

Katherine Anne Porter School Student & Parent Handbook 2026-2027



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Welcome to Katherine Anne Porter School!

The Katherine Anne Porter School (KAPS) is a Public Charter School. We provide educational services to students in the counties of Hays, Blanco, Travis, Caldwell, Comal, and Gonzales. We are funded partially by state and federal financing and partially by private fundraising, parents/guardians, students, and staff. KAPS is a nonprofit corporation headed by an elected Board of Directors.

KAPS currently provides a full high school curriculum with an emphasis on well rounded education, arts, and lifelong learning skills. We serve grades 8-12 with the ability to offer a TEA accredited high school diploma.

As we are a public school; there is no tuition or fee structure, and it is open to all applicants who meet normal high school prerequisites, subject to availability of openings.

We are Dragons, and our colors are blue, black, and silver!

Who was our namesake?



Katherine Anne Porter was born near Brownwood, TX in 1890 and moved to Kyle, TX in her early childhood. She worked as a writer and teacher most of her life in various spots around the United States, Mexico, and Europe. She wrote articles for a number of magazines and newspapers and published several notable short stories. In 1962, she published the very popular novel *Ship of Fools*, which was awarded the Pulitzer Prize and was later made into a film.

She is known as a writer of great clarity, achieving a style of objectivity without sacrificing sensitivity. Many of her stories used the geographic locales of the South, the Southwest, and Mexico. Although most of her works were written and published outside of Texas, she is considered one of the state's best and most famous writers.

Katherine Anne Porter died in September of 1980. Her childhood home in Kyle was purchased by a group dedicated to preserving her memory. That group evolved into the founders of the KAP School, who saw a need for a school focused on the arts in the rural hill country area.

Our Shared Vision

Our Vision

We foresee highly developed and well valued individuals who are engaged and successful at reaching their full potential in their community and beyond.

Our Identity Comes From Our Mission

We are here to educate and empower our students with the knowledge, skills, and practices to be successful and compassionate in school and life.

Our Values and Commitments

We value the voice of every member of our community and expect everyone to embrace and employ these values and commitments:

Academic Achievement-We put learning first, with the belief that knowledge, and understanding leads to positive action and empowerment, positioning individuals for success.

Freedom-We offer diverse opportunities for people to bring all of who they are to our community so that creativity thrives.

Participation & Collaboration-We work together to have focused participation and collaboration toward the positive development of our community.

Respect-We practice respect for oneself, others, and our world.

Great Thought and Art-We are committed to fostering appreciation, participation and creation of great thought within multiple artistic arenas.

Community Involvement & Service-We shape our community just as our community shapes us through engagement and service based projects.

Environmental Stewardship-We teach and practice conservation and protection of our natural resources and wildlife.

What Defines a KAPS Dragon Graduate?

Value	Dragon Display of Each Value
Academic Achievement	A KAPS graduate has the knowledge and skills needed to demonstrate accountability, courage, clarity of vision, and resilience in pursuit of lifelong learning and personal success.
Freedom	A KAPS graduate is creative in one's self expression while choosing to overcome obstacles in the discovery and examination of one's identity.
Participation & Collaboration	A KAPS graduate values teamwork and leadership, while celebrating and learning from others.
Respect	A KAPS graduate honors themselves, others, and their environment by displaying empathy, compassion, and humility.
Great Art & Thought	A KAPS graduate thinks creatively and critically to expand their artistry and world view in order to inspire mindful innovation in their communities.
Community Involvement & Service	A KAPS graduate is committed to the betterment of their local and global communities through dedicated care, outreach, and loving regard for others.
Environmental Stewardship	A KAPS graduate makes choices in light of their important role in protecting and sustaining our fragile ecosystem both locally and globally.

Expectations for Student Behavior

Schools are places of learning. For individual students and schools as a whole to succeed, courtesy, respect, and diligence are essential and are required. In general, each KAPS student is expected to:

- Demonstrate courtesy and respect for others.
- Behave in a responsible manner.
- Be honest and exercise self-discipline.
- Attend all classes, regularly and on time.
- Be prepared for each class with appropriate materials and assignments.
- Meet district and campus standards of grooming and dress.
- Obey all classroom, campus, and District rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Demonstrate respect for the rights, privileges, and property of others, including District property and facilities.
- Cooperate with and/or assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

KAPS Students have a responsibility to:

- Contribute to cultivating an environment that is conducive to learning and free from harassment, bullying, discrimination, and verbal or physical threats and abuse.
- Treat others with respect and dignity. Attend school daily according to the school's calendar and arrive on time.
- Once materials have been acquired, students are responsible for being prepared for and productive in school.
- Conduct themselves in a manner that maintains a safe and clean school environment.
- Respect school property and shared resources, and exercise due care while using school facilities and equipment.
- Not harm other community members either through words, actions, or deeds, including but not limited to taking of personal items.
- Refrain from malicious comments and obscenity in verbal, expressive, or written form.
- Be hygienic and follow the dress code.
- Follow the expectations outlined in the Student Handbook and abide by the school's policies and procedures.

Parents:

Parents can be engaged in the educational partnership by:

- Encouraging students to put a high priority on education and work with students daily to make the most of the educational opportunities at school;
- Ensuring students complete all homework assignments and special projects and come to school each day prepared, rested, and ready to learn;
- Monitoring student dress to ensure it adheres to the school's dress code;
- Encouraging students to eat a good breakfast before school;
- Encouraging and helping students to develop good study habits;
- Being aware of the school's ongoing bullying and harassment prevention effort;
- Sharing with students the importance of observing and obeying school rules;
- Ensuring students' prompt and regular attendance, providing proper documentation for absences and/or tardiness to school;
- Attending scheduled parent-teacher conferences (at the end of each 9 weeks, as per school calendar) and requesting additional conferences as needed;
- Attending Board meetings to learn more about District operations;
- Discussing school assignments, progress notices and report cards with students;
- Keeping informed of school policies and academic requirements for school-related activities;
- Volunteering and participating in school-related organizations and activities where possible;
- Serving on a committee at your campus or a District committee;
- Informing the school of any learning concerns or conditions that may relate to the student's education;
- Contacting school officials if you are concerned with your child's emotional or mental well-being;
- Providing the school with current home, work, and emergency telephone numbers and other pertinent information;
- Cooperating with teachers and school administration;
- Ensuring student attendance when tutoring is required or recommended.

Teachers:

Teachers show their support of the educational partnership by:

- Serving as appropriate role models for students;
- Teaching the Texas Essential Knowledge and Skills (TEKS) as required by TEA;
- Complying with District and school policies, rules, regulations, and directives;
- Preparing appropriate assignments and resource materials;
- Establishing rapport and effective working relationships with parents, students, and other staff;
- Promoting good student behavior management;
- Maintaining an orderly classroom atmosphere that is conducive to learning;
- Practicing appropriate preventive methods of discipline;
- Enforcing rules in a fair and consistent/manner;
- Fostering good work habits to support each student's achievement of personal goals and academic excellence.

KAPS Admissions Policy

Anti-Discrimination

The KAPS is an open enrollment public charter middle/high school. KAPS prohibits discrimination in its admission policy on the basis of sex, gender identity or gender expression, sexual orientation, national origin, race, ethnicity, religion, disability, genetic information, academic, artistic, or athletic ability or the district the student would otherwise attend.

KAPS complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972 ("Title IX"); 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 Age Discrimination Act of 1975, as amended; and any other legally protected classification or status protected by applicable law.

The Katherine Anne Porter School reserves the right to exclude from admission students with documented histories of a criminal offense, juvenile court adjudication or discipline problems under Education Code, Chapter 37, Subchapter A as authorized by the Education Code Section 12.111(a)(6) (A). Any Student coming to KAPS from an alternative disciplinary campus, i.e. DAEP, must have fulfilled the terms and time of that placement prior to entering KAPS.

Application Process

All applications received will be processed, and serially numbered according to the date of submission and all eligible students will be enrolled (if seats are available). If there are more applicants than seats available, the lottery system will be applied in accordance with the provisions below.

Lottery

The lottery will be conducted using a software program to randomly pick students from the waitlist. (www.random.org)

Waitlist

The waitlist will not carry forward to the next academic year. A new application will have to be submitted for the following year.

Intent to Return

Enrolled students must submit a Letter of Intent to return before the due date. Failure to submit intent to return will not guarantee a seat for the following year which could lead to submitting a new application.

Sibling Enrollment

Siblings of current students and children of founders, staff, faculty and board members will have priority enrollment (subject to availability of seats and class schedule)

Enrollment

A student must complete registration and fill out an enrollment packet (for confirmation of admission) School records such as transcripts and grades will be requested from the previous school through TRex (if the previous school is in Texas) or fax (if the previous school is out of state). A decision for enrollment via the enrollment committee will be made within 3 school days after receiving the TRex data. Additionally, the student's immunization records, social security card, and birth certificate are required. The student and guardian(s) will then have an opportunity to meet with the school registrar to set the student's class schedule. Students and parents/guardians will participate in an orientation in order to understand and agree to the academic model and expectations of KAPS prior to beginning classes.

Schedule Changes

Requests for schedule changes must be made to the Registrar/Academic Counselor within the first five academic days of the semester. Schedule changes after 5 days will only be considered under extenuating circumstances and the following conditions apply:

- All applicable attendance data and grades will transfer to the new class.
- Approval for schedule changes will be considered collectively by the teacher, parent, student & registrar.
- After the schedule change, the student is responsible to make-up all work missed within 5 school days.

McKinney-Vento Homeless Education Assistance Act of 2001

Homeless children and youth are ensured specific educational rights and protections under the McKinney-Vento Homeless Education Assistance Act of 2001. "Children and youth who are homeless," as defined by this federal law, means and includes children who:

- Are abandoned in hospitals, or are awaiting foster care placement.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Are living in emergency or transitional shelters.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings.
- Lack a fixed, regular, and adequate nighttime residence.

Children who are homeless will be provided flexibility regarding certain policies and procedures, including proof of residency requirements; immunization requirements; educational program placement; award of credit; eligibility requirements for participating in extracurricular activities; continuing enrollment in the “school of origin” or enrollment in a new school in the attendance area where the student is currently residing; graduation requirements; and other related matters.

KAPS Attendance Policy

KAPS School Days

8:00 A.M. to 4:00 P.M.

Early Release days 8:00 to 12:15

Students are expected to be at school on all days indicated as per the school calendar of each academic year.

Attendance/Absenteeism Policy

Prompt and regular attendance is essential for a student to make the most of the educational opportunities KAPS offers. Excessive absenteeism negatively affects academic progress in school.

The student and parent should avoid unnecessary absences.

Parents are encouraged to schedule medical or other appointment(s) after school hours, when possible. When appointments must be made during school hours, parents are encouraged to select a time after 10:00 A.M., return the child to school as quickly as possible, and avoid missing the same class repeatedly.

Compulsory Attendance Law

The State of Texas requires that all students at least 6 years of age and not yet 19 attend school until they obtain a diploma. It is important that students attend school each day. There is a very strong connection between student attendance and academic performance in school. Therefore, when students miss class, they miss out on learning.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall 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 will be required to attend any assigned accelerated instruction program 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.

[TEA Attendance, Admission, Enrollment, Records and Tuition](#)

Age 19 and Older

Under Texas Education Code § 25.085(e), a student who voluntarily attends or enrolls in school after his or her 19th birthday is required to attend each school day. If a student 19 years of age or older has more than five unexcused absences in a semester, KAPS may revoke the student's enrollment, except that KAPS may not revoke enrollment on a day on which the student is physically present at school. A student whose enrollment is revoked under this section may be considered an unauthorized person on school grounds and the student's continued presence may be considered trespassing. Prior to revoking the student's enrollment, the school shall issue a warning letter to the student after the third unexcused absence stating that the student's enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking enrollment, KAPS may impose a behavior improvement plan.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holidays
- Required court appearances
- Activities related to obtaining U.S. citizenship
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the healthcare provider
- For students in the conservatorship of the state
- An activity required under a court-ordered service plan
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours
- For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been:

- Authorized by the board under policy and
- The student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An election clerk, if the student makes up any work missed.
- An early voting clerk, provided the district's board has authorized this in policy, the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- The district will allow a student in grades 8-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Credit Loss Defined

When students do not meet the 90% attendance rate in a class, it is reflected on their report cards as course credit denial.

90% Rule

In addition to the Compulsory Attendance Law, there is the 90% law. In order to receive credit for a final grade for a class, a student is required to attend class 90 percent of the days a class is offered regardless of whether the student's absences are excused or unexcused. If the student does not meet this requirement, the student must go through the Attendance Recovery Process.

If the student drops below 90% but attends class at least 75% of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal.

Submission of the attendance appeal must occur within 30 school days of the end of the semester in which the credit was denied. The campus attendance committee then meets and renders a decision based on the circumstances as presented by the student and parent within 30 school days of the end of the semester in which the credit was denied.

Illness

We do recognize, however, that perfect attendance is not always possible. Ill children should be kept at home to allow recovery and to keep other students from contracting the illness if contagious.

If your child is absent from all or part of a school day, the student—upon arrival or return to school—must bring a note signed by the guardian or health care professional that describes the reason for the absence. All notes should be provided within two days of returning to school. The campus will update attendance records based on the provided documentation.

If you have any questions about your child's attendance record, please email or call KAPS and for any questions about student absences, parents should contact their campus administrator.

Leaving School During the Day

Students may not leave campus during the day without express parent/guardian and KAPS office permission until completion of the last enrolled class of the day.

