects, worksheets), providing assistance, or copying the work of others may receive a "0" for the assignment and may not be allowed to make it up. This includes plagiarism, which is the use of another person's original ideas or writing without giving credit to the true author. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employees. Parent/Guardian contact will also be made by the teacher. Academic Dishonesty involves unethical actions by a student to gain an unfair academic advantage. Such violations include, but are not limited to, the following actions:

1. Plagiarism
 - a. Submitting a paper, examination, or other assignment as one's own when it was written or created by another individual.
 - b. Verbatim copying, in part or whole, of another's writing without proper citation and acknowledgement of the source in an accepted documentation format.
 - c. Paraphrasing or restating someone else's ideas without proper acknowledgement of such text.
 - d. Falsely citing a source or attributing work to a source from which the referenced material was not obtained.
 - e. Fabricating or altering data.
2. Cheating
 - a. Giving/receiving/using unauthorized aid on in-class or take-home examinations.
 - b. Giving/receiving/using unauthorized aid on class work, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. If approved by the teacher, group study/peer collaboration may be acceptable; students must follow teacher guidelines concerning group study/peer collaboration.

Consequences for Academic Dishonesty / Cheating:

Parental contact will be made by teacher and a grade change of zero and loss of credit may be given. Repeated offenses can lead to more serious actions.

Weighted Grading System, Class Rank and Honor Graduates

Senior class rank shall be recalculated after completion of the fall semester. Seniors designated as honor graduates, including valedictorian and salutatorian, shall have their class rank calculated again following the completion of the third nine-week grading period. In order to qualify for valedictorian or salutatorian, you must have been in attendance in an KI CHARTER High School for the current academic school year by the end of the first week of school. The average of grades for the third nine-week grading period shall be used as an additional semester grade in this final class ranking. A GPA will be calculated for all students, however only those in recommended or higher graduation plans

will be ranked.

This policy is designed to give more emphasis to courses that require higher levels of academic understanding. Grades earned in correspondence courses, home school courses, credit by exam, Allison Steele Enhanced Learning Center (and similar programs), summer enrichment programs and high school courses taken in junior high school will not be considered when determining grade point average and ranking in the class. All grades that appear on the transcript including failing grades, repeated courses, summer school, night school, and college courses taken for high school credit shall be included in determining a student's grade point average and ranking in class.

Courses designated as IB (International Baccalaureate), AP (Advanced Placement), honors, and enriched will receive additional points when calculating grade point averages. IB and AP courses will receive 12 extra points after successfully completing the course, honors courses will receive 10 extra points, and enriched courses will receive 5 extra points for each course with a 70 or above. Additional points are used only to determine a student's grade point average and class rank and are not reflected in the actual grade recorded on the student's academic achievement record, the student's report card, or the teacher's grade book.

Application of the weighted grading system to courses transferred from other school districts will be based on the type of course (honors, enriched) indicated on the transcript from the former school. Only courses available to students at the KI CHARTER High School where they are enrolled will receive the extra weights. Please refer to KI CHARTER policy.

Progress Reports - Report Cards

A noncustodial parent may request in writing that the district provide them with a copy of any written notification relating to student misconduct that is generally provided by the District to a student's parent or guardian.

Progress Report/U.I.L. Eligibility Grade Range Progress Report will be sent home every 3rd week if the student is failing or close to failing.

Report cards will be mailed on or about the following dates:

September 25, 2020

November 6, 2020

January 8, 2021

February 19, 2021

April 9, 2021

May 27, 2021

A teacher-initiated progress report will also be sent at any time a student is failing, is close to failing, or has displayed a marked change in achievement. Parents may call the guidance office secretary for a telephone conference with the teacher or to set up a meeting with the teacher. Report cards will be mailed following the end of each 9-week grading period showing 9-week grades.

Teachers must contact (phone or e-mail) parents when a student receives a failing grade for a 9 week grading period and/or for the final grade average.

Scheduling of Classes - Schedule Changes

Counselors meet with students upon enrollment to discuss which courses are needed to meet graduation requirements and the student's academic needs. Students and parents or guardians must carefully consider the selection of subjects, since schedules are developed and teachers are assigned based on courses selected.

