

Kauffman Leadership

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2019-2020 Family Handbook

Kauffman Leadership Academy



Where excellence is the expectation.

Dear families and friends of Kauffman Leadership Academy;

Congratulations on joining us for an innovative, state of the art educational experience. You have chosen a path that will be engaging, entertaining, and educational. Every member of the staff is here to provide assistance and all are working toward one goal: each student's success.

In the following pages you will find an outline of the working relationship between students, staff, and parents/guardians. But the core and the soul of the school is encapsulated in the five habits of heart for community listed here:

HABITS OF THE HEART FOR COMMUNITY:

WE ARE ALL IN THIS TOGETHER.

WE VALUE AND APPRECIATE EACH OTHER.

WE WILL LEARN TO HOPE IN AN IMPERFECT WORLD.

WE WILL GROW CONFIDENT IN OUR OWN VOICE AND POWER.

WE WILL WORK TO STRENGTHEN OUR COMMUNITY EVERY DAY.

Parker J. Palmer, "Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit" (San Francisco: Jossey-Bass, 2011)

We are looking forward to a successful year at the end of which you will be able to say, "I have never had so much fun. I have never worked so hard. I have never learned so much."

Come with us now and let's start the journey.

Theresa Kauffman
Superintendent/CEO/Founder

Joe Davis
President,
Board of Directors

Greg Kauffman
COO/Founder

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Kauffman Leadership Academy Vision:

Kauffman Leadership Academy is the school of choice where excellence is the expectation.

KAUFFMAN LEADERSHIP ACADEMY MISSION STATEMENT

The mission of Kauffman Leadership Academy is to maximize the learning outcomes for each scholar through engaging activities at the highest academic standards, mastering the skills for tomorrow's workplace, encouraging scholar service to others, in a safe, respectful and trusting environment that instills hope and promotes personal responsibility and growth.

Adopted August 15, 2010; Revised July 23, 2019

At Kauffman Leadership Academy, we believe in a pedagogy that provides differentiated instruction paying attention to the needs, interests, and learning styles of each student.

Teachers at Kauffman Leadership Academy will design hands-on, project based activities that use technology and are based on the Texas Essential Knowledge and Skills (TEKS) to facilitate learning. Kauffman Leadership Academy believes students can reach their full potential when they feel safe, engaged and respected in the learning process.

Attendance Policy

Absences: Texas Education Code Sections 25.085(a) and (b) states that a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and has not reached the child's 18th birthday shall attend school each school day for the entire period the program of instruction is provided. Upon enrollment in pre-kindergarten or kindergarten, a child shall attend school under the same 90% attendance rules as all other students.

Students of Kauffman Leadership Academy (KLA) are expected to achieve a minimum attendance of 95% of the days of instruction of the academic year. However, students must adhere to the 90% attendance law. Ten absences or more per semester exceeds the 90% attendance requirement. If a student fails to attend 90% of the days, credit can be lost and promotion to the next grade may be in jeopardy.

Excused absences: A student absent from school on a day of instruction shall be excused for the following reasons:

- Absence because of illness. However, excessive days or absences of three (3) consecutive school days or more must be documented in writing by the treating physician, dentist, or other applicable health professional.
- Temporary absence resulting from appointments with health care professionals (if the student returns on the same day of the appointment with documented re-entry slip from the doctor's office). NOTE: KLA requests that parents make every effort to schedule doctor's appointments with the goal of minimizing time lost away from academic instruction.
- Absence because of death in the immediate family. Immediate family includes only the grandparents of the student and the descendants of a grandparent of the student.
- Absence because of attendance or observance of religious holy days. Advance written notice of absences because of religious observance is requested in advance of the absence. This provision applies to holy days that are tenets of the religion. This provision does not apply to retreats, conventions, youth group activities, etc.

Vacation or business trips are not recognized by the state as acceptable reasons for students being out of school and will be treated as unexcused. Therefore, these days should be planned only for school holidays that do not disrupt student learning or cause loss of credit.

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Parental Consent Required: A parent/guardian is required to provide written consent prior to removing a student from the campus during the school day. It is the responsibility of the parent or guardian to call KLA EACH DAY of absence by 10:00 a.m. to explain the absence of the student. The purpose in notifying the school is to promote that both the school and the family are aware that we can account for each student. All absences not cleared within twenty-four hours are unexcused. Upon the student's return, the parent/guardian shall be required to provide written notice that describes the reason for the absence.

Consequences: If any parent of a school age child fails to send the child to school as required by law, a warning shall be issued by the school and/or the attendance officer that attendance is immediately required. If, after a warning, the parent fails to send the child to school as required by law and the child has unexcused voluntary absences, the parent commits an offense. Section 51.03(b)(2) Family Code. Education Code 25.093 (a)(b)(c)

The parent and/or child shall be prosecuted if the child fails to attend school without excuse on 10 or more days or parts of days within a six months period in the same school year. The parent/child may be prosecuted if the child fails to attend school without excuse on three or more days or parts of days within a four-week period. Education Code 25.094 (a)(b)(c)

KLA's attendance officer shall file a complaint in court against the parent or child when truancy occurs. Fines range from \$110 to \$500 (per day) that the child remains truant from school. Other results of truancy include referral to juvenile probation department for a child in need of supervision (Section 51.03(b)(2), Family Code)

Make-up Work: Students who are absent must make up all class assignments, tests, projects, presentations or other assignments and perform special projects at the teacher's discretion. The student shall have one day for each day absent, plus one day, to complete make up work. Homework assigned the day prior to the first day of absence shall be included in the time extension. Projects and presentations assigned three (3) or more days prior to the first day of absence may, at the discretion of the classroom teacher, be due on the day a student returns to class. No reduction in grade or class credit shall be assessed for assignments completed and turned in within the time extension. Projects and presentations assigned three (3) or more days prior to the first day of absence that are turned in later than the

first day a student returns to class may be reduced in grade at the discretion of the classroom teacher.