A student who must leave school during the school day (doctor or dental appointment, religious observance, etc.) must provide a parental note or a parent must check out the student through the appropriate office. A student returning to the school during the same day must sign in at the appropriate office.

KAPS will remain a closed campus. Students who leave campus during the school day without administrative approval shall be subject to disciplinary action. A student who becomes ill during the school day should, with the teacher's permission, report to the appropriate office. The school nurse/office personnel will determine whether the student should be sent home and will notify the student's parent or guardian, as appropriate. A student who is sent home by the school nurse still must submit an excuse note upon return to school.

Tardiness

Occasionally, an unavoidable delay will cause a student to be tardy. When a student is tardy, valuable instructional time is missed and causes a disruption in the educational process. Discipline for tardiness will be handled at the campus level.

If a student is tardy for their first class of the day more than 3 times in a 9 week period, they will be placed on probation for the next 6 weeks and a parent conference will be arranged.

Secondary Students

A student who is not in his/her assigned classroom after 5 minutes of the bell is tardy. A student who is more than ten (10) minutes late for class without valid reason will be marked absent for the class and the absence may be counted as unexcused.

Unexcused Absences

A student who is absent from any class or required school activity without authorization from the school shall receive an unexcused absence for each school day or partial school day on which the student is absent. Warnings will be issued if a student misses two or more days or parts of days that are recorded as unexcused absences.

Extenuating Circumstances

Absences for which the District may recognize extenuating circumstances in addition to those designated by law are:

- Chronic illness, as established by a medical practitioner's note on file;
- Funeral of an immediate family member, including one day of travel to and one day of travel from the funeral, if needed;
- Family emergencies or unforeseen or unavoidable instances requiring immediate attention;
- Medical or dental appointments; or
- Any other unusual cause acceptable to the attendance appeal committee. Non-extenuating Circumstances Absences for which extenuating circumstances normally will not be recognized shall include, but are not limited to, the following:
 - Baby-sitting siblings;
 - Driver's license tests or personal business;
 - Job interviews, college visitations (except as excused through compliance with college visitation guidelines), and educational trips not approved by the school;
 - Off-campus instruction activities that cause the student to miss other classes (excluding approved extracurricular activities or as allowed by law);
 - Personal or family vacation; business trips; non-school related trips, classes, or activities; work activities other than District or approved work programs;
 - Private lessons

School employees must investigate and report violations of the State compulsory attendance law. A student who is absent without permission from school; from any class; from required special programs (e.g., accelerated instruction and required tutorials) will be considered in violation of the compulsory attendance law and subject to disciplinary action.

KAPS may make a referral to truancy court if the student is absent from school without excuse for ten (10) or more days ,within a six month period in the same school year. KAPS local policy A court of law may also impose penalties against both the student and his/her parents if a school aged student is deliberately not attending school. For a student younger than twelve (12) years of age, the student's parent with a parent contributing to non-attendance, based on the student's failure to attend school. If a student between the age of twelve (12) and eighteen (19) violates the compulsory attendance law, both the parent and student could be referred to truancy court.

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will be notified and the committee shall determine whether the attendance issues warrant modifications to a student's educational program, and or an evaluation or reevaluation as appropriate. A court of law may impose penalties against the parent of a school age student deliberately not attending school. KAPS may file a complaint against the parent if the student incurs ten (10) or more unexcused absences in a six (6)-month period in the same school year.

Emergency Closings

Generally, KAPS dismisses classes for weather-related events on the same days as surrounding local independent school districts. Any closures for weather will be broadcast on local television and/or radio stations. KAPS may also need to close during certain emergency situations beyond the control of

school officials. The announcement of non-weather related school closings will be broadcast on local television and/or radio stations as early as possible. Any emergency closures will also be posted on the KAPS website.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student, ages 6–18 incurs ten or more unexcused absences (days or part of days) within a six-month period within the same school year, the law requires the school to send notice to the parent.

The notice will or may include:

- Warning for pending filing for Parent Contributing to Non-Attendance and/or notice of a Truant Conduct Referral
- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including an attendance behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

For any questions about student absences, parents should contact their campus administrator.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

A student absent without permission from any class or required program or activity (including tutorials) will be considered in violation of the compulsory attendance laws and subject to disciplinary action.

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

[TEA Attendance, Admission, Enrollment, Records, and Tuition](#)

Attendance for Credit or Final Grade (All Grade Levels)

In order to receive credit or a final grade for a class, a student is required to attend class 90 percent of the day's class is offered regardless of whether the student's absences are excused or unexcused. However, attendance in all classes is essential for maximum educational opportunities.

A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the campus administration/principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the campus administration/principal- approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade.

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under "Exemptions to Compulsory Attendance" will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's family had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board.

Official Attendance-Taking Time (All Grade Levels)

Official attendance is taken every day at the official attendance time designated by the district, 10:30 A.M. A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A family must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

KAPS Policies on Attendance

Unexcused Absence

KAPS shall not excuse an absence unaccompanied by a valid written note excusing the absence, the following will not be valid reasons for a request for an excused absence;

- Transportation difficulties. All students are expected to be fully responsible for availing the school transportation provided or else are responsible for arranging reliable means of transportation to be in school on time daily.
- Family events that are not emergencies or crises including but not limited to weddings, birthdays, reunions, vacations, etc.
- Misunderstandings concerning the school calendar. All students are expected to be in school on all days as per the school calendar.
- Students who are 18 years of age or older may legally enroll or withdraw from school without parent/guardian consent but are otherwise subject to the Katherine Anne Porter Attendance Policies.
- Students who are 18 years of age or older may only sign themselves out during the school day in accordance with the policy set above.

Denial of Credit Due To Excessive Absences

The Katherine Anne Porter School expects 100% (min of 90% as per law) attendance in each class assigned. The attendance record for each class period is independent in determining the student's credit award status. If a student misses more than 4 classes (high school) in each subject in one semester, regardless if excused (and counted in the record) or unexcused, that student will be denied academic credit for the course(s) for which they exceeded the 4 absence limit. See [TEC 25.092. MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE.](#)

Appellate Process

- If the particular student or parents/legal guardians of the student feel that there exist extenuating circumstances surrounding excessive absences which may mitigate denial of credit, an appeal may be made to the Katherine Anne Porter School Attendance Committee.
- An Attendance Committee made up of staff and administration members shall hear from the student/parent/guardian in order to evaluate the legitimacy and extent of any extenuating circumstances. The Committee will also hear from any interested educator or administrator to evaluate the student's classroom performance, grades, behavior, and any other information which they feel will aid the Committee in making a decision.
- The Attendance Committee decision will result in one or more of the following:
 - Denial of Credit for some or all of the period(s) in question.
 - Assignment of specific future requirements in the realms of academic performance, behavioral expectations, attendance considerations, etc.
 - Assignment of Summer School(s).
 - Assignment of After School Tutorials.
- Attendance Committee decisions may be appealed to the Principal in writing within 5 school days of notification of the Attendance Committee's decision. The appeal must be in writing requesting a meeting with the Superintendent or Principal.
- The campus administration/principal's decision may be appealed in writing to the School Board within 5 school days of notification of the Superintendents or Principal's decision. The appeal must be in writing, requesting an audience at the next meeting of the Board of Trustees.
- The School Board's decision may be appealed to the Texas Education Agency.

Governance of Saturday Schools/After School Tutorials Only

- Saturday Schools, when offered, are recommended for those students who have an excessive number of *excused* absences and need to make-up lost time and/or work in order to earn academic and/or attendance credit in those course(s) in question.
- Attendance credits derived from Saturday School sessions may only be applied to *excused* absences.
- Saturday School dates will be set by the Principal based on particular needs in particular semesters.
- There is no cost for an individual attending Saturday school.
- One 4-hour Saturday School will offset the removal of one school day's **excused** absence. This will be applied across the day with no exceptions. The student is required to attend the entire session to receive any attendance credit with no exceptions.
- The student attending is solely responsible for bringing and working on academic assignments
- The Saturday School proctor has final say on earned attendance credits based upon the attendee's work ethic, behaviors, and adherence to Katherine Anne Porter School policy.
- In addition, After School tutoring only may be used within the same semester to make-up excessive absences as long as the student has been in attendance not less than 75% of the semester.

Truancy

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year. If a student age 12-18 incurs ten or more unexcused absences within a six-month period in the same school year, the district may refer the student to truancy court. [KAPS Truancy Policy](#)

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the home campus office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available [here](#).

Further information may be found on the Texas Department of Public Safety website.

Health-Physical and Mental

Illness (All Grade Levels)

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without using diarrhea-vomiting suppressing medications for 24 hours.

When your child is ill, please inform the school attendance clerk/teacher about the absence with reason/valid documentation.

If a student becomes ill during the school day, and the school nurse/designated staff determines that the child should go home, the nurse will contact the parent.

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of students with a communicable or contagious disease should notify the Principal or designee so that other students who might have been exposed to the disease can be alerted. School authorities will report those students who are suspected of having a reportable condition. A list of reportable conditions can be found on the Texas Department of State Health Services website at: <https://www.dshs.texas.gov/notifiable-conditions>.

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, KAPS staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. 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 campus registrar to update any information.

Immunization (All Grade Levels)

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 (DSHS), Immunization Branch, can be honored by the district. The form cannot be copied, the original document must be presented to the school nurse, before admission to school. Parents/Guardians are encouraged to order the maximum amount of forms, as different entities may request an original. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse/designated staff can provide information on immunization requirements. 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. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or 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 lifelong condition.

Bacterial 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. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are *Streptococcus pneumoniae*, with over 80 serogroups that can cause illness, and *Neisseria meningitidis*, with 5 serogroups that most commonly cause meningitis.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements and policy](#) for more information.]

Lice (All Grade Levels)

Head lice are very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse/designated staff will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

Medication

Any medications that must be administered to a student during school hours must be provided by the student's parent. All medication, prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

Katherine Anne Porter School will not purchase nonprescription medication for students.

Katherine Anne Porter School faculty 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 FFAC and Texas Education Code Chap. 38 may administer:

- Prescription medication, in the original, property 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.

KAPS authorized staff will administer to a student nonprescription medication, only when: The parent has previously provided written consent to emergency treatment on a KAPS medication form.

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).]

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from the parent/guardian and a physician or other licensed health-care provider. The student must also demonstrate to the health-care provider and the school nurse/designated staff 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/designated staff or principal.

Opioid Antagonist

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained personnel at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonable believed to be experiencing an opioid-related overdose.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Bodybuilding, 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.

Mental Health Support (All Grade Levels)

The parents/district will work in partnership with mental health professionals/community resources to implement programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and post intervention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

State-wide and national informational resources include the following:

- National Institute of Mental Health (NIMH) www.nimh.nih.gov
- National Alliance on Mental Illness (NAMI) www.namitexas.org 512-693-2000 or 1-800-633-3760
- American Foundation for Suicide Prevention; www.afsp.org
 - Crisis line: 1-800-273-TALK (8255)
 - Crisis text line: Text “TALK” to 741741
 - Information line: 1-888-333-AFSP (2377)

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, please contact your child’s school counselor/administration for further information.

Only authorized medical professionals are to recommend use of 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 that is intended to alter perception, emotion, mood, or behavior.

For related information:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service; for recommending a mental health intervention and the mental health liaison’s contact information.
- Comprehensive school counseling program.
- Physical and Mental Health Resources and
- Policies and Procedures that Promote Student Physical and Mental Health

Preparedness Training

KAPS will offer instruction in cardiopulmonary resuscitation (“CPR”) and the use of an automated external defibrillator (“AED”) to students in grades 7–12. This instruction may be provided as part of any course. Students shall receive the instruction at least once before graduation.

{School Name} will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see <https://www.dhs.gov/archive/stop-bleed>

Physical Activity Requirements

Middle/High School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for four semesters.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but must remain in class to learn the concepts of the lessons. In addition, The Restricted Physical Activity Student Report Form must be completed by a doctor.

Physical Fitness Assessment (Grades 8–12)

Annually, the district will conduct a physical fitness assessment of students in grades 8–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. Students complete a diagnostic and final test. Student's results will be shared online.

Vision and Hearing Screenings

Once the child's parent or guardian has given consent for screening, all children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually.

Screening records for individual students may be inspected by the Texas Department of State Health Services or a local health department, and may be transferred to another school without parental consent.

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- District dance team and/or drill team
- Any district extracurricular program identified by the superintendent. This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

www.uiltexas.org/health/info/sudden-cardiac-death

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards. By signing acceptance of the KAPS Student Handbook, the parent/guardian consents to these screening(s). Parents have the right to refuse any health screening, and are required to notify the school nurse/designated staff, and must provide the results of the vision/hearing/spinal or acanthosis results from a medical practitioner.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or 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.

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff will strictly enforce prohibitions against the use of or possession of all tobacco products, e- cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities.

www.capitol.texas.gov/tlodocs/88R/billtext/html/HB00114S.htm

Student Information

Any student admitted to KAPS must have records, such as a report card and/or transcript from the previous school attended, to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in KAPS for the first time must present documentation of immunizations as required by the Texas Department of State Health Services.

No later than 30 days after enrolling in KAPS, the parent and school in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school. Students will not be denied enrollment if they fail to meet this requirement.

{School Name} will forward a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parents' consent.

Food Allergy Information

Parents should notify KAPS when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or 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 front desk if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

Students with special dietary needs due to food allergies or students who need other food modifications must have a physician complete a special dietary needs form available from KAPS.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board of Director's policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Establishing Identification

Any of the following documents are acceptable proof of identification and age: birth certificate; driver's license; passport; school ID card; records, or report card; military ID; hospital birth records; adoption records; church baptismal record; or any other legal document that establishes identity.