Student schedules will be computer-generated based on courses selected during the spring. A list of courses will be distributed to students.

Schedule Change Policy

All classes are created on the basis of the student needs, and where possible, student requests made during the meeting with a counselor. Schedule changes must be strictly limited and controlled by the counselors and administration.

All student requests for schedule changes must have Administrative approval for the following reasons:

Administrative Changes (no penalty):

- a. Mechanical error corrections.
- b. Changes to meet graduation requirements.
- c. Changes necessitated by failures.
- d. Classroom balancing.
- e. Within department changes recommended by teacher.
- f. Necessitated by health and recommended by the school nurse.
- g. Prior completion of the course in summer school.
- h. Changes in special programs as recommended by the teacher and approved by campus administration.
- i. Administrative changes with principal approval.

Procedure for Changes

1. Student submits a Principal Conference Request.
2. The principal completes a "Request for Schedule Change" form and returns it to the Registrars.
3. The principal will process the approved change and will give the student a schedule change form. The student must show this notice to all teachers involved and return textbooks to teachers of dropped courses.

Gifted - Talented Program

Gifted and talented are those students who are capable of high performance and who demonstrate outstanding abilities in one or more of the following areas: specific academic aptitude, creative and productive thinking, critical thinking, and leadership. The Ki Charter Program for the Gifted and Talented is designed to meet the needs of students of significantly high aptitude, achievement, and motivation. The special program provisions are designed to meet their educational needs, as well as to assist them in realizing their potential contributions to self and society. In order to accomplish these goals, students identified as gifted and talented are provided the following opportunities:

1. Students may take honors and advanced courses in all offered disciplines.
2. Honors courses for students who wish to prepare for the Advanced Placement Examinations.
3. Gifted-Talented seminars with specific focus will be offered during the year.

Tutorial Services

The teachers shall provide tutorial services in all subjects. Each department (Math, English, etc.) will schedule, publicize, and staff 2 hours of tutorials per week for the general student population.

Individual teachers may also schedule tutorial times for their students. Students are encouraged to schedule tutorials before and after school and/or at lunch according to arrangements made with the individual teachers. Students have access to tutorials as well as to the library, and computer labs.

Credit by Examination

There are two types of credit by examination.

1. For Acceleration Without Previous Instruction:

Credits required for graduation may be earned through credit by examination. Grades received through credit by

examination will not be used in calculating grade point averages and class rank. According to TEA, a grade of 80 must be achieved to receive credit by examination for acceleration for courses not previously taken. Dates for credit by examination will be:

September 25, 2020

November 6, 2020

January 8, 2021

February 19, 2021

April 9, 2021

May 27, 2021

2. With Prior Instruction

Students may earn credit by examination in any academic course at the secondary level with the prior approval of the appropriate counselor. To be eligible to earn credit by examination, a student shall have had prior instruction in the course. Credit by examination with previous instruction is available through Texas & Texas Tech universities. To receive credit, students shall score a grade of 70 or above on the examination.

To obtain information regarding Credit by Examination, see your principal or counselor.

GRADUATION REQUIREMENTS

Candidates for graduation must meet the one of the graduation plans available to them. See counselor for graduation requirements.

Students entering High School prior to 2014-15 shall enroll in the courses necessary to complete the curriculum requirements for the Recommended High School program or the Distinguished Achievement High School Program as well as mastery of all Exit Level Texas Assessment of Knowledge and Skills or EOC tests.

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. See the school counselor for additional information.

Testing Program

The principal will designate an appropriate individual on the campus to develop and administer personal graduation plans for students in Grades 8-12 who have failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in ninth grade. A student’s IEP is acceptable for use as the student’s personal graduation plan. For a student in a special education program not performing satisfactorily on state assessments, the ARD committee is responsible for designing such a program.

Students must pass with a Satisfactory score on the STAAR end of course assessment in order to meet graduation requirements. Although TAKS is no longer the State assessment, students who were required and have not mastered TAKS still need to fulfill this requirement.

School Records

Upon request of the receiving school, school records are sent for students who transfer to another public school.

