

**Kress
High School
Student Handbook**



2017-2018

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KRESS HIGH SCHOOL PARENT & STUDENT HANDBOOK

INTRODUCTION

KRESS SCHOOL HISTORY

About the year 1891, a Baptist preacher named Wright had a post office, a general store, and a school near what was to become the town of Kress. The original schoolhouse was about two miles east of his store, and here Preacher Wright held church services as well as conducted classes.

In 1906 the railroad came through, and a depot was located on Skipworth land. The town that grew around the rail line was named Kress for the conductor on the first train to come through the new town. By 1907 a larger school was built on the site of the present high school building. This new school had two rooms on the main floor and an auditorium on the second floor. Bill Brocton was the teacher for the first students who began the school year. However, by Christmas that year the enrollment had jumped to nearly 100 and Mr. Brocton required some help. Allene Skipworth was hired to teach the first through the fourth grades; Mr. Brocton taught the fifth through eighth grades, although students were not actually placed according to grade or age but more by the judgment of the teacher.

A brick school building was built in 1915, and in 1922, wings were added to make it almost twice as large. Students could attend through grade eleven. The gym was built in 1936. The Home Economics and Vocational building were added in 1939. This building is now the science building. In 1940 the school cafeteria was opened in a room in the old school house, but the next year a building was moved in for it just east of the old building.

During 1948 a barracks building was added to the school campus for vocational agriculture. This building has since been replaced. Also added in 1948 was the first football field that Kress High School had. About this same time the school acquired the old skating rink for the school bus barn. This building is also used for the Kress Stock Show and Judging Barn.

The present high school building, including the auditorium, was built in 1950. Five years later the elementary school, cafeteria, and new gymnasium were constructed. Shortly after, the old gym was torn down. In 1961 the junior high school and tax assessor's office were added to the high school building. The football field was completed in time for the 1962-63 seasons. In 1964 the I.A. and Agriculture Building, Band Hall and Choir Room were added to the campus. The girl's dressing room in the gym was remodeled and the weight room was added in 1983.

SCHOOL SONG

For Ole Kress High We'll Do Our Best
We'll Hold Our Colors High.
We'll Sing Our Praises Loud and Clear
We'll Shout Our Battle Cry.
We'll Back the Team in Every Way,
For Kangaroos are the Best.
We'll Salute the Black and Gold for E'er
For Kress Senior High!

SCHOOL COLORS & MASCOT

The school colors are **black and gold**.

The school mascot is the **kangaroo**.

MISSION STATEMENT

Kress Jr. /Sr. High School will provide a quality educational program designed to maximize student achievement.

PREFACE

To Students and Parents:

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

The Kress Jr. Sr. High School Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

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

Both students and parents must be familiar with the Kress ISD *Student Code of Conduct* which sets out the consequences for inappropriate behavior, is required by state law, and is intended to promote school safety and an atmosphere for learning. This document is found on the district’s website: www.kressonline.net and is available in hard copy upon request.

The student handbook is designed to be in harmony with the board policy and *Student Code of Conduct*. Changes in policy that affect student handbook provisions will be made available to students and parents through letters or other communications by Phil Zolman throughout the year.

In case of conflict between board policy or the *Student Code of Conduct* and any provisions of student handbooks, the current provisions of Board Policy or the Student Code of Conduct are to be followed.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact Phil Zolman, Principal, 200 E.5th, 806 684-2652.

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

1. Parental Acknowledgment Form;
2. Student Directory Information Form and Release of Student Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Education Form; and
4. Consent/Opt-Out Forms.
5. Media Release Form
6. Corporal Punishment Form

[See Objecting to the Release of Directory Information on page 8 and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation on page 9 for more information.]

Please note that references to alphabetical policy codes are included so that parents can refer to current policy. A copy of the district’s official policy manual is available for review in the school office and an unofficial electronic copy online at: www.kressonline.net.

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded

messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see Safety on page 58 for information regarding contact with parents during an emergency situation.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Kress High Student Handbook includes information related to certain rights and of parents as specified in state or federal law.

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
 - Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
 - Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
 - Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
 - Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
 - Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 30.]
 - Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 806 684-2652 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 48.]
 - Becoming a school volunteer. [For further information, see policies at GKG and contact Phil Zolman, 806 684-2652.
 - Participating in campus parent organizations. Parent organizations include: Action.
 - Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Leah Zeigler, Superintendent, 806 684-2652.
 - Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 43.]
 - Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]
- Parent Involvement Coordinator
 - The Parent Involvement Coordinator; who works with parents of students participating in Title I programs is Phil Zolman and may be contacted at 806 6842651.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

This section of the Kress High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school;
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings; **OR**
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Prohibiting the Use of Corporal Punishment

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

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

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

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. The employee is required to send a copy of the text message to the employee's district email address.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This directory information will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school.

[See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

The district has identified the following as directory information:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
 - c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.

10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student

If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information at **Authorized Inspection and Use of Student Records** on page 12.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

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

SURVEYS AND ACTIVITIES

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

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

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

As parent you have the right to receive notice of and deny permission for your child's participation in:

- Any survey concerning private information.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.

Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any non-emergency, invasive physical examination or screen required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Human Sexuality Instruction

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

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

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

Human sexuality is addressed in our science and health classes. The emphasis is on abstinence as the preferred choice of behavior in relationships outside of marriage. Abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity.

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

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance** and **A Minute of Silence** on page 60 and policy EC (LEGAL).]

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

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

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

Participation in Federally Required, State-Mandated, and District Assessments

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 8 are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable

information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

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

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 8 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office and the principals' offices are: 200 E. 5th, Kress, Texas 79052.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

[See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 61 and **Complaints and Concerns** on page 29 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or at www.kressonline.net

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Accommodations for Children of Military Families

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

1. Immunization requirements.
2. Grade level, course, or educational program placement.
3. Eligibility requirements for participation in extracurricular activities.
4. Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than 5 excused absences per year for this purpose. Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Requesting Classroom Assignment for Multiple Birth Siblings

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

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the principal to have been a victim of bullying, which includes cyberbullying as defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the Leah Zeilger, Superintendent for information. [See policy FDB.] [See **Bullying** on page 24, and policy FFI (LOCAL).]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (Local).]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

Service/Assistance Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal before bringing the service animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

[See also Students in Foster Care on page 68 for more information.]

In addition, for a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of any applications for admission or for financial aid;
- Arrange and accompany the student on campus visits;

- Assist in researching and applying for private or institution sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the Texas
- Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Students Who Are Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing [See also Homeless Students on page 54 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education

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

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

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Phil Zolman at 806 684-2652.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

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

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

Parents of Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Phil Zolman at 806 684 2651. [Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Phil Zolman, 806 684-2652.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of six and 18 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.

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

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders-if the student comes to school or returns to school on the same day as the appointment. A note from the health care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered family service plan; or
 - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 14 for that section.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university may be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as

an early voting clerk or voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law 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.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Leah Zeigler. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year. If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit

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

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

In determining whether or not there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG (LOCAL).

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

Official Attendance-Taking Time

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day at 9:05 a.m. during the second instructional hour. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Parent's Note after an Absence for Illness

When a student must be absent from school, the student-upon returning to school-must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission will not be accepted unless the student is 18 or older.

All students who are absent must report to the office immediately upon returning to school and get an admission slip from the office before returning to class. If a student is absent, he or she must bring a written, signed statement from the parent stating the reason for the day(s) of absence.

If a student signs out to go to the dentist or the doctor, the student must bring a note from the doctor, or the absence will be unexcused.

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school.

[See policy FEC (LOCAL).]

Unexcused Absences outside Control of the Student

If a parent keeps a student out of school for an event in which he/she is not a direct participant or for absences that occur with parental permission or for parental convenience, those absences will be unexcused. However, the following conditions apply:

- A. The student will be required to make up work missed
- B. Maximum grade for any unexcused absence will be a 70 if the work is turned in after the absence. If the work is turned in before the unexcused absence, the maximum grade can be an 85.
- C. Each area of makeup work must be completed within this time limit: one day for each day missed.
- D. A student with more than five unexcused absences per semester in a class period will not receive credit for that class.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Kress ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

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

This information about all of these can be found on the district's website at www.kressonline.net. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

AWARDS AND HONORS

As specified by the UIL, a student may earn only one major award in his/her high school years. Once a student has earned a major award, qualification for one in other areas or years will be recognized with a letter "K" award. Upon first qualifying for a major letter award, a student may elect to take the award that year or wait until a later time to order it.

Students may qualify for a major award by satisfying the qualification criteria set forth in the department guidelines written by the various department heads.

A student may also earn a letter jacket for participation in UIL literary events. Criteria for qualification are as follows:

- A. Win first, second, or third in district competition, or
- B. Participate in UIL Literary all four years in high school.
- C. One-Act-Play counts as any other UIL literary event. If a student is selected to honorable mention or all-star cast at any level of competition, he/she qualifies for a jacket.