Undocumented Students

Enrollment may not be denied to children who are not legally admitted into the United States.

Residency Verification

The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in KAPS, each student's parent must show proof of residency at the time of enrollment. Residency may be verified through observation, documentation, and other means, including, but not limited to:

- A recently paid rent receipt,
- A current lease agreement,
- The most recent tax receipt indicating home ownership,
- A current utility bill indicating the address and name of the residence occupiers,
- Visual inspection of the residence,
- Interviews with persons with relevant information, or
- Building permits issued to a parent on or before September 1st of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Residency for Parents under Child Safety Placement Agreement:

The parent or guardian who is the subject of a parental child safety placement agreement under Family Code 264.902 may establish residency by providing to {School Name} a copy of a letter from the Department of Family and Protective Services indicating that the child is the subject of such an

agreement and that the address of the child's residence during the agreement is within {School Name's} boundaries.

Residency for Servicemembers:

A person whose parent is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing KAPS a copy of a military order requiring the parent's transfer to a military installation in the school's geographic boundaries. Proof of residence in KAPS's geographic boundaries shall be provided not later than the 90th day after the arrival date specified in the order. "Residence" includes residence in a military temporary lodging facility.

Falsification of residence on an enrollment form is a criminal offense.

Academic Information

Changes in grade level classification are made only at the beginning of the fall semester. (Minimum plan requires 22 credits to graduate) High School credits earned in Junior High will count towards a student's graduation plan and will be calculated in their GPA.

The Katherine Anne Porter School, in compliance with State Board of Education Rules, will make all promotions only on the basis of academic achievement.

Grade Point Average

The Cumulative Grade Point Average (GPA) is a calculation based on a Weighted Grade Point Average Scale. All courses will be designated with a weighted numerical value of 4.0 for level Courses, 4.5 for Placement Pre-Advanced and Honors Courses, and 5.0 for Advanced Placement Courses and Dual Credit Courses. Course weight will be determined by a consensus of the department head, the administrative team, and the superintendent.

GPA calculation is determined by the addition of accumulated grade points divided by the number of grade point credits. GPA is rounded to the nearest 1/1000th decimal place.

The following courses receive earned credit only (and are not counted in GPA in some circumstances):

- Local Credit Courses *courses designed to meet a KAPS specific need or interest
- Home school courses will operate only on a 4.0 scale (level courses)

Assignment of Nine Weeks Grades

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Nine weeks grades shall be assigned according to the following criteria:

Texas Education Code states that "a school district shall adopt a "grading policy" and that the policy: Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment/assignments.

Classroom grades – Teacher Instructed

A grade shall be based on summative activities such as major projects, major quizzes, writing pieces, presentations, and tests. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If the project merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Example:

- Grade 1- Content
- Grade 2- Format
- Grade 3- Organization

Recording the same grade multiple times is not acceptable. This includes one teacher recording the same grade multiple times or more than one core teacher recording the same grade. Initial assignment and discussion of long-term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance.

- A grade shall be based on formative activities such as daily class work assignments, homework, and formative quizzes. These grades should be a balanced representation of the types of work completed during the course of the nine weeks grading period.
- Each nine week grade will include an adequate number of grades to best reflect a student's current levels of mastery of the content. Eighteen (18) grades minimum per 9 weeks (2 per week); four (4) of those eighteen (18) must be major grades (categorized as "major grade" in the Ascender platform – state provided grading system).
- Grades (and all portions of grades) shall not be awarded or reduced for any non academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, participation, etc. This becomes punitive in some circumstances and is not equitable.
- A grade of 69 should be recorded as a 70 for the nine weeks grade. At their discretion, teachers have the ability to raise nine weeks grades from 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria ***for all students*** when deciding to raise a grade. Semester grades and Year-End Final grades ***will not*** be rounded in addition to nine week grades.
- No grade (M) will be issued based on any of the following criteria: non-attendance in class, zero assignments turned in and will result in a numeric grade of 0%.
 - (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades (two of which are summative in nature), a grade shall be given.)
 - Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a grade within ten (10) academic days of the end of the grading period.
 - Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year. Incompletes (I) can only be utilized for quarter exams, semester exams, and major grades.
- In determining grading period grades, a variety of assessment strategies should be used.

- All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to Texas Essential Knowledge and Skills (TEKS). Or relevant standards in courses such as AP, SREB, etc. As a result, the following practice shall be used.
- All students will be provided the opportunity to re-submit summative assignments after receiving the grade/feedback of each assignment if the grade is below 70% and the assignment was turned in on time.
- The higher of the two grades between the original assignment and the redo will be counted not to exceed 70. (This does not apply to quarter or semester exams or state assessments). The student's mastery level shall be a major factor in determining the grade for a subject or course. Before any reassessment occurs, a student shall receive appropriate remediation/reteaching AND complete all formative assignments designed to support the summative (This does not apply to quarter or semester exams or state assessments).
- Teachers must provide a reasonable time frame for students to retake assignments with grades scoring less than 70%.
- Teachers will enter grades in the grade book within five (5) school days of assignment due date.
- Once posted in the grade book, students will have two (2) school days to **request the opportunity** to re-do the assignment **AND** shall complete the new assignment within five (5) school days of the original grade posting in the grade book.
- Prior to retesting on a summative task, the student must attend at least 1 tutorial/reteach session with their teacher or an appropriate designee within the department AND complete **and** submit any missing formative assignments (subject to Late Work guidelines).
- Test corrections are not an allowable retest opportunity. Instead test corrections would be an expected task that would be a part of tutorial preparation for the retesting opportunity but would not be used to raise the student's score on the summative assessment.
- If a summative assignment was given during the last week of the grading period, retakes and make ups for absences can be done as needed during the first week of the next grading period.
- Determining grades after an assignment is redone or a test is given.
- For any retaken summative assignment, the grade will only be used if it is higher than the original grade earned on the assignment.
- Any reassessment of a grade will receive a replacement grade that reflects the higher grade of the original or retake not to exceed 70.

If a student scores higher on the original summative assessment than they did on the formative assessment(s) designed to prepare for that summative, then the teacher will replace the lowest of the formative assessment grades associated with that summative assessment with the summative grade value. Any determination to replace a formative grade should reflect a student's progress toward the overall mastery of skills and concepts.

Example:

- Assignment Grade
- Unit 1 Formative Assignment A 45 (*Replace with 84*)
- Unit 1 Formative Assignment B 65
- Unit 1 Formative Assignment C 85
- Unit 1 Summative (Original) 84

Communication Timelines and Review of Materials:

- Student work that receives a numerical grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This would also include makeup or missing work that is submitted.
- Major grades will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%.
- Major Grades shall be graded and returned within the same grading period that they are completed and submitted to the teacher.

Expectations for long-term assignments include:

- Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery
- Major corrections are addressed before a final grade is earned.
- These may take longer than five (5) school days to grade and return.
- Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
- After the second grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, **the parents/guardians must be contacted by the teacher.** If the problem persists, a student teacher- parent conference is required.
- Students have the right to review their tests. All tests given shall be graded, returned, and recorded within five (5) school days of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation. Exceptions will be quarter and semester exams, final exams, state exams, AP exams, PSAT, SAT/ACT, and district common assessments.

Late work

- When an assignment is submitted after a deadline, a penalty of fifteen (15) points per class meeting may be deducted from the earned grade with a maximum of 30 points deducted. Please note that the **point deductions are applied to the earned grade, not necessarily a 100%**
- Teachers will use professional discretion in determining when such a deduction is appropriate.
- Formative work will be accepted for a grade (not to exceed 70% see #1 under Late Work) until the summative assignment for that content is completed or until the teacher documents personal contact with a student's parents/guardians regarding a late assignment. (Once contact is made with the parent/guardian, students should be provided at least one additional day to submit the formative assignment). Teachers may accept work beyond this timeline for purposes of providing feedback to the student, but any grade given will follow the procedures outlined in Late Work #1.

Note: If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of Incomplete (I) on the report card. In such situations, the timelines described in #1 under Communication Timelines will be used. Exceptions to these guidelines may apply in some cases.

Make-Up Work

All students shall be allowed to make up work for full credit when they have an excused absence from class (teacher discretion may be applied for the number of days required, based on the number of days the student was absent and the quantity of pending assignments/classwork/homework).

- Students shall have two school days to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than two days to submit assignments – This is at the discretion of KAPS staff and administration.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's/administrator's discretion.
- Make-up tests or quizzes should be administered during tutorial times to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner. **Make-up tests and quizzes will not be done outside of the academic environment without prior approval from the Teacher/Principal.**

Report Cards/Grades & Progress Notices

Report cards with each student's grades or performance and absences in each class are available to parents-online every nine weeks. At the midpoint of each grading period, progress reports will also be available online to the parents.

Teachers also will inform the parent of a student whose grade falls below seventy (70) during the latter half of the grading period. (Notifications can be set up in the Parent portal) If a student receives a grade that is deemed borderline or less than seventy (70) in any class or subject during a grading period, the parent should schedule a conference with the teacher of that class or subject. At the end of each grading period, parents are asked to review their student's report card, and contact their respective teachers.

Progress Reports

- KAPS utilizes electronic report cards and progress reports through our home access platform. Electronic report cards and interim progress reports are designed to be convenient and easy for parents/guardians to access their student's grades, while supporting the district's efforts to reduce printing. Parents/guardians may request a printed copy of report cards and progress reports to be sent home with the student through the registrar.
- Teachers shall initiate parent/guardian contact within two (2) days from the time progress reports are available for students whose average is below 65. Contact should be documented and kept by the teacher.
- The time period after the progress report, but before the report card, is an important period to monitor a student's cumulative grade. At any time during this period, if a student's grade falls below 60, documentation of parent/guardian contact for all content areas where the grade is below a 60 should be kept by the teacher for verification purposes. If a student's grade average remains below a 60 after parent/guardian contact has been made, interventions should be put into place and communicated with parents/guardians.
- Follow-up communication with parents/guardians shall occur prior to the end of the nine weeks grading period for any content area where a student continues to have a 60 average or below.

In a full credit course (two semesters) where either individual semester grade is 60 or above, full credit for both semesters shall be awarded if the two term grades together average to a grade of 70 or better. A student may be referred to the Academic Committee when they are not reaching the grade of 70 or better.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Class Rank

Class rank is calculated upon completion of each school year and determined by a numerical listing of the Cumulative GPA, from highest to lowest, within each grade classification. Class rank is calculated upon the completion of each school year.

For graduation and college ranking purposes, the calculation at the conclusion of the seniors' 5th 9-weeks grades is used. Class rank for graduating seniors is calculated upon the completion of the junior year (minimum of 15 credits), upon the completion of the fall semester of the senior year, and upon the completion of the fifth six weeks of the senior year.

The following conversion chart will be used when a transfer student's grades are reported by letter grades only, and for GPA calculations. The same calculation ranges will be used for both the 4.5 and 5.0 scales (source - [Princeton Review](#))

Graduation Guidelines

It is the responsibility of the student and the parents to confer with the Academic Counselor to know at all times how many credits the student has earned and how many credits are needed to meet the requirements for graduation.

Students who wish to graduate early should file an early graduation request by the end of the spring of their junior year in order to make arrangements for required summer coursework. This request form is available from your counselor. Approval of the Principal is required.

Graduation requirements for Special Education students will be established by the local ARD Committee in accordance with the policies of the Texas Education Agency.

Grade Point Average (G.P.A)

Students receive grade points based on the semester grade earned in a particular class. GPA is calculated by taking the average of the grade points a student receives for a particular semester. GPA is updated each semester and is used to determine rank. Class rank is calculated for the first time in January of the student's sophomore (10th grade) year.

In KAPS, on-level courses receive a maximum of 4.0 grade points; Honors and some CTE courses receive a maximum of 5.0 grade points; and Dual Credit courses receive a maximum of 6 grade points.

Honors and Dual Credit courses are "weighted" courses because students can earn more grade points in those classes than in on-level classes. Honors and Dual Credit courses are weighted because of their academic rigor.

To help understand the G.P.A. tables, assume a student earns an 92 for the semester in an English course. If this is an on-level English course, the student will receive 3.60 grade points. If a student earns an 88 in an Honors course, the student will receive 4.60 grade points and If a student earns a 92 in a Dual Credit course, the student will receive 5.60 grade points.

Class Ranking and Weighted GPA Calculation Chart:

Grades	On-level Course	Honors	Dual Credit		Grades	On-Level Course	Honors	Dual Credit
100	4.00	5.00	6.00		84	3.20	4.20	5.20
99	3.95	4.95	5.95		83	3.15	4.15	5.15
98	3.90	4.90	5.90		82	3.10	4.10	5.10
97	3.85	4.85	5.85		81	3.05	4.05	5.05
96	3.80	4.80	5.80		80	3.00	4.00	5.00
95	3.75	4.75	5.75		79	2.95	3.95	4.95
94	3.70	4.70	5.70		78	2.90	3.90	4.90
93	3.65	4.65	5.65		77	2.85	3.85	4.85
92	3.60	4.60	5.60		76	2.80	3.80	4.80
91	3.55	4.55	5.55		75	2.75	3.75	4.75
90	3.50	4.50	5.50		74	2.70	3.70	4.70
89	3.45	4.45	5.45		73	2.65	3.65	4.65
88	3.40	4.40	5.40		72	2.60	3.60	4.60
87	3.35	4.35	5.35		71	2.55	3.55	4.55
86	3.30	4.30	5.30		70	2.50	3.50	4.50
85	3.25	4.25	5.25		Below 70	0.00	0.00	0.00

GPA Calculation

GPA points are assigned for each course at the end of a semester. In order to earn GPA points, a student must be in the class and pass with a minimum grade of 70 to earn GPA points according to the GPA table.