Transcripts

Students enrolled may request a transcript be sent to a college or university or to a prospective employer or scholarship by filling out a transcript request form in the Registrar’s Office. Transcripts are free; however, all debts and obligations must be cleared before transcripts will be forwarded.

Computer System Access

Access to all of Ki Charter’s computers, computer networks, electronic mail, and the Internet is for educational and administrative purposes. The Superintendent or designee shall require all users to agree in writing to comply with Ki Charter’s policies and procedures in regards to such access. Failure to comply may result in disciplinary action.

Protection Measure

The Superintendent or superintendent’s designee shall ensure that Ki Charter utilizes a filtering device or software that prevents any Ki Charter computer, and prevents Ki Charter’s Internet service, from accessing material that is obscene, child pornography, or harmful to minors.

Internet Safety

The Superintendent or superintendent’s designee shall implement a safety plan that ensures:

Online activities of minors are monitored at the discretion of The Superintendent or superintendent’s designee;

Students’ Internet access to inappropriate material is controlled;

Students' safety is ensured when using electronic communication, including, but not limited to electronic mail, social networking sites, and chat rooms;

The prevention of unauthorized access, including hacking, and other unlawful activities;

The prevention of the unauthorized disclosure, use, and dissemination of personal information regarding minors; and

Students are educated about appropriate online behavior including interacting with other individuals on social networking websites and chat rooms, and cyber-bullying awareness and response.

Monitored Computer Use

The use of Ki Charter's computers and/or Internet system is not confidential and may be monitored by designated Ki Charter personnel to ensure appropriate use.

Prohibition Against Harassment, Intimidation, or Bullying

Ki Charter strives to provide students and staff with a school environment free from harassment, intimidation and bullying.

Prohibition. Ki Charter explicitly prohibits harassment, intimidation, bullying and/or cyber-bullying on the basis of race, color, national origin, sex, disability, age, sexual orientation, and/or religion. Ki Charter prohibits harassment, intimidation, bullying, or cyber-bullying in any form at school, school-related events, including off-campus events, school-sponsored activities or any event related to school business.

Bullying occurs when a person is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself. It is aggressive behavior that involves unwanted, negative actions. It involves a pattern of behavior repeated over time. It involves an imbalance of power or strength.

Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. "Cyber-bullying" is when a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen, or teen using the Internet, interactive and digital technologies, or mobile phones. It has to involve a minor on both sides or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyber-stalking. Adult cyber-harassment or cyber-stalking is never called cyber-bullying.

Definition. Harassment, intimidation, bullying, or cyber-bullying means engaging in written or verbal expression, expression through electronic means, through the use of cell phones, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the school and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or is sufficiently severe, pervasive, or persistent enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Reporting. Ki Charter encourages students who believe they are being subjected to harassment, intimidation, or bullying and students who have first-hand knowledge of such harassment, to report the matter promptly to any Ki Charter employee, adult volunteer, contractor, or agent who is not involved in the alleged harassment, intimidation or bullying. Any Ki Charter employee, adult volunteer, contractor or agent who witnesses, overhears or receives a report, formal or informal, written or oral, of harassment, intimidation, or bullying shall report it in accordance with procedures developed under this policy.

The Superintendent Responsibilities. The Superintendent shall take appropriate actions to ensure Ki Charter's Harassment, Intimidation, and Bullying policy and procedures are enforced.

This policy that includes:

- a. An absolute prohibition against harassment, intimidation, or bullying;
- b. A method to ensure initial and annual dissemination of this policy and associated procedures to all students, parents, teachers, administrators and all other Ki Charter employees, volunteers, contractors, and agents;
- c. Annually disseminating age-appropriate information to students on the recognition and prevention of harassment, intimidation, or bullying;

- d. Annual staff development training in harassment, intimidation, and bullying prevention, awareness, and reporting.
- e. Identification of school officials responsible for investigating reports and making decisions based on the outcome of the investigation;
- f. Procedures for reporting incidents and the immediate, appropriate, and impartial investigation of incidents which includes:
 - i. conducting interviews of all students involved;
 - ii. conducting interviews of witnesses; and
 - iii. investigating the circumstances of the incident, including events or incidents that preceded the incident;
- g. Prompt notification of the parents of all students involved;
- h. Procedures for resolving complaints that include proper application of consequences consistent with Ki Charter policy and with consideration for state and federal IDEA requirements;
- i. Procedures for parties to appeal the determination of the investigation;
- j. Sets out available counseling options for a student who is a victim of harassment, intimidation, and/or bullying; and
- k. Sets out available counseling options for a student who engaged in conduct that was harassing, intimidating, and/or bullying.