Denial of Class Credit/Failure: Texas law presently requires that a student who is not in attendance at school for ninety percent (90%) of the days of instruction for an academic year shall not receive credit and will not be passed to the next grade level unless an attendance committee approves an exception. The CEO shall convene, as appropriate and upon petition filed by the student's parent or legal guardian, an attendance committee to review the attendance and academic performance of any student who fails for any reason to attend ninety percent (90%) or more of the academic days of instruction in any academic year. The attendance committee, the majority of which shall be comprised of classroom teachers, shall consider the attendance and possible retention at grade level of the student because of the absences of the student. The affected student and parents shall be notified that the committee shall consider the case of the student. The student and parent shall be invited to attend and present any information concerning the absences and/or academic performance of the student. The committee shall advise the student and parents of their decision in writing within ten (10) days of the meeting. The student and parents may appeal any ruling of the committee to the Board of Directors of KLA.

Tardies/Late Arrival: Students arriving in their classrooms after the commencement of the school day are tardy unless the tardiness is an Excused Absence as defined above. Instructional time is a precious commodity at KLA. Tardies not only deprive the student of instructional time, but they also cause the start of the school day to be unduly stressful and disrupt the learning of the class.

Students should be in their classrooms on time. If they are not, their teacher will note them tardy. Your support in getting your student to school on time is greatly appreciated, and demonstrates your family commitment to a KLA education.

Authority of CEO: The CEO, or his/her designee, shall determine the procedure and mechanism to record attendance, tardiness and absences, both excused and unexcused. The CEO, or his/her designee, shall exercise discretion in determining exceptions to this policy. The exercise of this discretion is vested solely in the DE, or his/her designee.

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CHARTER SCHOOLS DEFINED

A charter school must meet the definition in Section 5210(1) of ESEA (Elementary and Secondary Education Act), which is as follows:

“The term ‘charter school’ means a public school that:

1. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that sets forth the Federal definition];
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction
3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
4. Provides a program of elementary or secondary education, or both;
5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. Does not charge tuition;
7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;

8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
9. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the PSCP];
10. Meets all applicable Federal, State, and local health and safety requirements;
11. Operates in accordance with State law; and
12. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.”

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Student Code of Conduct

A. Philosophy

KLA will do all it can to create balance between the rights and the inherent responsibility for all to foster a positive school climate. The Student Code of Conduct has been designed to help a student understand that positive student behavior is our expectation. However, behavior that is detrimental to the positive learning environment will result in consequences and those consequences will be administered with a progressive discipline plan from this philosophy. This progressive discipline plan and Student Code of Conduct (SCOC) is designed to inform students, parents, legal guardians, and school personnel of rules of conduct applicable to meet the desired behaviors expected of all Kauffman Leadership Academy students.

B. Responsibilities

Student Responsibilities

- Attend school daily, except when ill or otherwise lawfully excused, on time, and in the accepted Kauffman Leadership Academy dress code without variance
- Sign a statement indicating you have received, read, and agree to follow the Student Code of Conduct
- Follow all rules and regulations established by faculty and staff of the Kauffman Leadership Academy
- Cooperate fully with all lawful and reasonable directives issued by school personnel
- Be prepared for each class with assigned work and appropriate materials, pursuing academic mastery to the best of your ability
- Show respect for others and their property, and seek help from an Kauffman Leadership Academy staff or faculty member when confronted with problems
- Refrain from making profane, insulting, threatening, or inflammatory remarks
- Accept the fact that there will be difficulties in your life and strive to persevere through personal and academic challenges

Parent or Legal Guardian Responsibilities

- Establish and maintain a positive attitude towards KLA and its' faculty and staff.
- Maintain up-to-date information regarding addresses, phone numbers for home, work and emergencies, and other pertinent legal issues of which the school should be made aware
- Alert school authorities of any learning problems or conditions that may relate to the child's education
- Encourage your child to put a high priority on education, committing to offer only their best effort
- Ensure the proper development of study habits at home
- Attend regularly scheduled parent and school meetings (Meet the Teacher Orientation Night, Curriculum Night, PTO meetings, School Board meetings, etc.)
- Review all information in the student handbook (including the attached Student Code of Conduct) with his or her student and sign and return the acknowledgement form
- Become familiar with all of the student's school activities and academic programs offered at KLA
- Attend scheduled conferences and request additional conferences as needed
- Understand that a teacher's time in the classroom must not be impacted with conferences during his or her scheduled time to be teaching. Appointments must be arranged in advance
- Complete all KLA forms and return them to the school within the designated time period
- Commit to becoming a school volunteer, but understand that volunteering does not necessarily mean you must be at the school. Volunteering takes many forms and it is important that each parent learn where they may be of service to the school
- Demonstrate to your children that you value Kauffman Leadership Academy by honoring all school rules therefore modeling this attitude for your children
- Sign the Expectations and Agreements statement indicating that a copy of the Student Code of Conduct has been received and read with the intent to abide by the Student Code of Conduct.