Failed courses will be included in GPA calculations with zero GPA points earned. The following courses shall not be included in the GPA calculation:

- Credit by examinations (CBE)

- Summer school courses (exception summer dual credit courses)
- Distance learning courses (i.e. correspondence courses; any on-line course)

Class Ranking

GPA and Class Rank will be calculated for each grade level, transcript updated, and posted in Ascender according to the following timeline:

- **Freshman:** GPA will be calculated and posted to the transcript at the end of the freshman year. The updated transcript will be available in late June.
- **Sophomore and Junior:** GPA and Class Rank will be calculated and the transcript updated two (2) times per year. The updated transcripts will be available in February and in late June.
- **Senior:** GPA and Class Rank will be calculated three (3) times per year, two (2) official, and one (1) unofficial for graduation purposes only. The updated transcripts for the official GPA and Class Rank will be available in late January and mid June.

For Graduation ceremony Honor graduates ONLY: After the third (3rd) quarter, GPA and Class Rank are calculated to determine Valedictorian, Salutatorian, Top Ten Students, and Honor Graduates. The unofficial third (3rd) quarter calculated GPA and Class Rank are not posted on the transcript and are **NOT THE FINAL CALCULATION**. Please note, the third (3rd) quarter calculated GPA and Class Rank **does not “freeze” a student’s GPA**. The final official GPA and Class Rank will include spring semester grades and will be calculated and the transcript updated at the conclusion of the senior year.

Class rank for early graduates will be established in accordance with the expected completion date of all graduation requirements. Students attempting to complete state and KAPS graduation requirements during the school year will be included in the class rank of the current year’s graduating senior class. Students attempting to complete state and KAPS graduation requirements outside of the regular school year will be included in the class rank of the following year’s graduating senior class.

Valedictorian And Salutatorian

In accordance with KAPS policy, valedictorian and salutatorian are respectively named as the two students with the highest cumulative GPA in the graduating senior class at the conclusion of the fifth nine weeks grading period. To be eligible for valedictorian status a student must have continuously attended KAPS for at least 2 years (junior and senior years). Administrative discretion by the principal, or principal’s designee, is retained in resolving conflict arising from stated policy.

In the event that two students share the highest cumulative GPA, both students will share the valedictorian honor with no salutatorian named. Should a tie develop for salutatorians, all those tied shall be recognized.

Gifted & Talented Program

Goal:

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Student Identification:

KAPS will use the following criteria to identify gifted and talented (GT) students.

- The Renaissance (universal screener) Star Reading and Math assessments percentile scores from the beginning, middle and end of the school year will be used to identify GT students. The computer-adaptive test will provide percentile rank scores ranging from 1 to 99 and express student ability relative to the scores of other students in the same grade. All students who score at or above the 50th percentile will be considered.
- Teacher recommendations.
- Parent recommendations.
- State of Texas Assessment of Academic Readiness (STAAR) scores at or above “Meets grade Level” will be considered.

Options for Students with Learning Challenges

If a student has learning difficulties, the parent/guardian may contact the Special Education Teacher/Coordinator (512-648-3180) to learn about KAPS’ special 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, MTSS, and other support services that are available to all students.

At any time, a parent/legal guardian is entitled to request an evaluation for special education services. If a parent/legal guardian submits a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the school district must, not later than the 15th school day after the date the district receives the request:

- Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503; a copy of the procedural safeguards notice required by 34 CFR, §300.504; and an opportunity to give written consent for the evaluation; or
- Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR, §300.503, and a copy of the procedural safeguards notice required by 34 CFR, §300.504.

An educational diagnostician will complete the evaluation and the report within 45 calendar days from the date on which the school district receives written consent for the evaluation from the student's parent/guardian, except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent . KAPS shall provide a copy or the report to the parent/guardian.

Course Final Examinations

At the end of the fall semester course, all students, no exemptions, will take a final exam for each class. At the end of the Spring semester, a student may earn an exemption if they qualify under the following conditions:

- IF the teacher of the course approves exemptions for their courses;
- IF a student has a 90 class average or above and only 2 absences for the semester;
- IF a student has an 80 class average or above and only 1 absence for the semester

Graduation Requirements

For detailed information on our graduation requirements, go online to the [TEA Graduation Toolkit](#)

State Assessments (STAAR & EOC)

Grade 8 STAAR and End-of-course (EOC) assessments (STAAR test) will be administered for the following Subjects/courses:

- 8th Grade ELAR
- 8th Grade Math
- 8th Grade Science
- 8th Grade Social Studies
- English 1
- English 2
- Algebra 1
- Biology
- United States History

Retakes are also offered in **June** and **December**. December Retakes are mandatory. Satisfactory performance on the applicable assessments **is required for graduation**. There will be 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. For more detailed information, please click on the link below:

In accordance with the Texas Education Code any student who has taken but failed to achieve a satisfactory score on the EOC assessment for graduation requirement purposes for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an Individual Graduation Committee (IGC). A student may not graduate under an IGC if the student did not take each EOC assessment listed under the TEC, or, as approved by the district, an approved alternate assessment for each subject for which there is an EOC assessment.

For example, A student who did not achieve satisfactory performance on the Algebra I or English II EOC assessment after retaking the assessment, but who received a score of proficient on the Texas

Success Initiative assessment in the corresponding subject area, has satisfied the EOC assessment requirement for that course.

STAAR A and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine what level of proficiency is required. Special Education students are **not** exempt from EOC Assessment.

Accountability under State and Federal Law (All Grade Levels)

KAPS and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website. Hard copies of campus accountability reports are available from the campus administrators upon request.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

Academic Success Plans

Here at KAPS, every student takes an active role in their education. These academic policies ensure that the whole school works together to help students achieve academic success. As academic achievement is the first priority at KAPS, these policies offer early, intentional interventions to help students succeed.

An Academic Success plan is a set of written conditions taking into account a student's past academic performance with the aim of fostering their accountability and personal success. A student may be referred to the administration by teacher, principal, registrar, or Superintendent to be placed on an Academic Success Plan if any of the following are applicable -

- Student has less than a 60% working average in more than one course at either mid-term or end of a grading period (e.g. 9-week cycle);
- Student has less than 60% in any course for more than one consecutive grading period (e.g. 9-week cycle);
- Student has less than a 60% working average at any time in any core subject;
- Student has less than an 80% working average in an honors course at either mid term or end of a grading period (e.g. 9-week cycle);
- Student's cumulative GPA (unweighted) falls below a 2.0.

Administrative Evaluation Methods

The referred student's parents or guardian shall meet with a member of the AET for a staffing. During the staffing, the student may offer a conversation to gain context on the lack of academic achievement. The AET team shall also hear from teachers, instructors, administrators, parents and guardians to more fully understand the circumstances of the student's underperformance. Together they will provide an intervention plan in which learning is monitored and implemented.

Potential Staffing Outcomes

The team will deliver an individualized decision for each referred student with the express purpose of assisting that student in achieving a satisfactory level of academic performance. The Academic Success Plan may:

- Place the student in mandatory tutorials, held during the After School program;
- Recommend to the registrar that the student be removed from honors level courses and placed in level courses;
- Place a student on Academic Probation, which will include a schedule of specific grade improvement(s) that must be met by the student;
- Notify staff members that said student has been placed on Academic Probation;
- Limit participation in field trips, sporting events, ArtsFest, school dances, and all other KAPS-community activities,
- Limit free time in the open areas during lunch.
- Limit or require any other measure deemed necessary and appropriate by the committee.

Alternative Credit Options

Credit By Examination

Students without prior formal instruction in a course may earn credit by exam (CBE) for that course. Examinations used to earn credit shall assess the student's mastery of Texas Essential Knowledge and Skills (TEKS) and shall be properly evaluated before credit will be granted.

If requested by a parent/guardian, examinations may be purchased at the expense of the parent/guardians from either Texas Tech University or The University of Texas and administered by KAPS Staff on the KAPS campus.

If the student has received prior instruction in a course and did not make at least a 70 in the course, the student must earn at least a 75 on the CBE in order to receive credit. If the student has received no prior instruction in a course, the student must score at least an 85 on the credit by exam in order to receive credit.

Should the student fail the CBE, the grade will not be recorded on their transcript. For credit earned by exam, “Credit by Examination” shall appear on the academic achievement record for that course. Credit by exam administration times will be scheduled by the KAPS administration. Full details can be found here:

www.tea.texas.gov/curriculum-and-instruction/learning-support-and-programs/credit-examination

Correspondence Courses

KAPS students may choose to take correspondence courses through approved institutions in order to gain graduation credit. Any tuition and related costs for correspondence courses shall be incurred by the parent/guardian or the student, not KAPS. Credit toward state graduation requirements shall be granted only under the following conditions:

- The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Texas State Commissioner of Education.
- The correspondence course includes the state required TEKS for that course. 3. The specific course has been approved by the Texas State Commissioner of Education.

Dual Credit

KAPS will partner with Austin Community College (ACC) and other universities to provide Dual Credit opportunities to eligible students, with parental permission. The college course is referred to as “dual credit” if it will be used to satisfy a high school graduation requirement. If the college course does not satisfy a high school graduation requirement, it is referred to as “co-enrollment.” In either situation, students are able to get an early start on earning college credit.

The requirements for a college course to be considered for co-enrollment (only college credit classes- does not meet high school graduation requirements)/dual credit at the high school level are:

- It must provide advanced academic instruction beyond, or in greater depth than the essential knowledge and skills as defined by the Texas Education Agency.
- The college offering the course must be accredited,
- The student must have the permission of their parent/guardian and the principal
- The student must meet all admissions requirements established by the colleges.
- Courses must be from the KAPS’ approved list.

Generally, dual credit and co-enrollment college-level classes are transferable. The college offering the class can tell you if the college course transfers to public colleges and universities in Texas.

Students should always check with the college to which they plan to transfer, especially if it is out of state and/or private, to determine if courses will be accepted for credit. The following conditions apply:

- All students must attend KAPS for at least 4.5 instructional hours (three class periods) per day.
- Students must pass any dual credit course required for graduation with a percentage grade provided by the University (ie. if KAPS receives a letter grade of “B,” it must be able to link that to a percentage number, such as an 84, 87, etc. If KAPS only receives the letter grade itself, with no percentage included, it will automatically be adjusted to the lowest percentage in that letter grade category per KAPS grading parameters, i.e, A - 90%, B = 80%, C = 70%, D = 60%)
- Students must complete the appropriate college admission packet and must take the TASP (or ACC alternative test) prior to enrollment in a course. Students exempt from the TASP based on scores from STAAR, ACT, PSAT, or SAT must provide verification and a KAPS transcript to the college to which they are applying. All items must be completed in compliance with KAPS and college deadlines for admission.

Academic Software Program

KAPS is committed to providing quality online courses with flexible, student-based programs that will facilitate academic engagement without prejudice. Our academic software program is available to accommodate students in the following ways:

- Allows individual students to retake courses which they have previously taken but failed to earn a passing grade.
- Credit Recovery/Acceleration in summer school or night school settings (if applicable)
- Gives students additional course options that may not be offered during the regular school day (at the parent/guardian expense if applicable)
- Supplements teachers with additional classroom materials
- Provides additional tutoring options for STAAR and EOC prep

Enrollment in an academic software course is allowed on a case-by-case basis. Students who have proven they are motivated and focused enough to work independently to achieve their goals will have priority in filling the limited seats available.

Criteria For Consideration

- Enrollment in the KAP School as at least a part-time student - meeting all State of TX required attendance times
- A referral from the school registrar identifying which course(s) a student is eligible to take.
- Approval by the Academic Software Coordinator.
- You must be highly motivated, focused, and able to work independently, which will be demonstrated by meeting the acceptable progress guidelines below.

Academic Software Contract must be signed and adhered to by the student.

Acceptable Progress Guidelines

- A full year, regular classroom course is completed in 170 academic days. Students will be expected to follow that timeline; a student must complete 1.25 % of the course each day (6.25% per week).
- Students must maintain a passing grade of 70 in the course.
- All Katherine Anne Porter School rules and regulations apply including the Attendance.

Policy and the computer Acceptable Use Policy

Progress will be monitored weekly by the Academic System Coordinator. Failure to meet the above described timeline criteria could result in:

- **First Incident:** Probationary status with one week to improve performance to meet required progress schedule. Failure to redeem probationary status will result in removal from the program in favor of a classroom setting.
- **Second Incident:** Removal from the program for the remainder of the semester. Students will have to go through admission criteria again to be considered for re-enrollment into the program the following semester.

Student Expectations

Students at KAPS are expected to adhere to the Code of Student Conduct, to adhere to all school rules, to represent the school in a positive manner at all times. The aim of the KAPS student is to become both a high school graduate and a productive citizen of our community and society.

Community Service Hours

Additionally, all students are required to complete 10 hours of community service per semester during their tenure at the Katherine Anne Porter School. Completion of community service must be fulfilled in order to meet graduation requirements. Appropriate projects and venues to satisfy the community service requirements for graduation are determined by the principal in accordance with KAPS guidelines. Students are responsible for documenting, obtaining signatures, and keeping track of community service logs completed outside of KAPS opportunities. Any in school service completed should be submitted by the giver or hours in the appropriate google sheet.

KAPS also awards The Porter Volunteer Service Award to all eligible seniors. The Porter Volunteer Service Award is a blue cord that will be worn at graduation by each senior student who has completed 100 or more community service hours during their high school tenure.