If an investigation reveals that harassment, intimidation, or bullying has occurred, the Superintendent or superintendent's designee, must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent harassment from recurring. Any steps taken to remediate the situation should not penalize the student who was harassed, intimidated, and/or bullied.

Section 9.5. Consequences. Any person found to have engaged in harassment, intimidation, and/or bullying in violation of this policy may be subject to disciplinary action up to and including expulsion. Any staff member who permits harassment, intimidation, or bullying of a student may be subject to disciplinary action up to and including termination of employment. Any staff member who receives complaints of harassment, intimidation, and bullying and does not act promptly or does not forward the complaint to the staff member's supervisor shall be subject to disciplinary action up to and including termination of employment.

Section 9.6. Retaliation Prohibited. Ki Charter prohibits retaliation against any person who in good faith reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with Ki Charter policies and procedures. Individuals who intentionally fabricate allegations of harassment, intimidation or bullying may be subject to disciplinary action in accordance with Ki Charter policies and procedures.

1. Disruption of classes

No student shall be permitted to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school includes:

- a. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
- b. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
- c. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
- d. Entrance into a classroom without the consent of the principal, vice-principal, or teacher.
- e. Acts of misconduct and/or use of loud or profane language causing disruption of class activities.

2. Disruption of lawful assembly

No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the District. A lawful assembly is disrupted when any person in attendance is rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.

Conduct by students, either in or out of class, that for any reason (whether because of time, place, or manner of behavior) materially disrupts class work or involves substantial disorder or invasion of the rights of other students or employees at school or school-related activities is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

SCHOOL VISITORS

Visitors. The Superintendent or superintendent's designee shall ensure conspicuous signs are posted at each campus entrance requiring all visitors to sign-in at the school campus administrative office. All visitors must present a form of identification or at a minimum their name and date of birth. Ki Charter personnel shall process each visitor through the Texas Department of Public Safety's Sex Offender Registry Search or other database system which checks for sex offender status. All visitors will be issued a badge that is to be worn at all times while visiting the school campus. Upon their departure they must sign-out at the central administrative office and return the visitor's badge.

Visitors who do not submit a form of identification or their name and date of birth for the purpose of checking sex offender status shall not be allowed on school grounds. However, a parent/legal guardian of a student enrolled at Ki Charter, who has previously established with the school that they are the parent/guardian of the student, but does not provide identification or their name and date of birth at the time of the school visit, shall follow the policy outlined in Section 4.2(a) and (b).

Registered Sex Offenders. Registered sex offenders are prohibited from entering school grounds.

a. Exception.

A parent/guardian registered sex offender may enter school grounds for the following limited purposes:

- i. To attend a conference at the school with school personnel to discuss the academic and/or social progress of the parent/guardian's child;
- ii. When the principal has requested the parent/guardian's presence for any other reason concerning the parent/guardian's child; or
- iii. To pick up their child from school.

b. Requirements for the Exception to Apply:

- i. The parent/guardian must notify the principal of the purpose of the visit and when the visit will occur, including date and time, before the parent/guardian enters the school grounds.
- ii. The principal shall notify the administrative offices of the parent/guardian's intent to visit.
- iii. The parent/guardian must check in at the campus administrative office upon arrival and departure from the school.
- iv. The parent/guardian must remain under the direct supervision of staff at all times.

Protective Orders. Ki Charter personnel shall comply with all legal restraining and protective orders pertaining to students enrolled in Ki Charter.

HEALTH CONCERNS:

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.

In consideration of students with allergies and various food sensitivities, only store-bought food will be allowed for classroom celebrations.