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School Personnel Responsibilities

- Follow all relevant laws as well as KLA policies and regulations
- Abide by the Code of Ethics as approved by the Texas Education Agency
- Value parents as partners in the educational process
- Attempt to promptly contact parents when there is a change in a student's performance or when an improvement is not sustained
- Respond promptly and appropriately to parent inquiries about their children
- Understand Child Find laws and their relevance to No Child Left Behind
- Participate in campus activities that promote parent involvement such as fundraiser, Board of Directors meetings and Parent/Teacher Organization meetings
- Work diligently with parents, students and other professional educational specialists to solve problems at the classroom level
- Be prepared to offer timelines, discuss any special fees, supplemental novels, poems, sayings, and assessments, including benchmarks for each nine week grading period
- Strive to prepare the child educationally, emotionally and socially to be receptive to learning and discipline
- Follow the rules and regulations established by Kauffman Leadership Academy

C. Levels of student misbehaviors and disciplinary action

Step 1 Misbehaviors

In general, discipline for Level I misbehaviors will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school and community. Disciplinary consequences will draw on the professional judgment of the teachers and administrators and on a range of management techniques. Level I rule violations require only teacher documentation and do not require notification of school administrators. Teachers should notify parents as these behaviors become more consistent and persistent.

Discipline infraction may include, but are not limited to:

- Actions or misbehaviors interrupting a student's right to learn
- Failure to abide by published campus or classroom rules and procedures
- Failure to have supplies and/or assignments

- **Misconduct:** May include but not limited to:
Chewing gum, eating candy or food, not being on task, bothering other students, inappropriate or loud talking, cutting in line, throwing paper, note writing, sleeping, minor defacing of school property
- Running or making excessive noise
- Improper dress as defined by the KLA student dress code
- Tardiness

Step 1 Consequences

- Denial of class privileges
- Seating changes within the classroom
- Time-outs
- In-class discipline which may include natural consequences reflecting respect and responsibility
- Misbehavior warning (oral or written)
- Temporary confiscation of items that disrupt the educational process
- Parent contact, by written message, in person, or by phone
- Any other disciplinary action deemed appropriate by the teacher or administrator
- Special Education Students refer to Individual Education Plan (IEP)
- Section 504, if applicable, review Behavior Intervention Plan

Step 2 Disciplinary Consequences

- A zero may be given for dishonest or deceitful actions on class assignments
- Confiscation of inappropriate articles
- Denial of privileges; i.e. field trips, recess, parties
- Detention
- Disciplinary reassignment by a building administrator
- In-school suspension
- Restitution/restoration
- Saturday school
- Short-term removal from the classroom to an administrator's office
- Any other disciplinary action deemed appropriate by the administrator
- Special Education Student's; refer to Individual Education Plan (IEP)
- Section 504, if applicable, review Behavior Intervention Plan

Step 3 Misbehaviors: Disruptive Activities

Disruptive activities may include, but are not limited to:

- Excessive, repetitive misbehaviors from Step 2

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- Defiance of authority of school personnel
- Demeaning racial, religious, or ethnic-related statements or acts
- Drawings depicting tobacco, drugs, alcohol, gangs, guns, or violent activities on self, notebook, or other student materials
- Fighting
- Gambling
- Hazing/Bullying/Harassment
- Installing unauthorized software on KLA computer equipment
- Obscene gestures or actions
- Possession, usage or distribution of electronic or published material that is pornographic or obscene or which threatens others or incites others to violence. (Pornographic is defined as explicit depiction or description of sexual acts.)
- Possession of knives not meeting the penal code definition of “illegal knife”; (Penal Code 46.01.)
- Possession of any object, which could be used for the purpose of a weapon or improvised weapon
- Profane language
- Serious acts of disobedience or disorderly conduct
- Sexual harassment that does not include physical contact
- Tampering with computer hardware or software leading to the disruption of the learning environment
- Theft up to \$50.00
- Threats to students

Step 3 Disciplinary Consequences

- Detention
- Denial of privileges; i.e. field trips, recess, parties
- Emergency Removal from school
- Home-Based Instruction (HBI) - no more than 3 consecutive days or 6 days per semester)
- In-School Suspension (ISS)
- Referral to law enforcement agencies
- Restitution/Restoration
- Saturday School
- Suspension; no more than 3 consecutive days or 6 days per semester

- Special Education Students'; refer to Individual Education Plan (IEP)
- Section 504, if applicable, review Behavior Intervention Plan (BIP)
- Any other disciplinary action deemed appropriate by the administrator.

Step 4 Misbehaviors: Serious, Persistent Problems or Illegal Acts

Serious, persistent problems or illegal acts may include, but are not limited to:

- Excessive, repetitive problems from Class III
- Activities relating to unapproved organizations (gangs, fraternities, sororities or secret societies)
- Altering records (electronic or hard copy)
- Assault or fighting
- Extortion or blackmail
- Graffiti
- Identification with gangs and gang related activities
- Improper use of aerosols
- Major student group disruption
- Possession, delivery, or use of look-alike weapons presented as authentic weapons, such as stun guns, BB guns or other look-alike weapons (the possession of starter pistols is an expellable offense)
- Possession or delivery of drug paraphernalia
- Possession, delivery, or use of fireworks or other explosive devices (the possession of some explosive devices are expellable offenses)
- Possession, smoking, delivery, or use of tobacco products in any form at school, school-related or school sponsored activities on or off campus
- Possession, delivery, use, sale, or being under the influence of alcohol at school, school-related or school sponsored activities on or off campus
- Possession, delivery, use, sale, or being under the influence of a controlled substance or look-alike controlled substance at school, school-related or school-sponsored activities on or off campus
- Possession, delivery, or use of stink bombs
- Possession, delivery, or use of weapons
- Rioting, group disobedience, or disturbance
- Sexual conduct
- Sexual harassment that includes physical contact
- Solicitation of immoral or illegal acts
- Tampering or setting off a fire alarm (may result in a citation from appropriate law enforcement agencies)
- Theft over \$50.00, robbery, or burglary
- Threats to teacher or staff

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- Vandalism (criminal mischief as defined by Penal Code 28.03). Students may be subject to criminal penalties. If damages exceed \$1,500.00, it is an expellable offense
- Violating copyright laws regarding computer software

Step 4 Disciplinary Consequences

- Confiscation of inappropriate article
- Denial of privileges; i.e. field trips, recess, parties
- Expulsion
- Withdrawal from Kauffman Leadership Academy
- In-School Suspension
- Referral to appropriate law enforcement agency
- Restitution/Restoration
- Home-Based Instruction
- Special Education Student; refer to Individual Education Plan (IEP)
- Section 504, if applicable, review Behavior Intervention Plan

Any other disciplinary action deemed appropriate by the administrator.