Technology Policy

Technology at the Katherine Anne Porter School is provided to facilitate the student's education. Violation of school policy will result in appropriate disciplinary action.

All students at the KAPS are required to follow these acceptable use guidelines:

- The student may only use their password and user ID to enter the computer system.
- Under no circumstances are students allowed to share their login credentials.

- Students are not allowed to bring food or beverages into any computer lab nor are they allowed to have food or drinks around any school computer equipment.
- The student will follow the directions of the Faculty Member in charge.
- Vandalism or misuse - The student may not do anything to damage or disrupt equipment or system performance.
- Students will not use the school's technology for personal, financial, or commercial gain.
- The unauthorized use of programs/applications is prohibited – (i.e., Students can only use programs for which they have been given rights).
- Students are not allowed to tamper with another student's account.
- The network administrator reserves the right to disable any student's account upon suspicion of improper use of equipment or the violation of any of the stated guidelines.

If there is a violation of monetary value, then the student and parent/guardian will be held responsible. No teacher or Katherine Anne Porter School Employee may be held responsible or legally liable for material distributed or acquired from the network or Internet.

Internet Filtering:

The school uses an internet filter to aid in the reduction of violent, offensive, inaccurate, inappropriate and illegal material found on the internet. If for some reason the filter stop functioning, students are still expected to adhere to school policy.

Any attempts to bypass the web filter will result in disciplinary action.

Campus Cell Phone Policy

In alignment with House Bill 1481, the district will prohibit student use of personal wireless communication devices, such as, but not limited to, cell phones, smart watches, and tablets, throughout the instructional day. Students are not to have cell phones or other devices for personal communication on their person throughout the instructional day. Students who bring such devices with them to the school campus are to turn them in with the front office at the beginning of the instructional day, and will have such devices returned to them at the end of the instructional day.

This is in effect in all areas of the campus during the instructional day, including cafeterias, hallways, and restrooms. The instructional day is defined as the time from the first bell to the last, including lunch and passing periods. Parents or guardians who need to contact their children during the school day must call the front office, and staff will ensure the message is delivered in a timely manner.

Consequences

First consequence- communication device confiscated, returned to parent/guardian with a \$15 fee paid by parent/guardian

Second consequence- communication device confiscated, returned to parent/guardian with a \$15 fee paid by parent/guardian

Third consequence- communication device confiscated, returned to parent/guardian with a \$15 fee paid by parent/guardian.

Fourth consequence-communication device confiscated and KAPS will send out notice of the school's intent to dispose of the device with 90 days prior written notice

Prohibited Materials & Student Behavior

Weapons:

As defined under [Title 10, Chapter 46](#), Sec. 26.06, 46.05, 46.11

It is unlawful to carry, or make statements of intent to carry on school property, at school events or on school transportation. Possession of weapons at school or at school functions is a serious offense that will resume in action required by law as well as expulsion. Additionally, toys that imitate weapons are prohibited.

Prohibited Substances:

Students shall not possess, use or transmit illicit, prescription, over the counter, or illegal drugs, alcohol, or alcohol paraphernalia, tobacco (including cigarettes, cigars, chewing tobacco, snuff, e-cigarettes/vape pens, or any other forms of smoking devices).

Items that may be used as inhalants (e.g. aerosol sprays including aerosol based deodorants and body sprays), or any substances that may be reasonably be considered an intoxicant (e.g. synthetic Chemical intoxicants) on KAPS premises, in provided transport, or while participating in KAPS sponsored events. These behaviors will include involvement of law enforcement, medical assistance and expulsion. All confiscated items will not be returned.

Caffeine or other energy supplements/drinks (including but not limited to caffeine, taurine, ginkgo baloba, et cetera in any form including but not limited to pill, drink and gum) are not permitted on KAPS premises, in provided transport, or while participating in KAPS sponsored events. All confiscated items will not be returned.

Other Prohibited Items:

While on campus, students must use clear bags/backpacks that can easily be seen into. Opaque bags may not be carried throughout the day, but may be left at the front office, and a clear backpack will be provided while supplies last.

Any item or toy that distracts from lessons or creates a disruption that may hinder the learning of others is not to be brought into the classroom. Examples of this include, but are not limited to, fidget toys or other toys/items with an audible component, slime, toys/items with flashing lights, electronic games and toys and trading cards.

Student Behavior

Threats of Violence or Bullying:

The Katherine Anne Porter School faculty and staff will not tolerate bullying. Our faculty takes great pride in promoting a positive school culture; building healthy relationships between staff and students.

Bullying is defined in [Section 37.0832](#) of the Education Code as a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means or physical conduct 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or infringes on the rights of the victim at school.

Verbal or physical threats of any kind will be treated as serious offenses and may warrant disciplinary action, including expulsion, and/or police involvement.

Cyberbullying:

As defined by [Section 37.0832](#) of the Education Code bullying that is done using any electronic communication device, including through the use of cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, a social media application, an internet website, or any other internet-based communication tool.

Prohibition of Bullying:

In the following cases, bullying is prohibited:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school related activity on or off school property;
- Bullying that occurs on a public or privately owned school bus or vehicle being used for transportation of students to or from school-sponsored or school-related activity.
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity is prohibited if the cyber bullying interferes with a student's educational opportunities or if it substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying and cyberbullying could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading or ostracism.

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 faculty member immediately. Our administration will investigate any allegations of bullying or other related misconduct.

Prevention of Bullying:

The district will prevent bullying to the best of its abilities by focusing on maintaining a positive school environment and by building healthy relationships between students and staff. The district shall pursue this goal by:

- Establishing a committee of staff and faculty to address bullying by focusing on prevention efforts and wellness initiatives;
- Requiring students at each grade level to meet periodically regarding preventing bullying and cyberbullying, and to build relationships;
- Increase school-wide awareness about the district reporting procedures;
- Provide students a method for anonymously reporting bullying incidents;

Theft and Vandalism:

KAPS students are responsible for the care and respect of the physical environment at the school and on KAPS transport. Students are encouraged not to bring large amounts of money or items of value to school in order to lessen the likelihood of theft. Vandalism and theft are serious infractions, and will result in disciplinary action which may include expulsion. To include KAPS –provided transport, or while participating in KAPS sponsored events.

Mediation of Bullying:

If the above cases for either bullying or cyberbullying have been met, the district will take steps to mediate between the affected parties.

Dating Violence:

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by [Section 71.0021](#) of the Texas Family Code. Dating violence is never to be tolerated at Katherine Anne Porter School. Should a student be suspected of being a victim of dating violence, a report should be filed through iWatch Texas. A link to iWatch Texas can be found [here](#) or on our website at kapschool.org, under Resources. Upon receiving any report identifying a student to be an alleged victim or perpetrator of dating violence, the Katherine Anne Porter School district shall immediately notify said student's parent or guardian of the report.

Safety:

Students are obligated to ensure that the Katherine Anne Porter environment is safe and comfortable for all its members. Students will not engage in any conduct, be it physical, verbal, or otherwise, that poses any level of harm to themselves or others. This includes, but is not limited to, scaling walls or climbing over handrails. Students will not exhibit any behaviors that create a physically, mentally or verbally hostile environment for other members of the KAPS community, both staff and students alike. Students will not tamper with ANY school equipment including, but not limited to, alarms, fire extinguishers and kitchen equipment.

Safety Planning:

When responding to an incident regarding bullying, sexual harassment, or dating violence, Katherine Anne Porter School may collaborate with the victim to create a safety plan. The safety plan may address, but is not limited to addressing, the following elements:

- The schedules of personnel that have been identified as a support system for the victim.
- Routes to and from school.
- Routes to and from classes.
- Names and contact information of peers that can support the victim on school grounds.
- A discussion of school related problems and areas of concern, as well as strategies the school can employ for increasing safety.
- A plan of action for the victim to follow should they encounter the perpetrator outside of school.
- A list of general safety tips to aid the victim outside of school, such as:
 - Lock doors
 - Screen phone calls
 - Never walk home alone
- A list of local resources: shelters, hotlines, agencies, advocates, and other services.
- Follow-up meeting dates for review and necessary adjustments.
- Referral to the National Teen Dating Abuse Helpline: 1-866-331-9474 and the Helpline's online home: www.loveisrespect.org, for peer support, information, and referral for youth concerning violence or abuse in dating relationships, and an opportunity to talk with or chat online anonymously with trained peer advocates.
- Referral to the National Sexual Assault Hotline: 1-800-656-HOPE and the Hotline's online home: www.rainn.org, and
- Referral to the Dating Violence Legal Line: 1-800-374-HOPE for assistance accessing legal tools such as a protective order (stay-away order).

If a safety plan is developed for a victim, Katherine Anne Porter School will inform the victim's parent or guardian that a safety plan has been developed, as well as the details of this plan, unless this action would endanger the victim.

Enforcement of Protection Order

When a protective order (legal stay-away order) has been issued by a court to protect one student from another, Katherine Anne Porter School will take the following steps:

- 1) Hold separate meetings with the victim and the alleged perpetrator to:
 - Review the protective order and ramifications.
 - Clarify expectations.
 - Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator.
 - Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before- and after-school activities, locker, etc.
 - Katherine Anne Porter School will ensure that, whenever possible, face-to-face contact between the victim and the perpetrator will be avoided. If any scheduling changes need to be made, the victim's preference will be given the highest priority. The burden for any schedule, bus, or lunch changes will fall on the alleged perpetrator, and not the victim.

- 2) In meeting with the victim, Katherine Anne Porter School will consider:
 - Helping the victim identify adults within the school setting who they feel comfortable with.
 - Developing a safety plan.
 - Katherine Anne Porter School maintains that the victim always be provided with the right to have a support person present during all stages of the investigation.
- 3) In meeting with the alleged perpetrator, Katherine Anne Porter School will consider developing a plan that may include:
 - Identification of key staff members to check in with daily/weekly or as needed.
 - Any needed class, or schedule changes.
 - Changes in arrival and departure times to and from school.
 - Changes in arrival and departure times to and from classes.
 - Clear review of expectations and consequences for any violations.
 - Follow-up meeting dates to review how things are working and to make any necessary adjustments.

School-Based Alternative to Protective Orders

If needed, Katherine Anne Porter School will implement a school-based alternative to a protected order. The most common method that Katherine Anne Porter School might employ is a Stay-Away Agreement.

Stay Away Agreement:

The Stay-Away Agreement provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at any school sponsored activity. Such an agreement will be designed to ensure the protection of the victim.

Katherine Anne Porter School will administer Stay-Away Agreements in a conference with the alleged perpetrator and their parent or guardian. If the parent or guardian is unavailable or unwilling to attend the conference, Katherine Anne Porter School will make note of such on the agreement. A Stay-Away Agreement may include, but are not limited to, the following elements:

- A description of the relationship between the victim and alleged perpetrator.
- A description of the violent incident(s): what, when, where, witnesses.
- A list of behaviors that the alleged perpetrator may not do, such as talking to the victim, sitting near the victim, sending notes to the victim, etc.
- Schedule changes for the alleged perpetrator (to separate the victim and alleged perpetrator), including classes, arrival and dismissal times, extracurricular activities, and whatever else may be necessary.
- Notes on other disciplinary actions taken.

Disruption:

[Texas Education Code § 37.124.](#) Disruption of Classes

Students are expected to be attentive in class and other school functions and be respectful of the staff and their classmates. Disruption of class or other school activities will not be permitted. It is a violation to disrupt the learning environment for any learner.

Disruption of Classes Public Displays of Affection: Students are to refrain from public displays of affection (PDA) beyond hand-holding. Other forms of physical contact are not appropriate both while at school and school sponsored activities.

Leaving classes: Students are expected to be in their assigned classrooms from the beginning of a class period until the end of that period. Students may leave class only upon requesting and receiving a hall pass from their teacher and students are expected to tend to the requested business (bathroom, office visit, etc.) and return to class immediately and by the most direct route possible. School staff will monitor students with hall passes; excessive delays in returning to class or visiting unauthorized areas with a hall pass may result in the (disciplinary action as determined by the 45 teacher/administration-parent call, lunch/after school detentions. Repetitive violations can result in parent conference/in school suspension and possibly expulsion if the practice is continued.

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Students are to refrain from public displays of affection (PDA) beyond hand-holding. Other forms of physical contact are not appropriate both while at school and school sponsored activities.

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School assemblies, fire drills, and other group functions:

Students are expected to attend all school assemblies and to listen courteously to the presentation with due respect to the time and professional experience of the presenter. Likewise, from time to time, the school will hold emergency drills (fire, bad weather, active shooter, lockdown..) during which the students will quietly follow the directions of the teacher and be compliant at all times during the practice/actual event. At the conclusion of these events, students are expected to return promptly to class or their assigned location.

Food and drink:

Food and drink are allowed in the cafeteria, and open areas **excluding** on the sports court and in the bleachers. Bottled water is the only exception to this rule, and is permitted in class at the discretion of the teacher. This privilege is contingent on students cleaning up after themselves; littering in the common areas of the school may lead to restrictions on eating outside of the cafe.

Outside food and drink are not permitted to be delivered to students during the regular school day.

Responsibility

Care of Campus:

If a student creates a mess, they are expected to clean it up. If a student moves school property, they are expected to put it back. If a student damages school property, they should repair it, or the parent/guardian will be financially accountable for repairs to be made.