CITIZENSHIP AWARDS

Each six weeks, teachers select good citizens in each class. The Citizenship Awards given at the end-of-year Awards Assembly will be chosen from the list of students earning citizenship during the 6-weeks grading periods.

PERFECT ATTENDANCE AWARDS

Perfect Attendance Awards are given at the end of the year to students having perfect attendance.

PERSONALITY AWARDS

1. Class Favorites (1 Girl and 1 Boy from each class 7-12)
2. Most Spirited (1 Boy and 1 Girl Grades 9-12)
3. Most Talented (1 Girl and 1 Boy Grades 9-12)
4. Personality Plus (1 Girl and 1 Boy Grades 9-12)
5. Most Friendly (1 Girl and 1 Boy Grades 9-12)
6. Most Likely to Succeed (1 Senior Boy and 1 Senior Girl)
7. Mr. and Miss KHS. Ballots go out at large with a list of eligible candidates. The top three Senior boys and top three Senior girls voted on by grades 9-12 will be the nominees.
8. Homecoming King & Queen
 - A. The nominees must be three seniors. If no eligible seniors then the honor will default to the junior class and so on until eligible candidates are determined.
 - B. The candidates must choose their escort out of the entire student body, or the parent/guardian may serve as escort.
 - C. Homecoming Kings are crowned at the Homecoming Pep Rally. King candidates are *usually* escorted by cheerleaders or Homecoming Queen Candidates. Escorts must be in high school students, or the parent/guardian may serve as escort.

Criteria for Selection for Personality Awards, Student Council Officers, Class Officers

1. Must have been in Kress Secondary School for 3 consecutive 6-weeks grading periods preceding the elections.

2. They must not have failed any class prior to the election in the previous 3 consecutive 6-weeks grading periods.
3. Must have at least an accumulative G.P.A. of an 80.
4. Not been in ISS the 3 consecutive 6-weeks grading periods preceding the elections
5. The Student Council, in conjunction with the principal, may use their discretion in determining the awards to be given

Best All-Around Girl and Boy

This award is selected by the faculty and will be presented at the Academic Awards Program.

Academic Awards

- A. In order to qualify for academic awards, students should have been enrolled in Kress High School all of the current school year and be enrolled in five courses that count toward graduation in both the fall and spring semesters.
- B. Subject area outstanding student awards are given at both the high school and junior high school level.
- C. Academic blankets are given to students who excel in academics. A student may earn one blanket during the four years of high school. The student is required to take the blanket during the awards assembly the year that it is earned. Each additional year will be awarded with a patch.
- D. In order to qualify for an academic blanket or become a recognized member of the Honor Society a student must:
 - be in grades 9-12
 - attend school in Kress the entire year
 - be enrolled in a full course load
 - acquire a grade average of at least 91.5 with no six weeks grade below 85. Only six weeks grades are used in this average.
- E. Honor roll plaques are given for students in junior high and in high school who received no grade below an A for the first five six weeks.
- F. Certificates of achievement are given for students who show exemplary attendance.
- G. Presidential Academic Fitness Awards are presented to qualifying eighth graders and seniors.
 - In order to qualify seniors must:
 - have a four-year average of at least 85,
 - score above the 80th percentile on the SAT or ACT test
 - In order to qualify an eighth grader must:
 - have an 85 average on courses taken in the seventh and eighth grades
 - score above the 80th percentile on a standardized achievement test.
- H. UIL Scholar Awards are presented to students who graduate in the top ten percent of their class and who have participated in at least one UIL activity.
- I. Honor Student Plaques are presented graduation night to seniors who have maintained an “A” average (based on semester grades) on courses that count toward graduation for the four years of high school.
- J. Students who take Dual Credit courses at Amarillo College (AC) who take a minimum of 12 hours and have a GPA of 3.5 will wear blue and white honor cords from AC at Graduation
- K. Students who take at least 12 hours Dual Credit courses successfully at Amarillo College will wear white cords at Graduation.
- L. A/B Certificates

BULLYING

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a 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;
- 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.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

1. 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;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by _____.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may

request that his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 15.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[Also see **Safety Transfers/Assignments** on page 15, **Dating Violence, Discrimination, Harassment and Retaliation** on page 33, **Hazing** on page 50, and policy FFI(LOCAL).]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Secondary Grade Levels Only

The District offers career and technology programs in Principles of Agricultural, Food and Natural Resources, Architecture and Construction (ITE), Business, Career Development, Finance, Hospitality & Tourism, Manufacturing, Arts & AV, and Technology Applications. Some of the classes require projects, the student buying some materials, or involvement in contest held on non-school hours.

These programs will be offered without regard to race, color, national origin, sex, or disability.

Admission to the programs is open to all students enrolled at Kress High. Kress I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Endorsement Options

1. Business & Industry – Manufacturing
 - a. Welding I
 - b. Welding II
2. Business & Industry – Architecture & Construction
 - a. Construction Technology I
 - b. Construction Technology I**
3. Business & Industry - Agriculture
 - a. Principals of Ag (9th)
 - b. Wildlife, Fisheries & Ecology Management (10th)
 - c. Livestock Production (11th)
 - d. Professional Standards in Agribusiness (12th)
4. Multi-disciplinary – 4X4 – earning 4 credits in each of the foundation subject areas (math, science, social studies, & English) including English IV and either chemistry or physics.
5. Multi-disciplinary – dual credit – earning 4 credits in dual credit selected from English, Math, Social Studies, Economics, LOTE or Fine Arts.
6. Public Services
 - a. Principles of Human Services (9th)
 - b. Dollars & Sense/Lifetime Nutrition (10th)
 - c. Human Growth & Development (11th)
 - d. Child Development (12th)
6. Public Services
 - a. Principles of Human Services (9th)
 - b. Dollars & Sense/Lifetime Nutrition (10th)
 - c. Human Growth & Development (11th)
 - d. Family & Community Services (12th)

Technology Applications: Desktop Publishing, Multimedia. Web Mastering, CSI

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. Also see **Food Allergies** on page 52.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

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

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

<https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

<http://kidshealth.org/en/parents/child-abuse.html>

<http://taasa.org/resources-2/>

<https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>

<https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports may be made to:

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

CLASS RANK / HIGHEST RANKING STUDENT ACADEMIC ACHIEVEMENT HONOR GRADUATES

Valedictory and Salutatory Selection

The valedictorian and salutatorian shall be eligible students with the highest and second highest ranking as determined by the District's class ranking procedure and who complete the Recommended Program or the Distinguished Achievement Program. Class ranking at the end of the 5th 6 weeks will determine the

valedictorian and salutatorian.

Residency

To be eligible for valedictorian or salutatorian honors, a student must have been continuously enrolled in the District high school for the three semesters preceding graduation and must have completed the Recommended Program or the Distinguished Achievement Program.

Top Ten Percent

All eligible students who's GPA comprises the top ten percent of the graduating class as determined by the District's procedure to qualify for automatic admission under Education Code 51.083 shall be recognized as honor graduates. [See EIC (LEAGL)]

Special recognition shall be given to students in the top ten percent of each graduating class. Residency requirements for honor graduates shall not be applicable to these students.

Conduct

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, resulting in removal to an AEP, a three-day suspension, or expulsion during his or her senior year.

Recognized Graduates

To be recognized for scholastic honors, students shall be required to maintain a numerical average of 90 or more during the high school program, excluding the last 6 weeks of the senior year, and be on the Recommended Program or the Distinguished Achievement Program.

Students shall be enrolled in at least one advanced placement course during each of their last two years. Class ranking shall be by graduation program and then numerical grades.

Early Graduation

A student's class ranking shall be determined within the graduation class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school. For ranking purposes, a school year begins on the first day of school and ends on the last day of summer school.

Ranking for Early Graduates

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

Early Graduate Eligibility

To be eligible to graduate in three years, the student shall complete all coursework and exit-level testing required of the ninth grade class in which he or she begins high school. Students wishing to graduate early shall complete a written application in the counselor's office at least six weeks prior to the end of the first semester. In calculating grade point averages and class rank for local District honors, three year graduates shall be allowed to tie in rank with a four-year graduate, but shall not be allowed to displace a four-year graduate. Three-year graduates shall not be eligible for the honors positions of valedictorian, salutatorian, or highest-ranking student. For class ranking for automatic college admission under Education Code 51.803, all students who will graduate, including three-year graduates shall be ranked in accordance with the statute. [See EIC (LEGAL)]

Class Ranking and Grade Point Averages

Class ranking shall be determined by accumulated grade points divided by the number of courses for which final grades were given. Class ranking and grade point averages (GPAs) shall include all coursework in grades 9 -12, with the exception of correspondence credit, credit by exam (with or without prior instruction), summer school credit, credit for which only a Pass/Fail grade was given, credit for courses not recognized by TEA, and credit awarded in a non-accredited instructional setting. In addition, no credit earned as teacher aide, office aide, counselor aide, or library aide shall be included in the computation.