OFFENSES WARRANTING IMMEDIATE EXPULSION

Offenses that warrant immediate expulsion include, but are not limited to:

- Engaging in conduct punishable as a felony
- Engaging in conduct that contains the elements of the offense of assault under 22.01 (a)(10), Penal Code, or terrorist threat under 22.07, Penal Code
- Conduct that contains the element of retaliation against any school employee

Decisions by the Board of Directors, which uphold expelling or withdrawing a student, require an immediate withdrawal from Kauffman Leadership Academy. KLA shall send notice of removal of a student to the school district where the student would normally attend.

KAUFFMAN LEADERSHIP ACADEMY does not tolerate any form of bullying or harassment, which can be defined as annoying or bothering someone persistently and/or constantly. The legal definition of harassment (racial, ethnic, religious, disability, gender, and/or sexual orientation) is verbal, written, physical, psychological (both climate and contact) and any other demonstrative actions with regard to race, creed, ethnic origin, religious preference, gender, sexual orientation that is abusive and/or harassing.

Communicable Disease

A student with a fever of 100 degrees or more is excluded from school. Students need to be fever free without the use of Tylenol or other fever reducing medications for 24 hours before returning to school.

Students with vomiting or diarrhea should be free of these symptoms for 24 hours before returning to school.

Undiagnosed rashes are also excluded from school.

In addition, students with pink eye are excluded from school until under appropriate treatment.

With regards to lice, students are excluded from school until treated with the appropriate product.

These guidelines are implemented as an infection control measure to protect our students and faculty. Please keep your ill child at home. School authorities, including the CEO, Director of Operations and Development, Office Manager or teacher, shall report to the local health authority those students attending school who are suspected of having a notifiable condition, as defined by state law and the Texas Board of Health. 25 TAC 97.2(d), 97.5(a); Health and Safety Code 81.041, 81.042

One or more of the following methods, as determined by the local health authority shall readmit students excluded for reason of communicable disease:

- Certificate of the attending physician attesting to their recovery and noninfectiousness.
- Permit for readmission issued by the local health authority.

After a period of time corresponding to the duration of the communicability of the disease, as established by the commissioner of health. 25 TAC 97.7(c)

Examples of communicable diseases and criteria for readmittance: (for a more complete list, see 25 Texas Administrative Code 97.7(d)

- chickenpox--exclude until after seven days from onset of rash, except immunocompromised individuals who should not return until all blisters have crusted over (may be longer than seven days)
- common cold--exclude until fever subsides

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- conjunctivitis, --exclude until written permission and/or permit is issued by a physician or local health authority
- fever--exclude until fever subsides
- fifth disease--exclude until fever subsides
- gastroenteritis, viral--exclude until diarrhea subsides
- impetigo--exclude until treatment has begun
- influenza--exclude until fever subsides
- measles (rubeola)--exclude until four days after rash onset or in the case of an outbreak, unimmunized children should also be excluded for at least two weeks after last rash onset occurs

Dress Code

A sense of decorum and seriousness of purpose must characterize school. Kauffman Leadership Academy's dress code provides a level of formality suitable for serious academic performance. Dress codes are worn for a specific reason: they limit the distractibility clothes can produce in a classroom setting and provide for a safe learning environment.

KLA requests all students wear khaki pants, shorts or skirts and any color (solid, striped, polka dot, etc.) Polo style shirt. Persistent dress code violations will be documented. In addition, both the student and the parent will be required to have a conference with the Superintendent or his/her designee to correct the problem. Repeated disregard for the dress code may result in more serious disciplinary action including dismissal from KLA. Exceptions will be made if the attire in question is worn in compliance of a religious doctrine or related to a medical device or need.

Other Dress Code Considerations:

- *Students shall dress neatly with shirts tucked in whenever possible.
- *The length of shorts or skirts must be no shorter than the tip of the longest finger with the student's hand fully extended down the side of the student's leg.
- *Pants are to be fitted to the waistline, hemmed, and not frayed or cut in any way.
- *Hair is to be neat and clean. Hair shall be worn out of the face. Hair fashions for boys and girls are at the CEO's discretion.
- *Makeup fashions for girls are at the discretion of the CEO.
- *Coats/Jackets may be worn to school but must be hung up for the entire school day except outdoor recess. Coats and hats shall not be worn in the school.
- ***Sweatshirts may not be worn tied around the waist. Hooded sweatshirts are not to be worn during the school day.**
- *Shoes must be closed toe and closed heel.
- *Socks may be of any color.
- *Jewelry, watches and post earrings OK, otherwise no visible jewelry.
- *All exceptions to this policy are at the discretion of the Superintendent.

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Drop Off and Dismissal Procedures

Morning Drop Off Procedures:

Students can be dropped off at the sidewalk on Gresham Street.

Students will walk inside the school to the Cafetorium and be seated at a table until the school day starts. High school scholars who drive may park in the parking lot on Robinson Street and some immediately to the Cafetorium.

Afternoon Dismissal Procedures:

Dismissal will be through the same doors as arrival. Students can meet their ride on Gresham Street. Teachers will escort students to the door and confirm how the student left school each day. High school scholars who are not cautious and careful leaving the parking lot and out neighborhood may lose the privilege to park on campus.