Leaving Campus:

Once students arrive on campus, students must remain on campus unless the administration receives communication from parents or guardians stating otherwise, with the exception of permitted off campus lunch. If a student leaves campus on a regular school day, they are not permitted to return to campus that day unless they have received preclearance from school administration (e.g. prior scheduled medical appointments)

Absences:

Students are responsible for being on campus and in class at the appropriate times. If an absence occurs, students are responsible for getting and completing any and all missed work. Excessive absences can affect grades, lead to credit loss and credit recovery process.

KAPS Ambassadors & Dress Code

All students are expected to be ambassadors for the school to the surrounding communities. Students are expected to behave in those communities in a manner that brings credit to themselves, their parents, and KAPS.

Dress Code

Students are prohibited from any form of nudity or indecent exposure within the KAPS property. Students must wear clothing that covers the chest and groin areas at all times. Fabric covering the chest and groin must not be see-through. Students shall not wear clothes that promote tobacco, sexual themes, alcohol, drugs, express hatred or prejudice, portray or glorify violence, or identify the student as a member of a gang or cult. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist. Appropriate footwear, as determined by staff, must be worn at all times. Students may dress in accordance with their gender identity.

Athletic Activity* Dress Code:

Appropriate athletic footwear must be worn as per the directions of the teacher/coach. Instructors may set their own dress standards for matters concerning sports team uniforms, shirts and safety. Athletic Activity Dress Code must comply with the overall dress code.

Athletic Activity pertains to athletic periods and activities before/after school programs. This does not include lunch or passing periods.

Disciplinary actions for dress code infractions should not remove a student from their learning environment, nor shame students (e.g., “dress code violation shirts,” measuring tape, etc.). School staff may at any time refer potential dress code violations to campus administration. Campus administration may direct the student to change to acceptable clothing or provide appropriate clothing (if available) according to the dress code.

School Property

Unauthorized use of school equipment:

All school equipment, including (but not specifically limited to) computers, audio/video gear, construction and mechanical tools, and science lab equipment shall be utilized only as authorized and supervised by KAPS staff.

Engaging in any unauthorized computer activity such as illegal/unauthorized entry into files, illegal/unauthorized software installation, destruction of property, deletion of files, unauthorized Internet access, downloading of pornography, playing explicit and/or violent video games, etc. is prohibited. Construction, mechanical, and electronic tools shall only be utilized in a safe manner and under the direct supervision of KAPS staff. In addition, there is a separate school technology policy that each student/parent will have to sign to be issued with school technology. Video game play is expressly at the direction of the teacher and/or administrator - it is a privilege and can be revoked at any time.

Textbooks:

Students may be assigned textbooks, or they may be used in a community pool, depending upon the class. If a textbook is assigned to a student, they are expected to take care of it and replace it if lost or damaged. Students are expected to treat pooled textbooks with the same care as assigned ones. Damaged or lost textbooks and/or school owned materials can cause report cards to be withheld until remediation is paid that satisfies KAPS.

School Phone Usage:

Students may not use the school telephones for outgoing or incoming conversations unless authorized by the KAPS office personnel. The office phones may only be used at the discretion of the office staff, during lunch, before school, or after all classes have been concluded; no calls may be placed during class time.

School Transportation:

The bus is an extension of the school, once on, all rules of KAPS apply. Cooperate with the driver and other school personnel at all times. Be at the designated stop 10 minutes prior to the scheduled bus arrival time and be ready to board. Board the bus carefully and courteously. Take your assigned seat and remain seated until the bus has come to a complete stop at your authorized stop. If there is a seat belt provided, you **must** wear it.

Leave the bus carefully and courteously. The driver is authorized to assign seats. Be courteous to other riders, and do not try to save seats for your friends. Report any problems on the bus to the bus driver, Director of Transportation, or school personnel. All loose items, including instruments, should be secured. All students who use school transportation must board buses at authorized stops only. Authorized stops will be designated annually by school administration. Bus drivers will load and unload passengers only at authorized stops.

Except for water in a plastic or non-breakable bottle, no eating or drinking is allowed. The following items are prohibited: glass objects, live animals and/or insects, aerosol containers, open flame of any kind, explosives or fireworks, tobacco products of any type, objects too large to fit in a student's lap or seat, or any item that may present a risk to the safety of passengers. Cell phones and all electronic devices should remain in the possession of the owner in order to prevent loss or damage. The school will not be responsible for damaged, lost, or stolen telecommunications devices. Parents should be aware that drivers are unable to monitor appropriate use of electronic devices while on the school bus.

Conduct Resulting in the Loss of Bus Privileges:

- Fighting, physical abuse or threat of physical abuse,
- Throwing objects within the bus or out the windows,
- Possession of any controlled substance,
- Possession or use of any object used to inflict bodily injury to a person including, but not limited to chains, explosives or fireworks, anything that resembles a weapon shall be considered as a weapon,
- Extending body parts from the bus,
- Boarding or leaving the bus through the emergency door unless there is an emergency,
- Flagrant disrespect or disobedience to the driver,
- Repeated infractions of bus safety rules.

In the case of vandalism

Of any part of the bus inside or outside - in addition to potentially losing bus privileges, students and parents/guardians will be responsible for covering the expense of damages.

Steps of Discipline for Bus Safety:

- Verbal warning to student with notification to parent/guardian
- Written warning to student with notification to parent/guardian and campus (disciplinary action may follow)
- Three (3) school days suspension from the bus
- Five (5) school days suspension from the bus
- Ten (10) school days suspension from the bus
- Twenty (20) school days suspension from the bus
- Suspension from the bus for the remainder of the school year.

Any subsequent infraction(s), regardless of the level of offense or the time, will result in the next level of disciplinary action.

Personal Property

Phone/Portables Electronic Devices

If a student chooses to bring a cell phone or any other electronic device to school, Katherine Anne Porter's facility is not responsible for lost or stolen devices.

Student Parking

Students must register their vehicles with the Front Desk in order to park on school property. Student drivers will need to provide a copy of valid driver's license and insurance. Students are expected to drive safely on school property in order to safeguard the lives or property of others. Drivers need to follow the direction of traffic and not to exceed 10 mph. Students are expected to park in the center of a marked parking spot and to avoid handicapped spots unless they hold valid state handicapped tags. Students are expected to lock their vehicles and to not leave valuables in them. KAPS is not responsible for any damages to, or theft from, student vehicles on KAPS property. Students may visit their vehicles during the day to retrieve books or other materials only if explicitly granted permission by a school staff member, and the student will be escorted to and from their car by a staff member. Otherwise, students are not to be in the parking lot between arrival and departure to/from KAPS. Students are expressly prohibited from sitting in their vehicles during the school day. Student vehicles are subject to search at the discretion of school administration and law enforcement. Having a vehicle at school is a privilege that may be revoked, if a student is irresponsible.

KAPS Discipline

The Katherine Anne Porter School exercises in *loco parentis* (in place of the parent/guardian) authority to maintain high standards of student behavior. KAPS will exercise this authority to administer discipline whenever the interests of the school are at stake on or off school grounds. This authority includes, but is not limited to, the following:

- During normal school operation and times listed below.
- While the student is going to and from school, utilizing school transportation. This includes pick-up and drop off points.
- At any time while a student is within 100 yards of the school property.
- At any time while a student is on campus for any activity.
- At any school-related activity regardless of time or location.
- At any time, regardless of location, that retaliation against a school employee is involved.
- At any time a student is involved in criminal mischief or a felony regardless of time or location.

Gang-Free Zone Notice

Students and parents should be aware that certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on or within 1,000 feet of any school-owned or leased property or campus playground.

KAPS believes the presence of gangs and/or gang activities can cause a substantial disruption of or material interference with school and school activities.

Restorative Practice

When a behavioral incident occurs in a classroom or non classroom setting, faculty and staff members are our first point of contact. Some such occurrences will warrant an office referral while others should be handled directly by the faculty or staff member through restorative practice.

Restorative discipline and practice is a whole school approach to school culture. It “is a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.” It is an investment of time and emotion. Restorative practice is a much slower process and it involves more hands-on commitment from the teachers, the students, the parents/guardian, and the admin. It is a “pulling in” rather than a “pushing out,” and sometimes the ones you are “pulling in,” resist.

At Katherine Anne Porter, the idea to begin implementing restorative discipline and practice began several years ago. The aim is to address the individual on a case-by-case basis. This means that outcomes may vary, because we address the individual, not just the offense.

The following are examples of restorative practice that may be used to modify student behavior. These techniques may be employed alone or in combination. Students with special needs will be addressed as defined under the Individuals with Disabilities in Education Act.

- Verbal correction and redirection
- Implementation of a ‘time-out’ period with the intent to initiate student reintegration as soon as possible
- Using mediation circles
- Classroom seating assignments
- Single or multiple counseling sessions with school personnel
- Assignment of Out of School Suspension for days or parts of days
- Initiation of parent conferences with school personnel
- Confiscation of items in a student's possession that constitute, to any degree, a disruption of the educational environment or that constitute a violation of school policy
- Revoking privileges of free movement and association during passing periods, breaks, breakfast, lunch and after school, whether temporary or permanent.
- Assignment of alternate tasks outside of the regular scheduled classroom activity.
- Revoking privileges to participate in school-related activities
- Revoking school transport privileges
- Revoking school network use
- Monetary reimbursement to individuals or the school for damages or loss of property.
- Involvement of appropriate professional agencies such as police or CPS (Child Protective Services)
- Assignment of lunch detentions
- Assignment of In School Suspension for days or parts of days

Discipline Committee

The Campus administration/discipline committee will be responsible for all discipline matters beyond the classroom expectations (by the teacher) at KAPS. Repetitive less serious behavior can be referred to the counselor. Any behavior which is explicitly prohibited, and/or persistent (defined as numerous violations of the Student Code of Conduct in general or repeated occurrences of the same violation) may be referred to the Disciplinary Committee. The committee consists of Faculty and Administration and has the authority to recommend expulsion.

Behaviors that are explicitly prohibited include, but are not limited to the following.

- Scholastic dishonesty, plagiarism, or inappropriate use of the school's computers or network
- Leaving school grounds without permission
- Use of inappropriate language on school grounds
- Violence or threat of violence, either verbal, physical, or cyber
- The creation of a hostile environment for any member of the school community whether intentional or unintentional
- Theft or vandalism
- Any disruption of the educational environment, whether in or out of class
- Possession, use, trafficking, alcohol, any controlled substance, or any substance that through its intentional misuse would reasonably be considered a drug (e.g. aerosol sprays)
- Possession or use of tobacco products or paraphernalia such as lighters, matches, vapes, E-cigarettes, etc.
- Extortion, coercion, or blackmail, including actions intended to modify another's behaviors or choices by the use or threat of force
- Bullying - including imitation - whether verbal, physical, or through the use of virtual communication (e.g. social networking, texting, instant messaging)
- Any form of sexual harassment of peers or adults whereby "harassment, be it verbal, physical, hostile environment, or otherwise"
- Possessing any other weapon as described in the Student Code of Conduct
- Gambling
- Contributing to an unsafe environment for self or others
- Refusing to comply with reasonable requests of any staff member or school representative
- Terroristic threats
- Overt displays of affection or any behavior of a sexual nature (Discipline codes limits PDA to handholding)
- Pending grievances will not result in the deferral of the consequence.

All disciplinary matters are managed with the professional discretion of the school staff with relation to timing, intent, students involved, severity of offense, recurrence of offense, and the student's disciplinary history.

Out of School Suspensions will be treated as unexcused absences. Students who have been suspended out of school may not be on campus or at a school sponsored or related activities during their suspension period without express permission from the Principal or Superintendent. Students in violation may be subject to criminal trespassing.

Any student who has been expelled from the Katherine Anne Porter School is expressly prohibited from being on campus or from attending any school sponsored or related activity. Exceptions may be granted by the Principal or Superintendent.

Due Process for Disciplinary Action

In the event of a possible expulsion, the Principal may seek the input of the Discipline Committee, at which time the student, parent(s) and/or guardian(s) are invited to contribute. Following, the Principal will make the final decision on disciplinary action.

Appeals

Expulsions may be appealed to the Katherine Anne Porter School Board of Trustees. A written request to appeal to the Board must be received by the Superintendent and the School Board President no later than 5 calendar days after the decision is made. The appeal will be placed on the agenda at the discretion of the President of the School Board and the Superintendent. The Board agenda will be posted no later than 72 hours prior to the scheduled meeting. The Board members will review the decision beforehand, and the appeal will be heard during the Board meeting. The Board's decision will be final.

Freedom from Discrimination, Harassment, and Retaliation

Statement of Nondiscrimination

KAPS prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint and/or grievance process is a violation of school policy.

Discrimination and Harassment (Prohibited Conduct)

For purposes of KAPS policy, the term "Prohibited Conduct" means discrimination or harassment against a student involving conduct directed at a student on the basis of race, color, religion, sex, national origin, disability, age, or any other basis prohibited by law and that adversely affects the student, and/or that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of Prohibited Conduct may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, sex, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; 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 Prohibited Conduct (meaning discrimination or harassment) is prohibited. Retaliation against a person who is participating in an

investigation of reported Prohibited Conduct is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a KAPS investigation, however, may be subject to appropriate discipline.

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

Reporting Prohibited Conduct

****NOTE**** The following procedures apply to allegations of Prohibited Conduct other than allegations of harassment prohibited by Title IX. For allegations of sex-based harassment that, if proved, would meet the definition of a formal complaint of sexual harassment under Title IX, please see the procedures outlined in “Freedom from Sexual Harassment” in this Handbook.

Any student who believes that he or she has experienced Prohibited Conduct or retaliation or believes that another student has experienced Prohibited Conduct or retaliation should immediately report the alleged conduct to a teacher, counselor, the Principal or designee, or other school employee. The report may be made by the student’s parent. Alternatively, a report may be made directly to the appropriate Compliance Coordinator identified in this Handbook.