Only courses including dual credit courses in which the student earns a high school credit as well as a

college credit at Amarillo College taken during the normal eight-period school day, facilitated or taught by the instructor of record on campus will be counted toward class ranking and GPA.

A senior student who is enrolled in but does not complete a semester of active participation in a credit-eligible extracurricular activity shall receive a grade of WP (withdrew while passing), and the class shall not be included in the computation for GPA.

Class Ranking Calculation

Class rank for senior students shall be calculated by averaging semester grades earned in grades 9-12. The numeric semester average shall earn grade points according to the District grade point scale(s).

Grades earned in physical education, work based learning, athletics, and in any local credit courses (TAKS classes, etc) shall not be included in this calculation. However, all grades including failing grades, and repeated courses shall be included in determining a student's grade point average and rank in class.

Class Rank

Graduating seniors shall be ranked within the graduating class upon the basis of weighted grade averages for the four-year program, excluding the last six weeks of the senior year. All grades on a student's transcript, including failing grades, and repeated courses, shall be included in determining a student's grade point average and rank in class except for grades earned in a student aide elective.

On the student's final transcript graduating seniors shall be ranked within the graduating class upon the basis of weighted grade averages for the four-year program, **including** the last six weeks of the senior year.

Transfer Students

A student who transfers into the District high school with higher level course credits shall receive similar credits counted toward the GPA according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District.

Transfer Credit

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows: A=95, B= 85, C= 75, D =70, F= 60.

Modified Courses

For purposes of determining class rank for honor positions, courses that have been modified by the student's ARD committee as to the required content of the Texas essential knowledge and skills (TEKS) and reflected in the student's IEP shall not earn the same number of grade points as regular courses. However, courses modified as to methodology shall earn the same number of grade points assigned to regular courses.

Breaking a Tie among Honor Students

In case of a tie, the valedictorian shall be chosen according to the following criteria:

1. The student with the most AP/DC courses shall be considered first.
2. However, if a tie still remains, the student with the highest numerical grade average of all AP/DC courses taken shall be the valedictorian.

COURSE WEIGHTING SYSTEM

The following courses will be considered advanced courses (Level III) and will be weighted on a 5.0 scale: Dual Credit College Courses. These courses will be weighted on a 5.0 scale. Special Education Courses (Level I) and TAAS courses will be weighted on a 3.0 scale. All other courses (Level II) will be weighted on a 4.0 scale. These weights will be used in determining class rank and scholastic awards.

[For further information, see policy EIC.]

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule. **Schedule changes should be done within the first 5-10 days of class in the counselor's office.** Emergency situations will be left to the discretion of the principal.

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2017 term, the University will be admitting the top 8 percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Students and parents should contact the counselor. For further information about automatic admissions, the application process, and deadlines.[See also **Class Rank/Highest Ranking Student** on page 26 for information specifically related to how the district calculates a student's rank in class].

COLLEGE CREDIT COURSES

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (www.TXVSN.org);
- Enrollment in courses taught in conjunction and in partnership with Amarillo College; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course.

Please see the counselor for more information. Depending on the student's grade level and the course, an end of course assessment may be required for graduation.

Note: Students will be able to take college courses at local universities on-line. Although Kress ISD will help in providing computer access all interactions and relations will be between the University and the student. Reminder: Any college class taken online that is not a dual credit course facilitated or taught by the teacher of record on campus during a regular 8 period school day is not counted in GPA or class ranking.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

COMPLAINTS AND CONCERNS

Usually a student or parent complaints or concerns can be addressed simply-by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at FNG (LOCAL) in the District's policy manual. A copy of this policy may be found in the principal's or Superintendent's office or on the district's website www.kressonline.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL).

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

CONDUCT

Kress ISD has implemented a "No Excuses University" program. As part of the program teachers will review the character pillars and teachers and students will sign pledges to graduate and to uphold these six pillars of character. These pillars are: Respect, Responsibility, Trustworthy, Caring, Citizenship, and Fairness. Character violation slips will be given to students who break these pillars and turned into the office. These slips will be reviewed by the principal and if a student has a record of persistent misbehavior by violating one or more pillars constantly they will receive a disciplinary referral.

Applicability of School Rules

Good conduct at school is essential to creating a learning environment. Students are asked to be on their best behavior at school. The guidelines to be used in preventing actions at school that would result in disciplinary actions and the consequences for misbehavior are found in the Kress Independent School District Student Code of Conduct. Parents are asked to review the information in this Student Code of Conduct very carefully with their children. Parents are reminded that they are to sign and return the acknowledgement forms for both the handbook and Code of Conduct.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

- Phil Zolman, HS
- Shawn Langston, Elementary
- Leah Zeigler, Superintendent

DETENTION

For minor infractions of the code of conduct or other policies and regulations, teachers may detain students before or after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his version of the incident.

When detention is used, notice shall be given to the student's parent or legal guardian to inform them of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older, the before school or after school detention shall not begin until the parent is notified.

Detention Hall will be held 4 afternoons a week from 4:00-4:45 p.m. depending on tutorial assignment. The detention will be served the same day as long as the parent has been notified. It will be up to the teacher to notify the parent of the time and reason for the detention.

The student's parents or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

If the detention cannot be served on the assigned date, it is the responsibility of the students to obtain

permission from the principal and teacher assigning the detention to serve the detention on a different day.

Disruptions of School Operations

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

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

Social Events

School rules apply to school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.

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

Prom

1. High school age students only.
2. Outside dates must be pre-approved by the principal.
3. Appropriate dress is required. Dresses need to be formal not revealing the mid drift. Dresses that are low cut or see through are not acceptable. Dresses must meet the length requirements for shorts. Boys need to wear dress clothes such as tuxedo, or at the minimum a collared shirt and nice pants. (No bagging or sagging.) If you have questions about appropriate wear please ask the principal.
4. General school rules apply. No tobacco, no alcohol, etc.
5. No outside drinks or food will be allowed.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels.

High School students and parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring students in grades 9-12 will be provided information on anticipated course offerings for the next year and other information that will help them make the most of the academic and

CTE opportunities.

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

Personal Counseling

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

[Also see **Substance Abuse Prevention and Intervention** on page 69 and **Suicide Awareness and Mental Health Support** on page 69.]

COURSE CREDIT (Grades 9-12)

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

CREDIT BY EXAM—If a Student Has Taken the Course

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

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2016–17 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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

Sexual Harassment

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

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

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

Reporting Procedures

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

Investigation of Report

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

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

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 33.]

DISTANCE LEARNING

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

The distance learning opportunities available to district students are through Amarillo College or The Texas Virtual School Network.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

The Texas Virtual School Network (TXVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation. Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 39.]

In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor. Unless an exception is made by the principal a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course. The district will not pay for more than three TXVSN courses per student per school year.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Phil Zolman or Melinda Thomas at 806 684 2651.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS

School Materials

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

The school yearbook is available to students.

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

Nonschool Materials...from students

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

The principal has designated bulletin board on the west end as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at **FNAA**.]

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

From others

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

- 1) Hair should be neat and well groomed. Style or color should not be extreme to the point of creating a distraction. (No spiking, no Mohawks, no unnatural hair color.)
- 2) Neatly trimmed beards and mustaches may be worn.
- 3) Shorts, dresses, skirts, or culottes, if worn, must present a well-groomed and modest appearance. They must be at least 1”inch below the fingertips while standing with arms relaxed at the side of the body. Shorts must be hemmed; no cut-offs or rolled up shorts. Biking shorts, boxer shorts or wind shorts are not permitted.
- 4) Pants, jeans, shorts, skirts, must be worn at the waist. The practice of ‘sagging’ or ‘bagging’ (wearing of clothing low on the hips) is not permitted.
- 5) Shirts should overlap the waistband of skirts, pants, or short. The entire midsection must be covered at all times (standing, sitting, reaching, etc.)
- 6) No tank tops, sleeveless basketball jerseys, spaghetti straps, or undershirts, muscle shirts, camisoles, halter tops, tube tops or sleeves t-shirts may be worn as a “shirt”. (They may *only* be worn as an outfit or with other garment that meets dress code.) A sleeveless shell or sleeveless button down or dress shirt is permitted as long as at the shoulders it is 4 fingers wide and it does not reveal cleavage, undergarments, etc.
- 7) Garments that are see-thorough, low-cut, revealing are not acceptable.
- 8) No leggings or tights worn as pants.
- 9) Garments that have inappropriate or offending logos, slogans, gestures, innuendoes, are not acceptable.
- 10) Footwear is required and is limited to shoes that are designed for normal inside/outside use (no house shoes, etc.)
- 11) Garments or jewelry with wording, lettering, decorations, or caricatures that advertise or represent alcohol, tobacco, dangerous drugs, or narcotics or promote their use are not acceptable.
- 12) Garments with holes worn or torn above the knees are not permitted.
- 13) Dark glasses may not be worn inside the school buildings unless the glasses have been prescribed by a physician specifically to be worn inside the building.
- 14) Hats, caps, sweatbands, hooded jacket or other head coverings may not be worn inside the school buildings.
- 15) Visible body piercing is to be limited to the ear.
- 16) Clothing or accessories that create a safety hazard in classes that involve the use of machinery, welders, chemicals or open flame are not acceptable in those situations.
- 17) Heavy chain necklaces, heavy or oversized pendants, or other types of inappropriate jewelry are not permitted.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the **instructional day**, especially during all testing, unless they are being used for approved instructional purposes. Placing the cell phone into silent/vibrate mode and text messaging is not considered "turned off" and is prohibited.