The students will be asked to be as quiet as possible in order to facilitate pickup. Teachers may engage in conferences with parents during this time, in which case, the parent will be asked to park off to the side to allow other cars to move smoothly through the parking lot. Due to the high volume of traffic, every effort will be made to monitor students' safety.

Thirty minutes after dismissal, the teachers with afternoon duty will take any remaining students to the reception area at the front desk and turn them over to the supervision of Administration. The teacher will write these scholars' names in the late pick up book. As parents arrive, the administrator will have the parents sign the book. Scholars' parents will be called and the scholars will wait there until pick up under the supervision of an Administrator or administrative designee.

Late pick up Policy: If a student is not picked up by 5:30 pm, the parent/guardian will be billed at the rate of \$1.00 per minute until the scholar is picked up. If all charges are not paid, the scholar's report card will be withheld.

Enrollment Policy

Kauffman Leadership Academy (KLA) operates as an open enrollment public charter school and currently accommodates students in grades 5-12.

Parents/guardians of new students must complete a Pre-Admission Form provided online or in the central office. An enrollment interview with a Kauffman Leadership Academy administrator is highly encouraged before the scholar starts class. During the interview, academic standards, dress code, attendance policies, and general school operations will be discussed. An enrollment packet must then be completed and the application process is not complete until all forms are obtained.

Existing students will be required to complete an application packet in the spring semester of each year for the following year. The initial enrollment period for each school year is from April 30 through 4:00 pm on May 30th. Siblings of current scholars and children of employees will be considered first to fill any existing openings, then all other completed Pre-Admission Forms submitted during this period will receive equal consideration for admission to KLA.

After 4:00 pm on May 30th the Pre-Admission Forms will be sorted by grade and counted. If the number of completed forms is less than or equal to the number of openings, all student who have submitted the forms will be offered admission. However, if the number of completed forms exceeds he number of openings, there will be a lottery. The lottery will determine which scholars are offered admission, and the waitlist order for the remaining scholars.

Any Pre-Admission Forms submitted after 4 pm on May 30th will automatically go to the bottom of the waitlist, should a waitlist exist.

Kauffman Leadership Academy does not discriminate in admissions based on sex, national origin, ethnicity, religion, disability, academic, artistic or athletic ability, or the district the scholar would otherwise attend. KLA may provide for the exclusion of a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37, the Texas Education code.

KLA ensures that all scholars attending the school who have disabilities regardless of severity of the disability, and are in need of special education and related services, are identified, located and evaluation.

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Enrollment Checklist

To enroll a scholar in Kauffman Leadership Academy, the following information is required:

- Enrollment Form
- Documentation of identity and age
- Picture ID of parent enrolling student
- Health records (immunization)
- Social Security card
- Proof of residency
- Home language survey
- Ethnicity form
- Free/Reduced Lunch documentation
- Copy of Special Education Reports (if applicable; ARD meetings, 504, testing, etc)

- Signed contract by student, parent and administration.

Other necessary forms may be required that might be needed to obtain Title I support.

Extracurricular Activities

The goal of Kauffman Leadership Academy is to have 100% participation in extracurricular activities. It is our belief that these activities should be student driven. Membership in any group requires a sense of responsibility, a sense of willingness to cooperate, ability to take instruction and criticism, following all rules and regulations, and many long hours of hard work.

Some possible activities include:

- Choir
- Instrumental groups
- Chess
- Thespian activities
- Service organization
- Anima
- Dungeons & Dragons

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Field Trips

Grade levels and content teachers are encouraged to take appropriate field trips as they relate to the content matter being taught. Teachers are responsible for planning field trips but may elicit parent help. Field trips are considered a privilege. Students who do not follow the Student Code of Conduct may be denied this privilege. Students are subject to all school rules when on a field trip and are subject to disciplinary measures should inappropriate behavior occur.

All field trips must be approved by the Superintendent.

Responsibilities of the field trip sponsor:

- Obtain approval from the Superintendent at least two weeks prior to the field trip.
- Get the field trip on the master calendar to assure there are no conflicts with other school events.
- Send home written detailed information to the parents about the trip including who is going, what time you are leaving, what time you anticipate arriving back to school, type of transportation, and any other peripheral information necessary (i.e. fees, meal money, etc)
- Obtain from the students an authorization/medical release forms, complete with emergency telephone numbers.

Responsibilities of the students:

On the bus:

Students need to be seated and facing forward

Students may speak in a small, low voice

Students need to keep their hands and feet to themselves

Students will listen to the adults in charge and if spoken to will comply

Inside buildings:

Quietly enter the building

If in a seated area, sit down with feet in front of you

Stay seated until told to move to another area

Be quiet during a performance--clapping and reactions as appropriate

Watch the entire performance--no playing or talking during performance

Follow all instructions given by adults in charge

Outside exhibits:

Stay with your group

Walk--no running

Do not touch exhibits unless given permission by an adult

Regular voice level--shouting is not appropriate

Follow all instructions given by adults in charge

Responsibilities of the chaperones (both employees and volunteers):

Expect "Best Behavior" from all students

Take care of the students in your group

Watch the students--do not congregate together or have lengthy private conversations with other adults

Make sure the above expectations are being followed

Make sure the students assigned to your group are with you at all times-- constantly count your students

Should discipline problems arise, take care of them immediately

If a student should become a major discipline problem, a teacher should isolate the child in one area--students who create major disruptions should not be allowed to continue the trip

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Holidays

Part 1: Curriculum

A. Religious instruction is the responsibility of parents and religious institutions, but teaching about religion is a legitimate part of a complete education.

B. Teaching about religion should always operate within the context of First Amendment rights and responsibilities. In order to ensure the activity is constitutional, its purpose should be to educate about rather than promote religion. The activity should also involve minimal entanglement between the schools and religious organizations.