Upon receiving a report of potential Prohibited Conduct, KAPS will determine whether the allegations, if proven, would constitute prohibited discrimination, harassment, or retaliation. If not, KAPS will determine if the allegations, if proven, would constitute bullying. If the alleged Prohibited Conduct, if proven, would constitute discrimination or harassment and would also be considered bullying, an investigation of bullying will also be conducted.

Investigation

To the extent possible, KAPS 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 will be promptly investigated.

The investigation may be conducted by the Compliance Coordinator or designee, or by a third party designated by KAPS, such as an attorney. When appropriate, the Principal or the student’s teacher(s) will be involved in or informed of the investigation.

If a law enforcement or other regulatory agency notifies KAPS that it is investigating the matter and requests that the school delay its investigation, KAPS will resume the investigation at the conclusion of the agency’s investigation.

During the course of an investigation and when appropriate, KAPS will take interim action to address the alleged Prohibited Conduct.

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

All involved parties will be notified of the outcome of the investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (“FERPA”).

Appeal

A student or parent who is dissatisfied with the outcome of the investigation of reported Prohibited Conduct may appeal through the KAPS student and parent complaint and/or grievance procedure, beginning at level of Superintendent review.

Freedom from Sexual Harassment

KAPS prohibits discrimination on the basis of sex, including sexual harassment, by an employee, volunteer, or another student.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- A school employee conditioning the provision of aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to KAPS’s educational programs or activities;
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

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

Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

General Definitions

A “complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

A “respondent” means an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

A “formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that KAPS investigate the allegation of sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered appropriate and without fee or charge to the complainant or the respondent before or after the filing of a

formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to KAPS's educational program or activity without unreasonably burdening either party, including measures designed to protect the safety of all parties or KAPS's educational environment, or deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, mutual restrictions on contact between the parties, and other similar measures.

Reporting Sexual Harassment

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator on page __ of this Handbook, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

KAPS's response to a report of sexual harassment must treat complainants and respondents equitably by offering supportive measures and by following a grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

After a report of sexual harassment has been made, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Notice of Allegations

Upon receipt of a formal complaint, KAPS must provide the following written notice to the parties who are known:

- Notice of KAPS's grievance process, including any informal resolution process.
- Notice of the allegations of sexual harassment, including, to the extent known, the identity of the parties, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made known at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
- Notice that the parties may inspect and review evidence related to the complaint.
- Notice that KAPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during an investigation, KAPS decides to investigate allegations about the complaint or respondent that are not included in the initial notice of the complaint, KAPS must provide notice of the additional allegations to the parties whose identities are known.

Grievance Process

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of KAPS.

The following guidelines apply when KAPS receives a formal complaint of sexual harassment. This process is designed to incorporate due process, principles, treat all parties fairly, and to assist KAPS reach reliable responsibility determinations.

- KAPS will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.
- Any individual designated by KAPS as a Title IX Coordinator, investigator, decision-maker, or to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent responsible. KAPS will ensure that Title IX Coordinators, investigators, decision-makers, and anyone who facilitates an informal resolution process receive appropriate training related to the requirements of Title IX and KAPS’s sexual harassment policy.
- KAPS recognizes a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.
- KAPS shall attempt to complete an investigation of reported sexual harassment within 60 calendar days of receiving a complaint. However, the investigation process may be delayed or extended for a limited time for good cause with written notice to the complainant and the respondent of the delay or extension. Good cause may include considerations such as absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- Students found to have engaged in sexual harassment are subject to disciplinary action as outlined in the Student Code of Conduct.
- KAPS shall employ the {preponderance of the evidence or the clear and convincing evidence} standard to determine responsibility when reviewing formal complaints.
- KAPS shall employ the {preponderance of the evidence or the clear and convincing evidence} standard to determine responsibility when reviewing formal complaints.

Consolidation of Formal Complaints

KAPS may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Dismissal of Formal Complaints

KAPS *must* investigate the allegations in a formal complaint.

KAPS *must* dismiss a formal complaint if the conduct alleged in the formal complaint:

- Would not constitute sexual harassment, even if proved;

- Did not occur in KAPS's education program or activity; or
- Did not occur against a person in the United States.

KAPS *may* dismiss a formal complaint or any allegations therein if, at any time during the investigation:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by KAPS; or
- Specific circumstances prevent KAPS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, KAPS must promptly send simultaneous written notice to the parties of the dismissal and the reason(s) for the dismissal. Dismissal of a formal complaint does not preclude KAPS from taking appropriate action under the Student Code of Conduct or any other school policy that may apply to the alleged conduct.

Investigating Formal Complaints

The following guidelines apply during the investigation of a formal complaint and throughout the grievance process.

- KAPS will ensure the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on KAPS and not on the parties.
- KAPS cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless KAPS receives that party's voluntary, written consent to do so.
- KAPS will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- KAPS will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- KAPS will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisory of their choice, and not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. KAPS may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- KAPS will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- KAPS will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

- Prior to completing an investigative report, KAPS must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completing the investigative report.
- KAPS must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for review and written response.
- After sending the investigative report to the parties and before reaching a determination of responsibility, the decision-maker(s) must afford each party the opportunity to submit written relevant questions that a party wants asked of any witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination Regarding Responsibility

The decision-maker(s) making a determination regarding responsibility cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The decision-maker(s) must review the investigation report and make a written determination, based on the preponderance of the evidence or the clear and convincing evidence standard, regarding responsibility. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, or methods used to gather other evidence;
- Findings of fact supporting the determination;
- Conclusions regarding application of KAPS's Code of Conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to KAPS's education program or activities will be provided to the complainant; and
- KAPS's procedures and permissible bases for the complainant and respondent to appeal.

KAPS must provide the written determination to the parties simultaneously. The determination becomes final either on the date KAPS provides the parties with a written appeal decision if an appeal is filed or, if no appeal is filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals

KAPS will offer both parties an appeal from a determination regarding responsibility, and from KAPS's dismissal of a formal complaint or any allegations therein, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

As to appeals, KAPS will ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, or the investigator(s), or the Title IX Coordinator. KAPS will provide both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal will issue a written decision, based on the preponderance of the evidence or the clear and convincing evidence standard, describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

A party who is dissatisfied with the appeal decision may file an appeal to the Board of Directors through the process outlined in KAPS's grievance procedures.

Emergency Removals

KAPS is able to remove a respondent from KAPS's education program on an emergency basis, provided that KAPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. KAPS's ability to do so may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

Informal Resolution

At any time prior to reaching a determination regarding responsibility, KAPS may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. However, KAPS may not require as a condition of enrollment or continuing enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Additionally, KAPS may not require the parties to participate in an informal process and may not offer an informal resolution process unless a formal complaint is filed.

Prior to facilitating an informal resolution process, KAPS must:

- Provide to the parties a written notice disclosing the allegations and the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations. The notice must also inform that, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, as well as of any consequence resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- Obtain the parties' voluntary, written consent to the informal resolution process.

KAPS may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Retaliation Prohibited

Neither KAPS nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy.

Examples of retaliation may include, but are not limited to, intimidation, threats, coercion, or discrimination.

Complaints alleging retaliation may be filed according to the grievance procedure described above.

Confidentiality

KAPS must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or for purposes related to the conduct of any investigation, hearing, or judicial proceeding arising under the Title IX regulations.

Non-Sexual Harassment Sex Discrimination

The formal complaint investigation and resolution process outlined above in "Freedom from Sexual Harassment" applies only to formal complaints alleging sexual harassment as defined by Title IX, but not to complaints alleging sex discrimination that do not constitute sexual harassment. Complaints of non-sexual harassment sex discrimination may be filed with the Title IX Coordinator and will be handled under the process described under "Freedom from Discrimination, Harassment, and Retaliation" as outlined above.

Parent/Guardian Expectations

Your student has entered a unique learning environment. Their success depends on individual motivation, as well as support from you. We welcome and encourage you to become actively involved in your child's education at KAPS.

KAPS is committed to the goal of providing quality education to all students. To this end, we want to establish partnerships with parents/guardians and with the community. Neither home nor school can do the job alone. Parents/guardians play an extremely important role as the student's first teacher. The continuing support of the parents/guardians is critical to the student's success.

Parents are their children's primary teachers and their support is critical in our efforts to provide a quality education for the students. In order to maximize the success of our students, the following

programs have been planned to involve parents/guardians in planning, organizing, implementation, and review.

Parent/Guardian Involvement

- Parents/guardians are highly encouraged to participate in community and school service activities and fundraising efforts. Your help in these efforts is crucial to the school's success.
- Encourage your student to achieve, to learn, to participate, and to attend in a respectful manner. KAPS will do the same!
- Provide support for your student when needed. KAPS endeavors to challenge all students to raise their performance levels. They will be assigned homework and projects. Help them as needed. If we can help you help them, please let us know!
- Stay in contact with your child's teachers. The teachers will contact you during the school terms. If your child is experiencing problems at school, work together with the staff to eliminate or reduce them.
- The teachers are the 1st line of contact. We encourage open communication with teachers.

Please try to express problems directly, when applicable, before contacting administration. We use restorative practice here at Katherine Anne Porter School. It “is a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.” We encourage our students, staff, and faculty to incorporate restorative practice in their daily routine to build better relationships with each other.

Ways To Participate And Collaborate

The purpose of parent/guardian involvement is to promote a school-to-home partnership that will help all students on all campuses succeed. Everyone gains if the school and the parents/guardians work together to promote high achievement. We recognize that some students may need the extra assistance available.

Committees, Events & Meetings

Parents/guardians are encouraged to participate on school committees such as the Academic Excellence Committee, Development Committee, Governance Committee, Strategic Planning Committee, and KAPS Dragon Foundation.

Parents are also encouraged to attend school meetings throughout the school year, such as;

Orientation

- Orientation at the beginning of the school year is designed to establish a relationship with the entire school community to ensure progress of all students. This will include administrators, teachers, parents/guardians, and students.
- Parents/guardians are involved in the student's schedule and graduation plans from that first day in orientation.
- An explanation and description of Katherine Anne Porter School's curriculum, school mission statement, important dates, and academic assessments to be administered will be detailed on the website, and in handouts to the parents/guardians and students.

- Other school/classroom policies and proficiency levels that students are expected to achieve will be explained directly to students during the first 6 weeks of school in Mentor Groups.

KAPS Dragon Foundation

The KAPS Dragon Foundation is a Parent/Teacher/Student/community driven nonprofit organization that provides an opportunity to come together to discuss issues, concerns, and ideas which will allow us to enhance our students' educational experience. KDF is open to all members of the community.

If you are a parent and would like to become a member of, KAPS Dragon Foundation (KDF) please contact the office: 512-648-3180, or find us on Facebook or at kapsdragonfoundation@gmail.com

KDF also:

- Organizes and runs fundraisers for the benefit of the school.
- Funds enrichment programs for the general student body.
- Recruits volunteers to run programs and fundraisers.
- Recruits volunteers to help with special events, teacher needs, staff assistance.
- Supports teachers and staff. Teacher appreciation events.
- Advocates for Students, and Staff.
- Holds a general meeting every month.

Title I Annual Meeting (if applicable):

During this meeting, parents/guardians will receive orientation and information on the Title I school-wide program. The Parental Involvement Policy, Parent-Student-Teacher Compact and parent's responsibility for supporting their children's learning will also be addressed. At this meeting, parents/guardians will be invited to use resources available in the school to stay in tune with their student's progress. ([Parent Portal](#); [Dragon News](#); [Website information](#); [Board attendance](#))

Information and opportunities for non-English speaking parents/guardians to participate in the education of their children will also be provided. At the conclusion of the meeting, parents/guardians will be given a Parent Involvement Input information signup to complete.

Parent Teacher Conference

Parent-teacher Conferences- These conferences will provide parents/guardians with information about the academic assessments to be used and the proficiency levels of their children. Parents/guardians are encouraged to make appointments to talk with their children's teachers anytime they believe conferences are needed. Teachers are encouraged to contact parents/guardians whenever they believe conferences will benefit students.

After School Tutoring/Club/Activities Program

After School Tutoring Program– Parents/guardians are called and encouraged to discuss the needs of their students with the 21 CCLC program leaders/teachers when available.

This information/orientation will focus on the After School Program. Parents/guardians will be asked to make recommendations that will help improve services offered to students. Parents/guardians will receive strategies and methods on how they can effectively help their children at home.

Additional Support

- Parent Portal: Parents/guardians may monitor their students academic performance and attendance by logging in to Parent Portal via www.kapschool.org. To obtain an account contact Front Desk at 512-648-3180.
- Parents/guardians have a right to request and receive information regarding the professional qualifications of their student's classroom teachers.
- Utilize student creativity when possible -Webinar of information to parents/guardians created by the students.

Teacher Meeting Requests (24 hour response)

- Report card and classroom concerns
- Unrealistic performance issues – content struggles
- Classroom management / concerns
- Missing or incomplete work
- Collection of work from missing classes (illness, travel et. cetera)
- Any absence issues

Administrative Meeting Requests (48 hour response)

- Schoolwide concern
- Special needs
- Discipline (office referrals, truancy, fights, et. cetera)
- Family concerns
- Bullying or other intimidation
- Staff abuses of authority

Meeting request process

- Parent/Guardian contacts teacher (email or phone call)
- parent/guardian requests email or phone call return – issue resolved = stop; not resolved = Step 2
- Step 2: Parent/Guardian requests face-to-face conference with teacher and student
- teacher will respond with three (3) date/time options to meet – issue resolved = stop; not resolved = Step 3
- Step 3: TEACHER or Parent/Guardian notifies Campus administration that there has been a face-to-face student - parent/guardian – teacher conference and no solution was identified.
- Campus administration will meet with teachers and parents to resolve the concerns.
- If not resolved the matter will be referred to the superintendent by the campus administration for a resolution.