ACCIDENT / ILLNESS AT SCHOOL

All accidents to pupils on the school grounds or in the school buildings shall be reported immediately to the principal. If prompt treatment is believed necessary, the school nurse shall be called. Only first aid treatment may be given by a school employee. If treatment for illness or injury requires other than minor first aid attention, the SMTC unit nurse or their designated alternate will be contacted. If unit nurse or their designated alternate cannot be reached, and immediate medical attention is deemed necessary, the student will be transported by the local Emergency Medical Transport (EMT) team to the nearest medical facility.

BACTERIAL MENINGITIS

State Law requires the District to provide the following information:

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 most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

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 1 year of age) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pain, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, purple-red spots. These can occur anywhere on the body.

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 causal contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). 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?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. The Meningococcal vaccine (MCV4) is required for all 7th – 12th grade students. The vaccine is also recommended for college students, particularly freshman living in dorms or residence halls. The vaccine is safe and effective (85-90 percent). It 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 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 Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Center of Disease Control and Prevention: www.cdc.gov and the Texas Department of State Health Services: www.dshs.state.tx.us

Section 5. Prohibition of Tobacco and Alcohol

Smoking, using tobacco products, E Cigarettes, vaporizers, and the use of alcoholic beverages at school-related or school-sanctioned activities, on or off school property, is strictly prohibited.

Ki Charter students are also prohibited from possessing tobacco products, E Cigarettes, vaporizers, or alcohol at a school-related or school-sanctioned activity, on or off school property. The Superintendent shall ensure that this prohibition is enforced by school personnel.

1. Disruption of classes

No student shall be permitted to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school includes:

- a. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
- b. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
- c. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
- d. Entrance into a classroom without the consent of the principal, vice-principal, or teacher.
- e. Acts of misconduct and/or use of loud or profane language causing disruption of class activities.

2. Disruption of lawful assembly

No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the District.

A lawful assembly is disrupted when any person in attendance is rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.

Conduct by students, either in or out of class, that for any reason (whether because of time, place, or manner of behavior) materially disrupts class work or involves substantial disorder or invasion of the rights of other students or employees at school or school-related activities is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

3. Approval of publications

All student publications and other written material intended for distribution to students shall be submitted for prior review.

Material shall be submitted to the building principal or designee for review. The principal or a designee shall approve or disapprove submitted material within twenty-four hours of the time the material is received. Failure to act shall be interpreted as disapproval.

4. Secret Societies

Students shall not become members or promise to become members of any organization composed wholly or in

part of students of public schools below the rank of college or junior college which seeks to perpetuate itself by taking in additional members from the students enrolled in such school on the basis of the decision of its membership, rather than upon the free choice of any student in the school who is qualified under the rules of the school to fill the special aims of the organization.

5. Gangs

Ki Charter District Board of Trustees feels that the presence of gangs and gang activities can cause a substantial disruption of, or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more individuals whose purposes may include the commission of illegal acts. In addition, for purposes of this policy, a "gang" is a prohibited fraternity, sorority, or society as defined by Texas Education Code, Sections 4.20 and 4.21. Youth gangs are often loose knit groups of individuals who associate with each other on a continuous basis. By this policy, the Board of Trustees acts to prohibit existence of gangs and gang activity.

Students involved in any of the above infractions may be subject to a disciplinary meeting.

PROHIBITIONS

Students are prohibited from gang involvement or gang activities while at school, at any school facility, at any school-sponsored activity. Gang activities and gang involvement are described as:

- a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badge, symbols, signs, graffiti, or other things that are evidence of membership or affiliation in a gang.
- b. Promoting interest in any gang or gang activity including but not limited to:

1. Soliciting others for membership in any gangs.
2. Requesting any person to pay protection or otherwise intimidating or threatening any person.
3. Committing any other illegal act or other violation of school district policies.
4. Inciting other students to act with physical violence upon any other person.
5. Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.

6. Arson

A person commits an offense if he starts a fire or causes an explosion with intent to destroy or damage any building, habitation, or vehicle.

7. Criminal Mischief

A person commits an offense if, without the effective consent of the owner: (1) he intentionally or knowingly damages or destroys the tangible property of the owner; or (2) he intentionally or knowingly tampers with the tangible property of the owner and causes pecuniary loss or substantial inconvenience to the owner or a third person.