C. As a part of the curriculum, religious literature, music, drama and the arts may be included, provided each is intrinsic to the learning experience in the various fields of study and is presented objectively.

D. As part of the curriculum, students may be asked to read selections from sacred writings for their literary and historical qualities, but not for devotional purposes.

Part 2: School Programs and Holidays

A. School programs, performances and celebrations will serve an educational purpose. The inclusion of religious music, symbols, art or writings may be permitted if the religious content has an independent educational purpose which contributes to the stated objectives of the approved curriculum.

B. The use of religious symbols, provided they are used only as an example of cultural and religious heritage, is permitted as a teaching aid or resource. These symbols may be displayed only for the length of time that the instructional activity requires.

C. The Supreme Court has made clear that public schools may not sponsor religious celebrations but may teach about religion. While secular and religious holidays provide opportunities for educating students about history and cultures, as well as traditions of particular religious groups within a pluralistic society, the curriculum may address the study of various religions during times of the year that are not in line with religious holidays.

D. Teachers must exercise special caution and sensitivity whenever discussion about religious holidays occurs. Presentation of materials dealing with religious holidays must be accurate, informed and descriptive. Focus should be on the origins, history and generally agreed-upon meanings of the holidays. Since teachers will need to be aware of the diversity of religious beliefs in their classroom and in the Metroplex at large, they will need to be particularly sensitive to the rights of religious minorities as well as those who hold no religious belief. Respect for religious diversity in the classroom requires that teachers be fair and balanced in their treatment of religious holidays.

E. Teachers may not use the study of religious holidays as an opportunity to proselytize or to inject religious beliefs into the discussions. Teachers can teach through attribution, i.e., by reporting that some Buddhists believe ...

F. Families can help make administration aware of the major religious holidays of all the represented religions so as to avoid, as much as possible, creating an undue burden on students who choose not to attend school on those days.

G. Unless the purpose of a holiday party is to teach about religion and the KLA curriculum places that instruction at the time of the holiday, the holiday celebration should be free of religious symbolism.

Celebrations in the classroom are to be considered a learning opportunity. Keeping this in mind, any foods or snacks that are provided must maintain nutritional value. To protect the health and welfare of all, please only bring commercially prepared or store bought snacks and foods.

NOTE: The USDA has issued in 7 CFR Part 210 Appendix B a list of foods of minimal nutritional value. Those foods are NOT ACCEPTABLE to be brought as snacks. They include soda and chewing gum, but also include the following candies: hard candies made primarily of sugar and corn syrup such as sour balls, fruit balls, candy canes, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops. Also included are gum drops, jelly beans, jellied and fruit flavored slices, marshmallow candies, candy corn, soft mints, licorice, cotton candy and candy coated popcorn.

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Medicine and Medication

If necessary, medication can be given at school under the following conditions: Specific, written request and directions for dispensing of medication signed by parent/guardian must be taken to the receptionist with any prescription or over-the-counter medication.

Parent or adult should bring medications, which must be in ORIGINAL, LABELED CONTAINERS. PRESCRIPTIONS MUST BE MADE OUT TO THE CHILD AND CLEARLY INDICATE DIRECTIONS FOR DISPENSING MEDICATION. MEDICATION SENT IN BAGGIES OR UNLABELED CONTAINERS WILL NOT BE GIVEN.

The first dose must be given at home in case of unexpected reaction.

Medication may be given by a non-licensed person.

Medications must be kept by the receptionist at the front desk.

No extra medication (except inhalers) will be sent home with a student. Only the amount of medication needed at school should be provided.

A special form is required for self-administration of medication. Otherwise, with the exception of personal inhalers for individuals with asthma, under no circumstances will any student be allowed to carry any medication on his/her person without the express written consent of the Superintendent.

School officials will either dispense all medications to the student at the proper times or give permission to the student to take the medication as directed.

An adult must pick up any unused medication from the receptionist. Any unused portion not picked up by the last day of school will be destroyed.

Note: Please see REQUEST FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL form

Invasive examinations or screenings

We do not perform any invasive physical examinations or screenings as a condition of attendance. We do perform vision, hearing and scoliosis screenings, as required by state law. Please contact the Superintendent if you have questions regarding these screenings.

State of Texas Required Immunization Schedules

This schedule represents the minimum state vaccine requirements for Texas children, as opposed to various recommended schedules used by healthcare providers that provide maximal immunizations. However, the recommended schedule will provide the child with the maximum immunization requirements.

Medication Administration by School Personnel

REQUEST FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL:

Student _____ Grade _____

Date _____

Medication _____

Dosage/Route _____

Time (s) _____

Comments or additional information:

FOR ANY UNUSED MEDICATION NO LONGER NEEDED AT SCHOOL:

- An adult must pick up the medication from the receptionist.
- Any unused portion will be destroyed according to policy if not picked up by the last day of school.

Signature of parent/guardian _____

Home phone _____ Cell phone _____

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Parent Involvement – Rights and Responsibilities

One of the founding principles of KLA is the unique partnership the staff and faculty share with every parent whose child attends KLA. We hear your voice at KLA and parent support and involvement is critical to KLA's success. Therefore, we ask each parent/guardian to:

- I/We understand that by enrolling my/our child in Kauffman Leadership Academy, I/we will abide by and support all policies and procedures of KLA, as well as support each of the expectations as outlined in the Student Agreements section and KLA's Student Code of Conduct.
- I/We have fully read and understand KLA's Philosophy, Vision, and mission statements.
- I/We agree to support my/our child in every way possible in order that h/she will succeed and achieve the academic goals as provided in KLA's proposed charter.
- I/We understand KLA is a "School of Choice," and I am/we are under no obligation to keep my/our child enrolled in KLA if I am/we are dissatisfied with the services, classroom instruction, policies or procedures provided by the school.
- I/We understand KLA has the right to discipline my/our child up to and including expulsion from the school for any reason described in the Student Code of Conduct.
- I/We understand that my/our child's attendance at any scheduled event before or after school or Saturday detention is mandatory and will NOT be excused because I/we lacked prior knowledge of it, it is inconvenient for our schedule, or because it conflicts with any other plans I/we may have made.
- I/We understand that my/our child's education has a higher priority than extracurricular activities such as sports, dance, etc., and I/we will not use such activities as an excuse for my/our child not completing assignments.