Students will be required to turn their phones into the teacher's cell phone basket or receptacle when entering the classroom. The cell phone should be off and secured. Phones can be picked up at the end of the class period. If the student does not turn in a cell phone and later is discovered to have one AND is using it during class (pocket texting, etc) their phone will be confiscated and turned into the principal's office.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications from the principal for a fee of \$15.

In addition the following consequences apply:

1st Offense: 1 Detention with a "Behavior Lesson".

2nd Offense: 1 Week of Lunch Detention

3rd Offense: 3 Days of ISS

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

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

Using any device that permits recording the voice or image of another in any way that either disrupts the educational environment, invades the privacy of others, or is made without the prior consent of the individuals being recorded is prohibited.

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 65 and policy FNF.]

An **instructional school day** is defined as anytime students are under the direct supervision of a Kress I.S.D. employee. Students who need to use a telephone during the school day may use their cell phone between periods, at lunch or one of the school phones which are available for student use upon request.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, headphones or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 65 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications

or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

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

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 45, and **Standardized Testing** on page 66.

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at **Standardized Testing** on page 52, may be administered to an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited

circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

If a student is considered an English language learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation** on page 70.]

Extracurricular activities are in place to supplement the school's purely curricular subjects. These activities provide incentives, variety, opportunities for pleasure and enjoyment and for some even a desire to stay in school. Enthusiasm for extracurricular activities should not detract from academics. If a conflict should arise between academic goals and extracurricular activities, the academics should take precedent.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request.

To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

The following requirements apply to all extracurricular activities.

- ◆ A student, who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. This suspension shall become effective seven calendar days after the last day of the six-week period during which the grade lower than 70 was earned.
- ◆ A student who receives special education services who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- ◆ An ineligible student may practice or rehearse but may not participate in a competition or other public performance.
- ◆ A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of five absences for post-district prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these requirements.

- ◆ A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: FFA, Student Council, Band, FCLA, TAFE, FFCLA, ITE, and NHS.

CHOICE

A student shall not be unduly influenced or coerced to choose one activity over another. If a conflict should arise and after a decision is made, the student shall not be punished in any way for the decision he has made, provided ample notice is given to the sponsors. This is a school board rule. Although students are expected to complete the work missed in a class, extra work or activities will not be given as a punishment for missing one class, one activity, or one practice to participate in another

The choice of what extracurricular events the student attends will be left solely to the student and their parents, but program stability and commitment should be considered. These choices might also result in future activities being missed in a certain program, if the activities are directly related. At no time however will a student be subjected to verbal comments or retaliating from a program for choosing one activity over another. If retaliation does occur, the student or parent should report it to the principal immediately.

Retaliation is defined as punishment given or verbal comments made strictly to a student for selecting one extracurricular activity over another. Programs may have rules however about participation or makeup work being required if the rule applies to all participants regardless of why an activity was missed. This is a rule and would not be considered as retaliation.

Students, who know that they are going to be involved in many extracurricular activities that require release time, need to check with the principal as early as possible before making plans to be absent. This will help eliminate confusion and release time being denied.

Students also need to make their choices as early as possible and tell the program sponsor so that the different programs will know who is available for certain activities.

PRACTICE ACTIVITIES

Students may practice outside the school day in any single extracurricular activity a maximum of eight hours per school week with a cumulative total of twenty hours for all activities.

The District shall not schedule more than one contest or performance per activity per student per school week, unless the commissioner of education has made an exception based on the District's limited facilities.

The District may schedule more than one contest or performance per activity per student per school week to accommodate tournaments, post-season competition, and contests postponed by weather or public disaster when the performance or contest is sponsored by UIL or other school-sanctioned organization.

CLUBS AND ORGANIZATIONS

CODES OF CONDUCT FOR CLUBS AND ORGANIZATIONS

Student clubs and performing groups such as band, choir, and drill and athletic teams may establish codes of conduct--and consequences for misbehavior--that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the school will apply in addition to any consequences specified by the organization. These codes of conduct will be on file in the office.

FCCLA

The Texas Association Family, Career and Community Leadership of America (FCCLA) are a nonprofit national vocational student organization for young men and women in family and consumer sciences

education in public and private school through grade 12. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision-making and interpersonal communication -- necessary in the home and workplace.

ITE STUDENT CLUB

The purpose of the Industrial Technology Club is to promote student leadership and the industrial technology department in the community. Any student can join the industrial technology club. There are two divisions-local or state/national. Local membership requires a \$1.00 fee. The state/national fee is subject to change.

INDUSTRIAL TECHNOLOGY ELIGIBILITY - REGIONAL AND STATE COMPETITION

1. A student may compete at regional competition if he or she is enrolled in an Industrial Technology education course and satisfies eligibility requirements for participating in extracurricular activities.
2. A student may compete at state competition if he or she places 1st, 2nd, or 3rd in regional competition.

STUDENT COUNCIL

Each class will elect two represents. These representatives must have and maintain a 75 overall average. Grades 9-12 will elect the president, vice president, secretary, and treasurer. These officers do not count as one of the two representatives of each class. Officers must maintain an 85 average. The president must be a senior; the vice president a junior or senior; the secretary and treasurer any high school grade level.

NATIONAL HONOR SOCIETY

The National Honor Society is an invitation only academic organization. It promotes recognition of students who have outstanding accomplishments in the areas of academics, character, leadership, and service.

To be eligible for consideration by the Faculty Council for admission into National Honor Society, the student must have mastered all sections of the State Assessment and have an average grade of 90 or above in each class. The exception to this will be AP weighted courses. In these classes an 85 will be accepted. From there, a point system will be used based on scholarship, character, leadership, and service.

To be considered for induction, each senior candidate must have a minimum of 80 points. Each junior candidate must have a minimum of 75 points. Each sophomore must have a minimum of 70 points.

Scholarship and service points are transferable from previously attended schools. A student must have been a member of Kress High School for at least one full semester to be considered. Members in good standing from other schools will be accepted into the Kress chapter.

Students must maintain the standards under which they were inducted. Students will be warned of failures to maintain standards of the Society and if necessary asked to receive counseling. If dismissal is warranted, the members and his/her parents will be notified in writing of a violation and allowed to present his/her case before the council. No warning is necessary in the case of a flagrant violation of school rules or a violation of civil laws. If the student is dismissed, the student must return the membership card and emblem.

EXTRACURRICULAR ACTIVITIES

ATHLETICS

- I. In general, rules of conduct, dress, and scholarship are essential building blocks for a successful overall program in athletics. Students who will not commit themselves to pursuit of excellence, self-improvement, self-discipline, and personal growth have no place in an athletic program.
- II. The following rules of conduct are in force for those who desire to be a part of a Kress athletic team:
 - A. Any disciplinary action of a serious nature taken against a student-athlete for misconduct away from the athletic area that results in a loss of athletic time may result in disciplinary action by the coach or athletic director. Parents and principal will be informed of any action taken.

- B. Students will conform to rules of training beneficial to their success as a student athlete. Students should, on weeknights, be at home by a reasonable hour. They should refrain from usage of substances deemed harmful to their success by the coaching staff during seasons of active competition.
- C. Student-athletes shall refrain from use of profane language in times of practice or competition and shall further speak respectfully to coaches and other school personnel at all times. This applies to officials of athletic contests and opposing coaches as well.
- D. Flagrant and willful misconduct in any game or competition or if a player is penalized for misconduct, severe disciplinary action will be taken by the coach of that sport.

These rules and other guidelines as set forth by the coaching staff are essential for a successful athletic program. Rules and guidelines for Kress athletics are set forth in the Kress High School Athletic Plan available from the coaching staff. The athletic director and coaching staff will make all other applicable rules and policies.

CHEERLEADER POLICY-HIGH SCHOOL FOR JR./SR. HIGH

The following is an excerpt from the cheerleader policy.