Request for direct meeting with administration: Please contact the office staff/registrar for the appointment request sheet. Fill out the sheet and return to registrar for appointment scheduling

Child Abuse Reporting and Programs

KAPS provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. KAPS also provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

The school's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the DFPS. School officials may not refuse to permit an investigator to interview a student who is alleged to be a victim of abuse or neglect at school. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parent, if necessary.

Grievance Process

This policy governs student and parent/guardian complaints, employee grievances, and citizen complaints.

For purposes of this policy, "days" means school calendar days.

With the exception of a complaint against a Superintendent, each complaint must initially be brought at the lowest level of review, at the Campus Principal Review level.

The Board encourages all complaints to be resolved at the appropriate level (teachers, campus administration), however, is committed to hearing and resolving concerns.

Campus Principal Review of Complaint

Where a KAPS employee, student, guardian of a student, or a member of the public has a complaint or concern regarding the school (KAPS), the individual shall first bring their complaint or concern in writing to the campus administration. The grievance/complaint should be filed at the earliest, must be specific with details of the concern, and where possible suggest a resolution. The principal must hear the complaint, attempt to remedy the complaint in the best interest of the affected parties, and document the outcome. The principal must respond to the complainant and address the concern at the earliest and a final decision should be taken, no later than 10 days after the receipt of the complaint.

Superintendent Review of Complaint

If the individual bringing the complaint is not satisfied with the campus principal's decision, then the individual may file a written appeal to the Superintendent of KAPS. This written appeal shall be filed with the Superintendent's office within 10 days of the individual's receipt of the campus principal's final decision. The complaint shall include a copy of the written complaint to the campus principal along with a copy of the campus principal's final decision. A copy of the appeal shall also be delivered to the campus principal.

The appeal must be specific, and where possible suggest a resolution. The complaint shall not include any new issues or complaints unrelated in the original complaint expressed to the campus principal.

The Superintendent, or the Superintendent's designee, shall respond to the complaint and issue a final decision in writing within 15 days of receipt of the written appeal.

Board of Directors Review of Complaint

If the individual is not satisfied with the Superintendent's final decision, then the individual may appeal their complaint in writing to KAP'S Board of Trustees within 10 days of receiving the Superintendent's final decision. The complaint shall be directed to the President of the Board, and shall include a copy of the written complaint to the Superintendent along with a copy of the Superintendent's final decision. A copy of this appeal shall also be delivered to the Superintendent.

The President of the Board, at the next regular meeting of the Board, shall provide a copy of the complaint record to all board members. The Board's decision shall be decided on a review of the record developed at the Superintendent's level. Any action of the Board of Directors regarding the complaint shall be taken in compliance with the Texas Open Meeting Act.

A complaint against a Superintendent shall begin at this level of review and shall follow the complaint process in accordance with this policy section and the Texas Open Meetings Act.

The failure of the Board to act on a complaint has the effect of upholding the Superintendent's decision.

Right to Information

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, their parent/guardian 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/guardian may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent/guardian makes a written request for an initial evaluation for special education services to the special education services designee (teacher, coordinator or co-op providing services) or an

administrative employee of the school, the school must respond no later than 15 school days after receiving the request. At that time, the school must give the parent/guardian 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/guardian 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 or guardian'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 or guardian'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/guardian 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: Any campus administrator/special education teacher/coordinator.

Phone Number: 1-512-648-3180

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: Any campus administrator/special education teacher/coordinator. Phone Number: 1-512-648-3180

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](#)

Frequently Asked Questions (FAQ's)

How do students get to KAP School?

KAPS operates vans and buses, providing pickup and return services to Blanco, Dripping Springs, Kyle, San Marcos, and Canyon Lake. This service relies on donations from KAPS supporters to operate. KAPS will try to accommodate all transportation requests-based on vehicle/driver availability, if we are unable to provide transportation to all students, rides will be offered based on first come first serve. Contact the school office for routes and schedules.

Many KAPS students are dropped off to school by parents/guardians, by carpools, or by driving themselves. KAPS provides a suitably sized parking lot for student and staff vehicles. The parking lot is considered school property and all school rules apply there. Handicapped parking is available in the front of the building. See the section on personal vehicles in the Student Code of Conduct for more information.

Does KAPS serve meals?

KAPS does provide lunch for \$5 per meal. Standard lunch punch cards cover 10 lunches, and are \$50. Students may bring lunches from home; there is a microwave available to heat foods.

NON INSTRUCTIONAL OPERATIONS:

Unpaid School Meal Charges

The Charter School adopts the following policy to ensure Charter School employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, avoid identifying to other students or bystanders students with insufficient funds to pay for school meals, and maintain the financial integrity of the school nutrition program.

Unpaid Meal Charges

When a student's school meal account funds are exhausted, a student paying the full or reduced price for meals may charge no more than negative \$10.00 to his or her school meal account. Students may charge breakfast and/or lunches up to the maximum amount. Charging of a la carte or extra items to a student's account will not be permitted with a zero or negative account balance.

The Charter School may deny students who have charged the maximum amount to not charge further meals until the negative account balance has been paid in full. However, such students will be allowed to purchase a meal if the student pays for the meal when it is received.

Students who have charged a maximum amount and cannot pay out of pocket for a meal will not be provided an alternate meal. Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases.

The Charter will make reasonable efforts to notify families when the meal account balance reaches negative \$4.00. If an account does have a negative balance communications will be advanced to the family in order to seek payment for the negative balance and re-establish a positive balance for the student's use through an automated email sent to each guardian on the Wednesday of each school week. An additional email and/or phone call by Food Service Director will be provided to a student's guardian if needed. This notice may include a copy or description of this policy and information regarding how to apply for free or reduced-price meals, including contact information for the (federal program director), who can help them with the application process. Active effort to encourage eligible households to apply for free or reduced lunch may be used to prevent meal charges.

Unpaid meal charges, called delinquent, when payment is overdue and efforts are being made to collect it. Delinquent debt may be carried over at the end of the school year meaning collection efforts may continue into the new school year. This allows the Food Service Director to work with individual families to establish longer repayment plans and to continue pursuing collection efforts when children change schools within the district or move to a new school outside the district (In accordance with the USDA MEMO of March 23, 2017, Subject: Unpaid Meal Charges: Guidance and Q & A)

Efforts to collect delinquent debt may include use of collection agencies, small claims court, or any other method permitted by law, provided the benefits of potential collections outweigh the costs incurred to achieve those collections. When the Food Services Director or school administrator determine further collection efforts for delinquent debt are useless or too costly, the debt will be classified as "bad debt". Once a delinquent debt is reclassified as a bad debt it must be written off as an operating loss. Losses from bad debt will be restored using non-federal fund sources.

Extra efforts will be made at the end of the school year in an attempt to make sure that all student accounts will be either positive or zero balance before end of the Charter School year. A letter will be emailed to all guardians with both positive and negative account balances in order to inform and help aid guardians to keep students from accruing a negative balance by the last day of school. Any transferring 8th students or students who will not be attending Charter School the following year will be directly contacted by the Food Service Director in an attempt to collect any negative balance, refund a positive balance, transfer positive balance to another student and/or request that any positive balance be donated back to the Charter School to pay off any bad debt.

Any residual positive balance will roll over to the following school year of any returning student.

Students and parents/guardians are encouraged to prepay meal costs. Payments for school meals may be made by bringing payment to the breakfast/lunch point of service or Charter School office.

Notification

The Charter School will provide a copy of this policy to all households at the start of the school each year and to families and students that transfer into the Charter School at the time of transfer. All Charter School staff responsible for enforcing any aspect of the policy shall also receive a copy of this policy. It may also be communicated to school social workers, school nurses, the homeless liaison, or other staff members who may assist students in need. The Charter School may also make this policy available in student handbooks, on Charter School website, or by other means deemed appropriate.

Records

Records of how and when this policy is communicated to households and staff will be retained. The Charter School shall also retain documentation of the handling of bad debt, including:

- Evidence of efforts to collect unpaid meal charges in accordance with this policy;
- Evidence the collection efforts fell within the timeframe and methods established by this policy;
- Financial documentation showing when the unpaid meal charge(s) became an operating loss; and
- Evidence any funds written off as bad debt were restored to the nonprofit school food service account using non-Federal sources.

Charitable Assistance

The Charter School may establish an unpaid meal charges fund to cover the cost of unpaid meal charges. Charitable groups, individuals, school fundraisers, and others may donate to this fund. Parents/guardians of children who pay the full amount for school meals and who have funds left over in their school meals account at the end of the school year may be offered the option of donating these funds to the unpaid meal charges fund.

If the Charter School chooses to establish an unpaid meal charges fund, the Principal or his or her designee shall establish procedures for the use of such funds.

Other Reference: 2017 Edition: [Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools](#), United States Department of Agriculture. And [Unpaid Meal Charges: Guidance Q&As](#), March 23, 2017, United States Department of Agriculture

Legal Reference: SP 46-2016 and SP 59-2016 [Unpaid Meal Charges: Local Meal Charge Policies](#), United States Department of Agriculture

Can prospective students visit the KAP School and observe the activities without enrolling?

Yes. KAPS encourages prospective students to visit the school and shadow an assigned student as they attend class. Before visiting, however, a prospective student must have parent/guardian permission and arrange the visit with the KAPS office at least a day in advance. Visiting students must sign in at the front office, must wear a visitor badge while on KAPS property, and must sign out when leaving.

Are general visitors allowed on campus?

In general guests are not allowed on campus during school hours, except under specific circumstances.

Any other to visit the KAPS campus must be made to the Principal prior to the visitation date. Teachers can invite guests into their classrooms outside of normal visiting hours.

ALL visitors to KAPS must check in with the office; unauthorized visitors will be asked to leave immediately, and if necessary, will be escorted off campus by local police. This is necessary in order to ensure the safety of students and staff.

Can parents or other adults visit the KAP School and observe the activities?

Parents/guardians are encouraged to visit and actively participate in KAPS activities. Prospective parents are also welcome, but in all cases, the visitor must check in first with the KAPS office and receive a visitor's badge. When visiting a classroom, it is best to make prior arrangements with the teacher in order to have the best experience and ensure there are no conflicts due to various activities (e.g. student testing, field trip). For the safety of the students and staff, unauthorized visitors will not be allowed on campus. Anyone coming to campus should first check in with the office; unauthorized visitors will be asked to leave immediately, and if necessary, will be escorted off-campus by local police.

Google Workspace for Education Notice

To parents and guardians,

At Katherine Anne Porter School, we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At Katherine Anne Porter School, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read it carefully, and let us know of any questions. If you may wish, you may contact us to opt out of Google Workspaces for your child. Please understand that by doing so, your child's educational experience may be affected or even interrupted. New software may need to be found and utilized to

accommodate your child, and it may become more difficult for your child to collaborate with their peers.

Google Workspace for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described [here](#)):

- Assignments
- Calendar
- Classrooms
- Cloud Search
- Drive and Docs
- Gmail
- Google Chat
- Google Chrome Sync
- Google Meet
- Google Vault
- Groups for Business
- Keep
- Migrate
- Sites
- Tasks

What personal information does Google collect?

When creating a student account, Katherine Anne Porter School may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone numbers for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google core services, Google also collects information based on the use of those services. This includes:

- Account information, which includes things like name and email address.
- Activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.
- Settings, apps, browsers & devices. Google collects information about your student’s settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of your student’s apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.

- Location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.
- Direct communications. Google keeps records of communications when your student provides feedback, asks questions, or seeks technical support

How does Google use this information?

In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the [Google Cloud Privacy Notice](#) for more information.

Does Google use student personal information for users in K-12 schools to target advertising?

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Can my child share information with others using the Google Workspace for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your student shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrator (and resellers who manage your or your organization's Workspace account) will have access to your student's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your student's account password;
- Suspend or terminate your student's account access;
- Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;
- Restrict your student's ability to delete or edit their information or privacy settings.

If you do not opt out: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our [Google Privacy Policy](#), the [Google Cloud Privacy Notice](#), and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?

First, you can opt out of the collection and use of your child's information by Google. If you do opt out, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you do not opt out of your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting Katherine Anne Porter School. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact Katherine Anne Porter School. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [Google Workspace for Education Privacy Center](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [Google Workspace for Education Privacy Notice](https://workspace.google.com/terms/education_privacy.html) (at https://workspace.google.com/terms/education_privacy.html), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) at <https://www.google.com/intl/en/policies/privacy/>), and the [Google Cloud Privacy Notice](https://cloud.google.com/terms/cloud-privacy-notice) at (<https://cloud.google.com/terms/cloud-privacy-notice>).

The Core Google Workspace for Education services are provided to us under [Google Workspace for Education Agreement](https://www.google.com/apps/intl/en/terms/education_terms.html) (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Cloud Data Processing Addendum (as <https://cloud.google.com/terms/data-processing-addendum>).

KAP School Policy Book

Acknowledgment Form

We understand the Student Handbook of the Katherine Anne Porter School is available online and is posted on the school website at www.kapschool.org. We have read the Student Handbook of the Katherine Anne Porter School and agree to abide by its provisions.

_____	_____
Student Name	Grade

_____	_____
Student Signature	Date

_____	_____
Parent Signature	Date