- I/We understand that my/our child may be sent home for violating the Student Code of Conduct.
- I/We agree to follow KLA's policies and procedures for resolving any complaint I/we may have against the school, faculty, administrative staff, or directors, and that I/we will attempt to do so in a professional and cooperative manner.
- I/We have read the Student Code of Conduct and understand what is expected of my/our child while a student at Kauffman Leadership Academy. I/We accept all consequences or my/our child's failure to abide by the provisions of the Student Code of Conduct, including all policies and procedures. I/We agree to encourage and support my/our child, as well as the faculty and staff, in fulfilling these requirements.

A parent may review any of the following:

1. Attendance records
2. Test scores
3. Grades
4. Disciplinary records
5. Counseling records
6. Special education records including any and all assessments
7. Enrollment forms
8. Health and immunization information
9. Teacher, counselor, administrator evaluations of your child
10. State assessment scores for your child.

Become a volunteer, but understand that volunteering does not necessarily mean being in the school. Volunteering can take many forms and it is recommended that each parent learn where they may be of service to the school.

Kauffman Leadership Academy, its executives and Board members, will be available via email and phone, both located on Kauffman Leadership Academy's website. The Kauffman Leadership Academy Board of Directors affords parents a formal way to submit to the Board a request, suggestion, concern, or complaint that has not been resolved after consultation with the applicable teacher and administration. A parent may obtain the form entitled "Parent Suggestion, Concern, Complaint Form" from the Superintendent or the receptionist and submit the completed form to the President of the Board of Directors for consideration.

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Promotion

Kauffman Leadership Academy will strive to meet the ultimate goal of 100% student promotion to the next grade level. Our goal includes strategies to partner with parents and to provide programs ensuring student success. The KLA passing standards are higher than required by the state. The passing standard at KLA is 70. The expectation, though, is considerably higher. Should retention become necessary, the following guidelines will be followed with regard to each grade level.

Grades 5-8

To be promoted to the next grade level, a student must pass all subjects at a minimum of 70% mastery of the TEKS for their grade level. Scholars enrolled in each grade must meet the testing requirements of Texas state law. Students must meet the standard on the reading and mathematics sections of State of Texas Assessments of Academic Readiness (STAAR); assessment in writing at grade 7; assessments in science and social studies at grade 8. Scholars will have three opportunities to meet the standard on the test.

In addition, according to the Texas Education Code (TEC) 28.0211, a student may not be promoted to:

- The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments under section 39.023.
- The student's parent or legal guardian may appeal the student's retention by submitting a request to the grade placement committee. The school shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The decision of the grade placement committee is final and may not be appealed.
- If a student has failed after three attempts to perform satisfactorily on an assessment instrument, the school will provide an accelerated instruction program during the next school year as prescribed by an educational plan developed by the student's grade placement committee. The school shall

provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan will be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The school shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the school regularly administers the assessment instruments for that school year.

- The school shall provide notice to a parent or guardian of a student who does not satisfactorily perform on an assessment instrument and shall make a good faith effort to ensure that such notice is provided either in person or by regular mail that the notice is clear and easy to understand and is written in English or the parents or guardian's native language.
- The admission, review, and dismissal (ARD) committee of a student who participates in a district's special education program and does not perform satisfactorily on an assessment instrument shall determine the manner in which the student will participate in an accelerated instruction program and whether the student will be promoted or retained. The grade placement committee will consist of the CEO, and two (2) teachers, one of which is to be a grade level teacher of the grade in which the student is currently enrolled. Failure to meet the standards as outlined above will require summer school or extended school year (ESY) attendance for promotion to the following grade level. A passing grade in summer school must be met in order for consideration to be given for promotion.

Grade 9-12

To be promoted to the next grade level, a scholar must pass all subjects at a minimum of 70% mastery of the TEKS for their subject area and grade level. Scholars must meet the testing requirements of Texas state law. Scholars must meet the standard on the English I, Algebra I, Biology sections of the State of Texas Assessments of Academic Readiness End of Course exams in the 9th grade, English II in the 10th grade, and US History in the 11th grade. Scholars will have three opportunities to meet the standard on the test.

In addition, according to the Texas Education Code (TEC) 28.0211, a student may not be promoted to:

- The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the previous grade mathematics and reading assessment instruments under section 39.023.
- The student's parent or legal guardian may appeal the student's retention by

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submitting a request to the grade placement committee. The school shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The decision of the grade placement committee is final and may not be appealed.

- If a student has failed after three attempts to perform satisfactorily on an assessment instrument, the school will provide an accelerated instruction program during the next school year as prescribed by an educational plan developed by the student's grade placement committee. The school shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan will be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The school shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the school regularly administers the assessment instruments for that school year.
- The school shall provide notice to a parent or guardian of a student who does not satisfactorily perform on an assessment instrument and shall make a good faith effort to ensure that such notice is provided either in person or by regular mail that the notice is clear and easy to understand and is written in English or the parents or guardian's native language.
- The admission, review, and dismissal (ARD) committee of a student who participates in a district's special education program and does not perform satisfactorily on an assessment instrument shall determine the manner in which the student will participate in an accelerated instruction program and whether the student will be promoted or retained. The grade placement committee will consist of the CEO, and two (2) teachers, one of which is to be a grade level teacher of the grade in which the student is currently enrolled. Failure to meet the standards as outlined above will require summer school or extended school year (ESY) attendance for promotion to the following grade level. A passing grade in summer school must be met in order for consideration to be given for promotion.