8. Trespassing

Trespassing on District property, or entering any District building or structure after regular District working hours or on any day when school is not in session is prohibited, unless with the written permission of a District administrator or teacher. Disciplinary consequences for conduct prohibited by this provision of the SCC will be imposed even if no physical damage is caused to District property as a result of the trespass or unauthorized entry.

9. Electronic Devices

The District prohibits the use of all telecommunications devices, including cellular phones, at all schools during the instructional school day. For purposes of this policy, the instructional school days defined as 8:15 a.m. to the

final bell. Junior high and high school students shall be allowed to possess such devices, however, such devices must **not be visible** and must remain **turned off** during the instructional school day. This prohibition includes any and all electronic devices. Students who violate this policy shall be subject to established disciplinary measures, in accordance with the Student Code of conduct. District employees shall confiscate any telecommunication devices found in violation of this policy and turn them in to the administration office.

10. Social Behavior

Embracing or kissing is not an accepted practice on the school campus. Violators will be subject to disciplinary action. There is a time and place for everything and this type of conduct is not condoned in the school environment.

11. Sexual Harassment

Ki Charter believes all students are entitled to receive education in an environment free from sexual harassment and will not tolerate such behavior. Sexual harassment is a form of sex discrimination that is illegal. It consists of unwelcome sexual attention from other students, or anyone else with whom students may deal with in school or at school-related activities. The range of unwelcome behavior may include:

- * inappropriate touching
- * sexual gestures
- * suggestive verbal comments
- * sexual joking/teasing
- * inappropriate written comments
- * spreading sexual gossip
- * pressure for sexual activity

Students who believe they are being subjected to sexual harassment should contact a campus administrator or counselor immediately. The confidentiality of anyone involved in the reporting or investigation of a harassment claim will be respected. The school's normal disciplinary procedures will be followed in determining the appropriate consequence for sexual harassment.

12. Other Offenses

Students at school or school-related activities are prohibited from:

- a. Cheating or copying the work of another student.
- b. Throwing objects, other than during supervised school activities that can cause bodily injury or damage property.
- c. Leaving school grounds or events without permission.
- d. Directing profanity, vulgar language or obscene gestures toward other students.
- e. Insubordination, including failure to comply with lawful directives from school personnel or to comply with school policies, rules, and regulations.
- f. Exhibiting disrespect or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
- g. Committing robbery or theft.
- h. Engaging in misconduct, as defined by District policies and regulations.
- i. Fighting.
- j. Committing extortion, coercion, or blackmail (i.e. obtaining money or other object of value from an unwilling person or forcing an individual to act through use of force or threat of force).
- k. Engaging in verbal abuse (i.e. name-calling, ethnic or racial slurs, or derogatory statements addressed publicly to others) that may precipitate substantial disruption of the school program or incite violence.

- l. Engaging in inappropriate sexual contact disruptive to other students or the school environment.
- m. Forging a parent's or a staff member's signature.
- Engaging in any other conduct that disrupts the school environment or educational process.
- n. Students may not participate in any activity that involves any form of gambling (i.e. coin tossing, cards, wagers, etc.).

Categories of Offenses

1. Serious First Offenses

- a. Assault
- b. Selling, giving, delivering to another person, possessing, or being under the influence of drugs, alcohol, or inhalants
- c. Possessing a firearm, illegal knife, club or other weapon
- d. Committing arson
- e. Vandalism/criminal mischief
- f. Robbery or theft
- g. Aggressive or disruptive action
- h. Extortion, coercion, or blackmail
- i. Verbal abuse
- j. Insubordination
- k. Fighting
- l. Exhibiting disrespect or directing profanity, vulgar language, or obscene gestures toward teachers or other employees.
- m. Any other conduct that substantially disrupts the school environment or educational process.
- n. Public lewdness

2. Minor offenses

Any violation of the code of conduct that is not listed as a serious offense is considered a minor offense.

3. Persistent offenses

The District defines persistent offenses as two or more violations of the code in general or repeated occurrences of the same violation

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Physical Restraint

Any District employee may, within the scope of the employee's duties, use and apply physical restraint to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the person using the physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.
Restrain an irrational student.