- A. Students must be in grades 8-11 to try out for varsity cheerleader.
- B. Students must be in grades 6-7 to try out for junior-high cheerleader.
- C. A cheerleader must be an example in academics, citizenship, attitude, and moral standing. The state eligibility rules for athletes will also apply to cheerleader eligibility for participation.
- D. All cheerleaders will be required to attend cheerleading camp in the summer proceeding the year of service as a cheerleader. The school will pay the camp fee.
- E. A cheerleader may not be absent from required games or practices for **reasons** other than illness or family emergencies. The sponsor must approve the nature of these emergencies. If possible, absences other than illness should be arranged prior to absence. To operate smoothly, the squad must be able to depend on the presence and promptness of each member. For this reason, three or more unexcused absences from any activity will be cause for removal from the squad. These activities include games, practices, special meetings, fund-raising projects, etc.
- F. Cheerleaders cannot participate in any off-campus employment during times set aside for cheerleader activities. Work is not an acceptable excuse for absence or tardies from cheerleading activities.
- G. The cheerleader will be a cheerleader for a variety of sports, not football only. The cheerleader will be required to meet regularly, scheduled practices, pep rallies, and all varsity football games. The cheerleader will also be required to fulfill duties for other sports that may take some of her time. These duties may require after school time on the cheerleader's part after football season is over. Cheering at basketball games--especially varsity games--will be required. Cheerleaders will participate and do their part in all cheerleaders' fund-raising activities, or they will be benched for at least one game--No Excuses.
- H. Cheerleaders will be required to be at all home games at least thirty minutes before scheduled game time. Cheerleaders will need to be at the bus ready to leave at least 15 minutes before scheduled departure time for out-of-town games. Equipment needs to be prepared and ready to go before the night of the game.
- I. Cheerleaders will be required to ride the school provided vehicles to and from all out-of-town games. The only way in which a cheerleader can get off the provided vehicle to ride home is for her parents to send a note before the game stating that the cheerleader will be riding home with them, and the parents must be at the game to get the cheerleader. A cheerleader cannot, for any reason, leave the sponsor's supervision with anyone but her parents.
- J. Participants will try out before the student body and a panel of judges.

Tryouts

Tryouts will be held in the spring

Tryout Eligibility

- A. Must return parent permission form.
- B. Must be passing all subjects. (UIL)
- C. Must not have been in ISS 3 consecutive 6 weeks periods preceding the elections.
- C. Must attend pre-tryout meetings.
- D. Must have attended Kress School three consecutive 6-weeks periods preceding elections..
- E. Cheerleaders, parents, and sponsor will be asked to sign a form stating that they have read and that they understand the cheerleader information and requirements

Tryout Judges and Student Body

- A. Six students will be selected as cheerleaders, and one mascot will be selected (for the varsity team).
- B. Tryouts will be before a panel of judges made up of University or National Cheerleader Association Judges and the student body.
- C. Selection will be based as follows: 70% judges, 30% student vote.

These rules and other guidelines as set forth by the cheerleader sponsor are essential for a successful program. Rules and guidelines for Kress Cheerleaders are set forth in the Kress High School Cheerleader Policy available from the sponsor.

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fee or deposits including:

- ◆ Costs for materials for a class project that the student will keep.
- ◆ Membership dues in voluntary clubs and organizations and admission fees to extracurricular activities.
- ◆ Security deposits.
- ◆ Personal physical education equipment and apparel.
- ◆ Voluntary purchases of pictures, publications, class rings, yearbooks, graduation announcements, etc.
- ◆ Voluntary purchase of student accident insurance.
- ◆ Musical instrument rental and uniform maintenance, when provided by the District.
- ◆ Personal apparel used in extracurricular activities that becomes the property of the student.
- ◆ Fees for lost, damaged, or overdue library books and school owned equipment.
- ◆ Fees established by the State Board for driver training courses, if offered.
- ◆ Fees for optional courses offered for credit that requires use of facilities not available on District premises.
- ◆ Summer school courses offered tuition-free during the regular school year.
- ◆ A reasonable fee for providing transportation to a student who lives within two miles of the school [See **Buses and Other School Vehicles** pg. 70.]
- ◆ A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses a program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.
- ◆ In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

FUND-RAISING

Student clubs or classes, and/or parent groups may be permitted to conduct fund-raising drives. An application for permission must be made to the principal at least 5 school days before the event. Student clubs or class fund-raisers will be limited to 2 per organization. [See policies FJ and GE.]

Students and parents will be held responsible for the items sold or the money for the items. Any student who does not turn in the money or the unsold items may have charges filed against him/her. Students will not be permitted to participate in extracurricular activities until money owed for fund raising is paid in full.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GENDER BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32.]

GRADE CLASSIFICATION

JUNIOR HIGH

Students shall attain an average of 70 or above in three of the following subjects: Language Arts, Mathematics, Social Studies, and Science. If a junior high student fails one or more core area subjects they will be identified “as likely not to be promoted” and recommended to attend the optional extended year program. They must then attend 90% of the time and pass all work in the program with a grade of 70 to be promoted to the next grade level.

HIGH SCHOOL

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

| <u>Credits Earned</u> | <u>Grade Placement</u> |
|-----------------------|------------------------|
| 5 | 10 (Sophomore) |
| 10 | 11 (Junior) |
| 15 | 12 (Senior) |

GRADING GUIDELINES

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

Also see **Report Cards/Progress Reports and Conferences** on page 52 for additional information.

1. A comprehensive exam will be given at least once during each six weeks period **or** a 6-weeks test will be given during the scheduled six week test period, each to be weighted as the six weeks test and a semester examination will be given at the end of each semester.
2. Six weeks grades will be determined by averaging the accumulated grades and the six weeks test.
3. Semester grades are determined by averaging all three six weeks’ grades and the semester test grade. The average of the three six week’s counts 4/5 and the semester test grade counts 1/5.
4. To earn credit in a course, a student must receive a grade of 70 based upon course-level or grade-level standards. If the student fails one semester and passes the other semester in a one year course than the semester grades will be averaged. If the averaged grade is passing then

the student will receive credit for that course. If the averaged grade is not passing than the student will only receive credit (1/2) for the semester passed. No credit will be given for the other semester.

5. No grade over a 100 will be given for a grading period (6-weeks or semester as reported in the district's accounting software').

GRADUATION

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

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

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

Testing Requirements for Graduation

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

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations. In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[Also see **Standardized Testing** on page 66 for more information.]

In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 47.

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

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement.

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

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

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

Foundation Graduation Program for Students entering grade 9 in the 2014-2015 School Year

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on [page 48](#).

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

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

The foundation graduation program requires completion of the following credits:

| Course Area | Number of credits Foundation Graduation Program | Number of credits Foundation Graduation Program with an Endorsement |
|--|--|--|
| English/Language Arts | 4 | 4 |
| Mathematics | 3 | 4* |
| Science | 3 | 4 |
| Social Studies, including Economics | 3 | 3 |
| Physical Education** | 1 | 1 |
| Language other than English*** | 2 | 2 |
| Fine Arts | 1 | 1 |
| Electives | 5 | 7 |
| Miscellaneous | | Available Endorsements****: Business & Industry, Public Services, Multidisciplinary |
| TOTAL | 22 credits | 26 credits |

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

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

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

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue. Kress ISD at this time only offers the Business & Industry, Public Services and multidisciplinary endorsements.

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering

grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review TEA's Graduation Toolkit, available here:
<http://tea.texas.gov/communications/brochures.aspx>.

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

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

STUDENTS WITH DISABILITIES

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

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

[See policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

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

Certificates of Coursework Completion

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

GRADUATION ACTIVITIES

Graduation activities include:

- Graduation practice/photographs with board president or designee receiving diploma/individual/group
- Wearing of traditional cap and gown with appropriate dress.

The following students and student groups will be recognized at graduation ceremonies:

- Honor Graduates
- Students receiving Academic Awards earned they senior year
- Students receiving scholarships

GRADUATION SPEAKERS

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are graduating and who are among the five highest academically ranked will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation. The Valedictorian and the Salutatorian will not be eligible to give the opening and/or the closing remarks as they will be speaking during the ceremony.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian and salutatorian may also have speaking roles at the graduation ceremony.

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

GRADUATION EXPENSES

Students and parents will incur expenses in order to participate in the traditions of graduation, such as the purchase of invitations, senior ring, cap and gown, and senior pictures; both student and parent should monitor progress toward completion of all requirements for graduation. The expenses are often incurred in the junior year or the first semester of the senior year.