Responsibilities of Students, Parents, Teachers, and Administrators

A. Student's responsibilities are to:

1. Attend school daily except when ill, or otherwise lawfully excused, and to be on time to all classes.
2. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
3. Pursue and attempt to master the essential elements of the curriculum of study prescribed by the district and the state.
4. Express opinions and ideas in a respectful manner so as not to slander others.
5. Refrain from making profane, insulting, threatening or inflammatory remarks, engaging in disruptive conduct, or cheating.
6. Exhibit an attitude of respect towards individuals and property and conduct themselves in a responsible manner.
7. Dress and appear in accordance with district's standards of propriety, safety, health, and good grooming.
8. Assist the school staff in operating a safe school by cooperating with the staff in the investigation of disciplinary cases and volunteering information related to an offense.
9. Be prepared for each class with appropriate materials and assignments. Seek changes in school policies and regulations in an orderly and responsible manner through approved channels.
10. Recite the pledges to the United States and Texas flags once each school day and observe one minute of silence following the pledges for reflection, prayer, meditation or other non-distracting silent activity.

B. Parent's or guardian's responsibilities are to:

1. Ensure their son's/daughter's compliance with state school attendance requirements and promptly report and explain absences and tardies to the school.
2. Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information

at the school.

3. Make every effort to provide for the physical needs of their son/daughter so that he/she is properly fed, rested, and appropriately dressed.
4. Strive to prepare their son/daughter emotionally and socially to be receptive to learning and discipline.
5. Control their son/daughter [A student's parent is liable for property damage caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or, (b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age (Tex. Fam. Code 33.01)].
6. Encourage and lead their son/daughter to develop proper study habits at home, discuss report cards and assignments, and ensure attendance at tutoring as the need arises.
7. Participate in parent-teacher conferences when the need arises (Tex. Educ. Code 21.702).
8. Bring to the attention of school authorities any learning problem or condition that may relate to their son's/daughter's education.
9. Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system.
10. Participate in parent-school organizations.
11. Keep informed of school policies, administrative decisions and academic requirements of any school program as stated in the parent-student handbook.
12. Attend parent-training workshops for home reinforcement of study skills and specific curriculum objectives (Tex. Educ. Code 21.702).
13. Return a signed statement that they understand and consent to the responsibilities outlined in this section (Tex. Educ. Code 21.702).

Dress and Grooming (All Grade Levels)

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:

- A. Shorts, skirts, and skorts MUST be hemmed and should not be shorter than 3 inches above the knee.
- B. No shirts or tops that show bare back or midriff are permitted.
- C. Girls' shoulder straps must be at least 3 inches wide. Sleeveless shirts must be tailored (sewn).
- D. All boys' shirts must have sleeves.
- E. No pictures, emblems, or writings that are lewd, offensive, vulgar, obscene; promote violence, advertise or depict tobacco products, alcoholic beverages, drugs, or sex.
- F. Footwear must be worn.
- G. Girls must wear appropriate foundation garments that do not show.
- H. Sunglasses may not be worn unless the student has a doctor's prescription for their use.

I. Caps, hats, and headbands may not be worn during the school day.

J. No gang-related dress or symbols will be allowed.

K. Hair should be clean and well-kept. Hair should not be a disruption or distraction to the learning environment.

This is determined by administration.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. 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 more serious disciplinary action in accordance with the Student Code of Conduct. The administration reserves the right to extend the dress code to include attire not listed above but which is deemed inappropriate.

13. Acknowledgement of Receipt of Student Handbook

The information contained in this student handbook is important, and I should consult with my teacher or my principal if I have a question that is not answered in this handbook.

I understand that Ki Charter may amend or withdraw any or all portions of this handbook at any time. I understand that it is my responsibility to comply with the provisions in this handbook, including any revisions, and that failure to comply may lead to disciplinary action. I further acknowledge that any revised information may supersede, modify, or eliminate existing provisions within this handbook. I hereby accept and agree to such changes.

I acknowledge that I have read this handbook and agree to read any amendments of the handbook. I understand that I am required to sign and date this Acknowledgment of Receipt and return it to my principal. I understand that a copy of this form will be retained in my student file.

Signature of Student

Date

Printed Name of Student

Date