SCHOLARSHIPS AND GRANTS

Students who have a financial need according to federal criteria and who complete the Recommended High School program or Distinguished Achievement Program may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community college, and technical schools, as well as to private institutions. Contact the counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on [page 32.](#)]

HAZING

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

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

[Also see **Bullying** on page 23 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

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

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

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

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

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

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

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

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

Food Allergies

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

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

Head Lice

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

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, and FFA the district will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in middle or junior high school shall engage in at least 30 minutes of moderate or vigorous physical activity per day. For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 4 meetings. Additional information regarding the district's School Health Advisory Council is available from Leah Zeigler.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. [See policies at BDF and EHAA.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Kress ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Leah Zeigler with questions about the content or implementation of the district's wellness policy and plan.

OTHER HEALTH_RELATED MATTERS

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year

Vending Machines

The district has adopted policies and implemented the agency and food service guidelines food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the principal. [See policies at CO and FFA.]

NO OUTSIDE DRINKS will be allowed in the building. Approved beverages may be purchased from the vending machines that meet the USDA requirements for Foods of Minimum Nutritional Value. Water fountains are available. Students coming into the building with outside drinks will be required to throw them away.

Tobacco Prohibited

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

The District and its staff strictly enforce prohibitions against the use of tobacco products , electronic cigarettes (e-cigarettes)by students and others on school property or at school-sponsored or school-related activities. [See the Student Code of Conduct and policy GKA.]

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Leah Ziegler, the district's designated asbestos coordinator, at 806 684-2651.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Leah Ziegler, the district's IPM coordinator, at 806 684-2651.

HOMELESS STUDENTS

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Phil Zolman at 806 684-2652.

HOMEWORK

The high school does not have a school wide homework plan although it encourages teachers to grade any homework assigned. Individual teachers assign homework and have individual homework grading plans.

IMMUNIZATIONS

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. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. 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, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB (LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

IN SCHOOL SUSPENSION (ISS)

Any student placed in ISS will not be allowed to participate in any competition or performance related in any extracurricular activity for that calendar day. A student placed in ISS is not eligible to compete or perform in any extracurricular activity that day regardless of the time of the event. However, they may practice or attend rehearsals for extracurricular events. (See handbook pg. 35 “Extracurricular Suspension”). This means that if you are in ISS the day of student elections for class favorite, homecoming queen/king or even during an UIL competition (Junior High or High School UIL competition, OAP competition, District Play-Off game, etc) you will not be allowed to compete.

ISS PROCEDURES

Students have been placed in ISS for not following the rules and/or not accomplishing tasks assigned to ensure their academic progress.

1. Students must report to the office at 7:55 am with all their books and needed materials.
2. Student receives and signs the “Rules for In-School Suspension” sheet.
3. Office personnel or the ISS teacher will escort them to the ISS room.
4. Students must finish all work assigned while in ISS.
5. After serving their ISS they must be processed out of ISS. The ISS teacher will escort students to the office at 3:20 p.m., and Mr. Zolman will check their work. If Mr. Zolman is unavailable, then the following personnel are designated to check their work and officially release them from ISS: Jonathon Rameriz.
6. If they have not completed all work assigned, they will report the following morning to the office by 7:55 a.m. and will stay in ISS until their work is done, and they are officially released.

Office Responsibilities:

1. Assign ISS.
2. Mail home discipline form.
3. Request work from each student’s teacher. Process students in and out of ISS.

Teacher Responsibilities:

1. Assign work. Please assign work that is reasonable for them to accomplish within the time frame and that they can be expected to do based on prior teaching and learning. However, please assign them enough work that can reasonable by accomplished in an hour or two a day.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken into Custody

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

1. To comply with an order of the juvenile court.
2. To comply with the laws of arrest.
3. By law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
4. By a probation officer if there is probable cause to believe the student has

violated a condition of probation imposed by the juvenile court.

5. By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
6. To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The District is required by law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted or received deferred prosecution, received deferred adjudication, or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

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

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus the student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and

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

During Lunch

- Junior High students may not leave campus for lunch unless they are picked up by an adult family member, or we have a signed note giving them permission for someone else to pick them up--grandparent, older brother, etc.
- High School students may leave campus for lunch. They may not leave by car unless a parent picks them up or we have a note saying that another person is picking them up--again such as a grandparent, parent of a friend, etc.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

.LOST AND FOUND

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

MAKE-UP WORK

1. For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
2. A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.
3. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
4. Students will be given at least two days for each day absent to make up work missed for an excused absence.
5. A student will be permitted to make up tests and to turn in projects due in any class missed because of an excused absence. Teachers may assign a late penalty to any project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through an alternative method, including correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA.]

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL**MEDICINE AT SCHOOL (All Grade Levels)**

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the principal's office and administered the principal 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.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

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

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

Teachers and other District employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they will not recommend use of psychotropic drugs. A District employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

[For further information, see policies at FFAC.]

NONDISCRIMINATION STATEMENT

Statement of Nondiscrimination

In its efforts to promote nondiscrimination, Kress Jr. Sr. High School does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs and provides equal access to the Boy Scouts and other designated youth groups. The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Phil Zolman, Principal, P.O. Box 970, 806 684-2652.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Phil Zolman, Principal, P.O. Box 970, 806 684-2652.

All other concerns regarding discrimination: See the superintendent Leah Ziegler, 806 684-2652.

[See policies FB, FFH, and GKD.]

NONTRADITIONALACADEMIC PROGRAMS

The district offers credit recovery through PLATO. [See **Requirements for a Diploma** on page 45.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

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

At times, qualified professionals will conduct physical examinations and health screenings.

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

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

Also see policy FFAA.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 11.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC for more information.]

ETIQUETTE FOR FLAG CEREMONIES

- I. People should stand with the right hand over heart. However, civilians will show full respect when the pledge is given by merely standing at attention, men removing their headdress.
- II. When the national anthem is played and the flag is displayed, all present should stand and face toward the flag. All present should stand at attention; hand over heart, men removing hats.

When the school song is played or sung, all people present should face the music and stand at attention. The student body and any others present, who wish to do so, should sing the words as the music is played.

PRAYER

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

PROMOTION AND RETENTION

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

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. . The student will instead take the corresponding EOC assessment.

If a student is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will only be required to take an applicable state mandated assessment for the course in which he or she is enrolled. [See **Standardized Testing** on page 67.]

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and policy. EIF(LEGAL).]

For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

High School Grade Levels

1. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.
2. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.
3. Students will also have multiple opportunities to retake EOC assessments.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCE

Report cards with each student’s grades or performance and absences in each class or subject will be issued following the end of each six-week period. The report cards will be kept on file in the principal’s office. At the end of the first three weeks of a grading period parents will receive a progress report if their child’s performance in any course/subject in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. That student will also be required to attend mandatory tutorials. [See Working Together on page 6 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed

unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL).]

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation on page 32.**]

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Accident Insurance

Soon after school opens, parents will have the opportunity to purchase low-cost accident insurance that will help meet medical expenses, in the event of injury to their child.

DRILLS: FIRE, TORNADO, AND OTHER EMERGENCIES

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

Fire Drill Bells/Bomb Threat

| | |
|---------------|-------------------------|
| 3 short bells | leave the building |
| 1 long bell | return to the classroom |

Tornado Drill Bells

| | |
|----------------|--|
| 3 short sirens | move quietly but quickly to the designated locations |
| 1 long siren | return to the classroom |

Hostile Visitor/Lock Down

Lock down code will be announced and lock down procedures implemented by the teachers.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

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

EMERGENCY SCHOOL CLOSING INFORMATION

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages.

It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

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

If for any reason school has been cancelled for Kress Independent School District, notification will be given to the following media by 6:30 a.m. of the morning in question. If an announcement has not been made by 7:30 a.m. it can be safely assumed that school will be in session and that buses will run.

| | | | |
|------|-------------------|------|-------------------|
| KTUE | 104.9FM----1260AM | KVOP | 106.9FM----1400AM |
| KKYN | 103.9FM----1090AM | KMMX | 100.3FM |
| KONE | 101.1FM | NBC | Channel 4 |
| KVII | Channel 7 | KFDA | Channel 10 |
| KCBD | Channel 11 | ABC | Channel 28 |

In the event of an early dismissal due to weather, the media will be notified by noon. Children will be permitted to call parents only if absolutely necessary. We ask that during inclement weather parents listen to the media for changes in the dismissal times.

SAT, ACT AND OTHER STANDARDIZED TESTINGS

See **Standardized Testing** on page 66.

SCHOLASTIC PENALTIES

Although conduct, discipline, and scholastics are very much related, scholastic penalties should never be imposed upon students as disciplinary measures. Points should never be taken from any grade as consequences for misconduct. All disciplinary measures for misbehavior should be in accord with guidelines set forth in the Kress ISD "Student Code of Conduct." Student problems that deal with cheating on academic work will be handled both as an academic and disciplinary matter. Zeros may be given for cheating

SCHOOL EQUIPMENT

Equipment issued by the school or its sponsors is the responsibility of the student. It should be cared for properly and returned to the school upon demand of the sponsor, the student’s checking out of school, or the completion of the school year. Any student who does not return the equipment to the school may have legal charges filed against him/her. Students will not be allowed to participate in extracurricular activities until the equipment is returned or paid in full.

SCHOOL FACILITIES

Use by Students before and After School

Certain areas of the school will be accessible to student before and after school and during lunch for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. The following areas are open to students before school beginning at 7:45 a.m.

1. East End of the High School Building -Junior High Students ONLY.
2. North Foyer, West End and South Foyer -High School Students ONLY.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students, must leave campus immediately.

Lunch

1. No food should be taken from the cafeteria.
2. Students should stay in the cafeteria during bad weather such as rain, hail or snow.
3. Student will only be allowed to be in the building on cold days in designated areas only. High school students should be on the west end in the foyer, by the principals' office or by the coke and candy machines. Junior High students should stay on the east end of the hall.
4. Students are not allowed to walk the halls or be in classrooms.
5. NO STUDENT (S) WILL BE IN CLASSROOMS DURING LUNCH WITHOUT A TEACHER PRESENT.

Conduct Before and After School

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

During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use of Hallways During Class Time

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

Library

The library is for students' general use and benefit, and we encourage both students and teachers to feel free to use the center for a learning experience as well as for pleasure reading. The library is an integral, as well as important, part of the educational process of our student body; therefore, we have directed both our attention and budget toward attaining that goal.

We have initiated some guidelines that are needed to make the library a place where students can browse, study, and also check out reading materials as needed.

1. Books are loaned from the library for one week with the privilege of renewal for the same period of time. The librarian if requested can extend this time.

Auditorium

The auditorium of our school is in constant use and the cooperation of everyone is essential to keep it in order; therefore, Kress ISD is asking your cooperation in following these rules.

1. Anyone in the school who needs to use the auditorium must check with the principal to see if it is available at the time you desire.
2. Any outside organization wishing to use the auditorium may do so only with the approval of the school board. The facility should be left in good order with the lights off upon completion of the event.
3. Any class or organization using the auditorium must clean up any messes, props, etc. immediately after performances or rehearsals if another group is sharing the auditorium. A faculty member must supervise pupils using the auditorium. **No food or drink is allowed in the auditorium**

Gymnasium

No student is to be in the gym or weight room at any time unless under the sponsorship of a teacher or coach. Any outside organization wishing to use the gym may do so only after the approval of the school board. Anyone using the facility should be sure the lights are turned off and all equipment is put back in its proper place. Any damaged equipment must be repaired or replaced by the organization using the facility, and the gym must be left in the same state of cleanliness that it was found.

Cafeteria Services

Kress ISD participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Fee and reduced price lunches are available based on financial need. Information about a student's participation is confidential. See the principal to apply.

- For a minimum charge you have the privilege of eating in the cafeteria. To make it a pleasant place to eat, you should make every effort to keep it neat and clean. Let us make it as quiet and orderly as you would have it at home.
- Meals are to be paid for in advance by the day, week, or month. In cases where credit is needed, arrangements must be made in advance with the superintendent's secretary. No more than one week's charges will be accepted.
- Any outside organization wishing to use the cafeteria must have school board approval. The cafeteria should be left in good order upon completion of the activity.
- Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See building principals to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to 20 days or up to \$ 50.00, whichever occurs first, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

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

Meetings of Non-curriculum-Related Groups

Student organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB. A list of these groups is available in the principal's office.

SEARCHES

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

Students' Desks and Lockers

Areas such as lockers, which are owned and jointly controlled by the district, may be searched at any time. Students shall not place, keep, or maintain any article or materials in school-owned lockers that is forbidden by district policy or that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-approved function.

Students are fully responsible for the security and contents of their assigned desks and lockers.

Searches of students' outer clothing and pockets may be conducted if reasonable cause exists. Highly intrusive invasions of student's privacy, such as searches of the student's person, shall be conducted only if probable cause exists to believe the student possesses contraband.

Lockers

Each pupil will be assigned a locker. A record is kept in the office of each assigned locker. Pupils will please observe these suggestions.

1. Use only your assigned locker. Only one locker per student will be assigned.
2. Do not slam locker doors.
3. Keep lockers clean and orderly.
4. Take all materials needed from lockers to class.
5. Keep locker doors closed.
6. Do not put permanent decals on lockers inside or out.

Telecommunications and Other Electronic Devices

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

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

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

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Kress High School students are granted the privilege of driving automobiles to school by the school board. This privilege can be revoked by the administration if the privilege is abused. **Cars can be parked anywhere except on the bus parking lot south of the cafeteria or on the curb in front of the building.** Students are not permitted to sit in parked cars on the campus at any time. Cars may not be driven during the lunch period. Extreme caution must be used when driving an automobile in the vicinity of the school campus during the times the students are arriving at, attending, or leaving school. The posted speed limit during those times could be too fast if the students are near the street. Driving too fast or recklessly for the conditions can result in immediate disciplinary action by the staff without the driver receiving prior warning.

Trained Dogs

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

Drug Testing

The district has an extracurricular drug testing policy. For further information, see policy FNF (LOCAL). Also see **Steroids** on page 68.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, bilingual students, dyslexic The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Ms. Thomas

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011–2012 school year only, this requirement will be waived. See **Promotion and Retention** on page 60 for additional information.

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

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

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

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

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

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

Satisfactory performance on the applicable assessments will be required for graduation.

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

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

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

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

See **Graduation** on page 45 for additional information.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering as anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or in the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html

STUDENTS IN FOSTER CARE

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

Please contact Leah Ziegler, who has been designated as the district's foster care liaison, at 806 684 2652 with any questions. [See also **Students in the Conservatorship of the State** on page 15 for more information.]

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: Student speakers shall be given a limited public forum to introduce:

1. AR assembly;
2. KROO 42 news;
3. Awards assembly;
4. Basketball games;

5. Football games;
6. Pep rallies;
7. Personality assembly;
8. Student elections;
9. Baseball games;
10. Graduation;
11. Band concerts; and
12. Banquets.

Students are eligible to introduce these events if they:

1. Are in the highest two grade levels of the school,
2. Volunteer, and
3. Are not in a disciplinary placement at the time of the speaking event.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal during the first week of the fall semester and/or spring semester. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See FNA (LOCAL)]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org>.

SUMMER SCHOOL

An extended year program is offered to students in grades k-8 grade who were not promoted during the regular school year. Students must attend 90% of the time and have at least a 70 in each subject in the summer school program to be promoted.

TARDIES

A tardy is defined as missing class from the time the tardy bell rings to 25 minutes. Missing class more than 25 minutes is considered an absence. Students who come to class with a note from another teacher showing that they had a legitimate excuse should be admitted to class. Occasionally large numbers of late students with a legitimate excuse will be admitted to class through a P.A. announcement.

Each semester will stand alone and the number of tardies for each student will begin at "0" at the beginning of each semester.

TARDY POLICY

Consequences:

1 tardy= 1 lunch detention. If tardy to any morning period the student will serve lunch detention that day. If they are tardy to any afternoon class they will serve the lunch detention the following day. Lunch detentions will be served from 12:10-12:30 p.m. Students will not be allowed to talk and will sit in a designated area to eat lunch.

Tardies will become part of the students' disciplinary history and used in addition to any office referrals, detentions, etc to establish a case of persistent misbehavior. Students' who exhibit this behavior will be placed in an alternative education placement i.e., ISS, OSS, or JJAEP depending on the offense(s).

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

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

The state furnishes textbooks free of charge. **Books must be covered by the student, as directed by the teacher, and treated with care.** Failure to cover books may result in a fine or the cost of the damaged book. A book lost or damaged too much for future use must be paid for in full at which time the book becomes the property of the student. Remember the book is not yours; it is loaned to you by the people of the State of Texas.

Students owing fines to the school for textbooks will not be allowed to participate in extracurricular activities until the fines are paid in full.

TRANSFERS

[See **Safety Transfers/Assignments**, on page 15; **Bullying**, on page 24 and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 16, for other transfer options.]

TRANSPORTATION

School-sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or the parent presents-before the scheduled trip-a written request that the student be permitted to ride with an adult designated by the parent.

Buses and other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's Web site.

For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The District has identified the following areas where hazardous conditions exist for student who live within two miles of the campus: Students living in town on the West side of the tracks are transported from the school to the west bus barn because of the RR tracks.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Leah Zeigler, 806 684-2651.

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

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

- Follow the driver's directions at all times.

- Enter and leave the vehicle or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco or e-cigarettes on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the *Student Code of Conduct*; bus-riding privileges may be suspended or revoked.

TUTORIALS

Weekly progress reports will be completed and submitted to the office by all teachers by Monday a.m. Every student with a grade below a 70 will be required to attend tutorials Monday-Thursday.

U.I.L. LITERARY EVENTS

UIL literary events give students an opportunity to participate in activities that provide a challenge in speaking, writing, acting, math, science, and typing. In addition, they may demonstrate their talents in competition with other schools and may earn awards such as medals and recognition, as well as scholarships.

VANDALISM

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

VIDEO CAMERAS

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

Visitors Participating in Special Programs for Students

On High School Career Day Kress High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

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

VOTER REGISTRATION

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

WITHDRAWING FROM SCHOOL

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

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

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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

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

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

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

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

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

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

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

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

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

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

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

Kress Independent School District

200 East 5th Street
Kress, Texas 79052
806-684-2652

Title I School/Parent Compact

Board of Education

Jesse Munoz, President
Mike Goss, Vice President
Nicole Aguilera, Secretary
Zach Trevino, Member
Tiffany Reed, Member
Shelly Tye, Member
Martin Sanchez, Member

Administration

Leah Zeigler, Superintendent
Phil Zolman, High School Principal
Shawn Langston, Elementary Principal

Title I

A schoolwide program permits Kress Independent School District to use federal education funds and resources to upgrade the entire educational program of the district in order to raise academic achievement for all students.

A school may operate a schoolwide program if at least 60% of the children enrolled in school during 1995-96 were from low-income families. The schoolwide programs respond to a solid research base about what makes schools work for disadvantaged students.

Repeated findings show that:

- All children's performance is negatively affected in schools with high concentrations of poverty.
- For students to meet high standards of performance their entire instructional program must be substantially improved.
- Educations in highly successful schools expect high academic achievement from every child.
- When an entire school is the target of change, schools and students can achieve success.

The Kress ISD Schoolwide Program is designed to improve the educational opportunities of all students. The program will help students succeed in the regular classroom, attain grade level proficiency, and improve achievement on standardized tests.

RESPONSIBILITIES / PLEDGES

Students

1. I pledge to come to school on time every day unless I am ill.
2. I pledge to enter the school and classroom ready to perform the tasks that my teacher asks of me.
3. I pledge not to disturb my classmates.
4. I pledge to complete all homework by making sure I understand the assignment before I leave school.
5. I pledge to have someone at home look at my work when I have finished.
6. I pledge to read every day.
7. I pledge to spend less time watching television. Than I spend on reading, homework and talking with family and friends.
8. I pledge to do something for someone else at least one a day.

Parents/Guardians

1. I pledge to see that my child attends school each day, unless he/she is ill.
2. I pledge to communicate expectations regarding self-discipline and respect for others.
3. I pledge to ask my child about homework each day.
4. I pledge to ask my child about reading material and read for pleasure each day.
5. I pledge to listen and talk with my child each day.
6. I pledge to assist my child in serving others.
7. I pledge to visit with my child's teacher and learn what is expected of my child.
8. I pledge to encourage other families to become involved with the school.
9. I pledge to praise/encourage my child often.
10. I pledge to allow my child to make as many decisions as possible.
11. I pledge to volunteer or become involved at my child's school.
12. I pledge to monitor the amount and quality of my child's television viewing time.

RESPONSIBILITIES / PLEDGES

School

1. We pledge to see that your child has a positive school experience each day.
2. We pledge to notify you of situations which may cause your child to have a negative school experience.
3. We pledge to offer activities aimed at improving student achievement.
4. We pledge to schedule at least one conference per year.
5. We pledge to provide opportunities for parents to attend school activities; give input into school operations; and evaluate the school's performance.
6. We pledge to report on your child's progress and plan for improvement.
7. We pledge to build a more effective home/school partnership.
8. We pledge to provide information and opportunities for you to become a more effective participant in home/school learning.
9. We pledge to communicate to the home in the language understood by the parents.
10. We pledge to have an "open door" policy because YOU ARE ALWAYS WELCOME!

Parent's Rights

Parents have a right to a copy of law and an explanation of policy. Parents also have the right to contribute their input into the development of the Title I program, its implementation and evaluation, and to have activities that are specifically designed to help them help their children improve their academic performance.

The Law

The most recent law that affects Title I is the No Child Left Behind Act of 2002 (Public Law 107-110).

The law requires:

- "that school districts have a written policy regarding the partnership between school and parent for improved student academic achievement";
- "that parents be involved in the design operation, and evaluation of Title I";
- "that parents be consulted about home/school activities and be trained to help instruct their children";
- "that whenever possible, activities should be presented in the language spoken by the parents."

Instructional Programs

Kress I.S.D.

Special Education
ESL (English as a Second language)
Gifted and Talented
Tutorials
Library Services
UIL Academic Competitions
Accelerated Reader
RTI / Response To Intervention
TAKS Remediation
Student Success Initiative

Parent Involvement Activities

Advisory Councils

Districtwide Educational Improvement
Council (DEIC)
Campus Site Based Decision Making
Committees

Open Houses

Early Release Day following the first grading period for parents to pick up
report cards
Parent Involvement Day
Texas Public School Week

Volunteer Opportunities

Shared Reading
Parent and Teachers Together (PATT)

Shared Information

Parent/Teacher Conferences
Newspaper
Memos
Books/Videos for Parents

Assemblies

Band Concerts
Awards Assemblies
Special Programs

Other

Parties
Field Trips
Track Meet

Parent Involvement Policy Kress High School

“Every Student, Every Chance, Every Day”

Statement of Purpose

Kress High School is committed to the purpose of providing a quality education to every student in our district. To accomplish this purpose, we must build and strengthen partnerships with parents and community members. When school, home, and community work together, high achievement standards for our students can be met. This purpose cannot be met without a positive working relationship between school and parents. Parent support for their children and for the school is of vital importance to their children’s success throughout their elementary, junior high, and high school years.

Grade level goals for the students of Kress High School will be provided to all parents in the district. All students will be expected to work toward mastery of these objectives. We realize that some students will need the extra assistance available through the Title I program, as well as other programs to meet their full potential.

Kress High School intends to work with parents in all aspects of the school’s Title I program. The expected outcome is a partnership between school and home that will help all students in the district to succeed.

Parent Involvement in Developing the Policy

The Campus Educational Improvement Committee made up of parents, community members, teachers, and administrators will meet to develop our school’s Parental Involvement Policy. Kress High School will seek parent volunteers to help develop the policy that reflects the diversity of our community. Meetings will be planned at convenient times and locations for all involved.

Annual Meetings for Title I Parents

Kress High School will hold two meetings for parents during each school year. Parents will be informed of new Title I guidelines and how they differ from the previous Title I program in our school district. Copies of the district’s current Parent Involvement Policy and Title I School-Parent Compact will be given to parents. Parents will have the opportunity to actively participate in the revising and updating of the policy and compact as needed to meet the changing needs of the parents, students, and school. At these meetings, parents will be recruited to serve on the district and campus level Educational Improvement Committees.

School-Parent Compact

In following Title I regulations, each school must develop a school-parent compact with the parents of students participating in the program. The compact is designed to increase the sharing of responsibility between families and schools for the high performance of students.

The compact must explain how this student performance responsibility will be shared among the students, parents, and school staff. The school’s Educational Improvement Committee will be directly involved in the development and implementation of the compact.

All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students meet their goals of high achievement. Student’s responsibilities will vary with grade level.

Parents are encouraged to discuss the contents of the compact with their children.

Matching Programs to the Needs of Your Community

Each year, the school will assess the needs of parents and children in this community, through a variety of ways – including questionnaires and surveys sent home to parents – so that the Title I program will be adapted to meet those needs. Workshops and programs will be offered to meet the expressed needs of students and their parents. Parents will be informed of these activities through written notes sent home and the local media. Parents and community members are encouraged to contact the district office or either school office at any time to express an interest in a particular workshop or to make a suggestion.

Staff/Parent Communications

Positive communication between school staff and parents is the key to the success of students. Communication will take place in a variety of ways. Newspaper articles, letters, conferences, personal contacts, phone calls, and written notices are some of the means which will be used to establish and maintain open lines of communication. Parents are encouraged to take the initiative in calling their child's teacher when a problem occurs. They may call the school office and ask for a translator for conferences if needed. Great effort will be put forth to communicate with parents in the language that they use.

Staff members will be trained in positive communication techniques and effective ways to work with parents.

Evaluation

The Campus Educational Improvement Committee, which includes parents of students in the Title I program, will review and evaluate all aspects of the parent involvement program.

There will be an annual evaluation of the content and effectiveness of the Title I parent involvement program, and parents will be asked for their suggestions for improvement. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement Policy on the basis of this annual review.

It is hoped that this commitment to family involvement will result in higher achievement for our students. The policy will be coordinated by Title I supervisory staff and teachers throughout the school and promoted by the building principal and school staff.

APPENDIX III:

Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.kressonline.net. Below is the text of Kress's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.