Academic Recognition

At the end of the school year Kauffman Leadership Academy may have several very significant ways of recognizing superior achievement in the classroom during a special awards ceremony. Criteria used to determine those worthy of these honors is stringent and will be determined using the following:

Exemplary Honor Roll: This honor is for students who have made a yearly average of 90 or above in all subjects.

Distinguished Honor Roll: This honor is for students who have made a yearly average of 80 or above in all subjects.

Chief Executive Most Improved: This honor is for the student that has shown the most improvement in the course of the school year in each class.

Departmental Excellence Award: This honor is given to one boy and one girl in each grade that has shown excellence in academics, citizenship, and attitude in a class.

Leadership Award: This honor is given to a student for actions that exemplify the spirit, mission and values of Kauffman Leadership Academy.

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

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

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

Special Education Referrals:

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

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

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Mrs. Priscilla Bennett

Phone Number: 682-459-2800

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Mrs. Priscilla Bennett

Phone Number: 682-459-2800

Additional Information:

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

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

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Student Records

A student's records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters KLA until the time the student withdraws. This record moves with the student from school to school.

By law, both parents, whether married, separated or divorced, have equal access to the records of a student who is under the age of 18 unless there is legal court documentation that specifically states otherwise. In the event of any uncertainty, KLA reserves the right to reference any court orders before giving any information inappropriately. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The PEIMS coordinator is the custodian of records for students who are currently enrolled at KLA. Parents may review records during regularly scheduled school hours. KLA administrators will respond to reasonable requests for explanations or interpretations of records. Parents of a minor or of a student who is a dependent for tax purposes and school officials with legitimate educational interests are the only persons who have general access to a student's records. School officials with legitimate educational interests include any employees, agents, members of the Board of Directors of KLA, cooperatives of which KLA is a member or facilities with which KLA contracts for the placement of students with disabilities, as well as their attorneys and consultants who are:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities un Section 504;
- Compiling statistical data; or
- Investigating or evaluating programs

The parents' or a student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students

and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student. Certain officials from various governmental agencies may have limited access to the records. KLA forwards a student's record on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with a court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence or the information sought not be disclosed, KLA will make a reasonable effort to notify the parent or eligible student in advance of compliance. Parental consent is required to release the records to anyone else.

Certain information about KLA students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. The opportunity to share/not share directory information is contained on the Information Release Form contained in the enrollment packet. Should circumstances change, the parent can contact a KLA administrator to indicate his or her desire to change the original request. Directory information includes:

- A student's name
- Address
- Telephone number
- Dates of attendance

If you choose not to sign the release form by the date specified we will assume we have your permission to disclose the above directory information.

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Technology Related Responsible Use Policy

Kauffman Leadership Academy provides all school network and Internet access for scholars, parents (when on campus) and Kauffman Leadership Academy employees. This access is provided for the purposes of authorized academic, instructional, research, communication and administrative purposes. This network includes all computers on campus including, but not limited to, those located in classrooms, tutor/study rooms, administrative rooms, and common areas. In addition to providing local resources, this network provides access to the Internet, a global network made up of many smaller contributing networks from around the world.

Kauffman Leadership Academy uses Information Technology as one way of enhancing its mission to teach the skills, knowledge and behaviors student will need to prosper as responsible citizens in the global community. The school's technology infrastructure and network provide extraordinary opportunities to explore and use a variety of exciting resources including software, electronic resources and the Internet. In order to make these resources available to everyone, the school expects scholars and staff to use the technology in a way that is consistent with our mission and educational philosophy.

Access to the school network and the Internet is a privilege that is tied to responsibilities. The following guidelines are intended to help individuals understand responsible use. The school may restrict, suspend, or terminate any user's access to the school's technology systems and network for not respecting these guidelines.

RESPONSIBLE USE

A. Respect for property and data

Each user is responsible for his/her own Chromebook and should

treat it appropriately, keeping in mind that most malfunctions are the result of misuse. Users are responsible for taking care of their Chromebook, battery, and charger and are cautioned about leaving them around carelessly. For this reason, users are cautioned against having food or drink around their Chromebook. Use care when walking with the Chromebook and while traveling in cars. (In some cases of damage, the user of the Chromebook can be held responsible for repairs or replacement).

Technology users rely on their devices to manage school-related work and communication. KLA trusts that each technology user will maintain the device in working order as much as possible. In order to maintain the functioning of the school's network, and to minimize KLA staff time on unnecessary repairs, technology users may not install software without appropriate authorization. Responsible technology use includes making regular backups to maintain the integrity of school work data.

B. Mission Consistency

Kauffman Leadership Academy is a mission-driven school. Technology users may not access portions of the Internet that **are inconsistent** with KLA's mission, which includes, but is not necessarily limited to, pornographic materials, vulgarity, gambling, militant/extremist material and hate speech. Users may not access, store, share, or display such information on school property.

Should a user inadvertently come across such material, an adult is to be notified immediately, otherwise it will be assumed the material was accessed with intent.

C. Bandwidth and battery power

Scholars should strive to maintain appropriate bandwidth for school-related work and communications and to assure that their

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Chromebook batteries remain charged for instructional use.

D. Integrity

In order to insure the integrity of the school and continued access to licensed software, users may not use school's technology network for any activity prohibited by Kauffman Leadership Academy. Online gaming and downloading music/videos/software from the Internet are prohibited at all times. Using the Chromebook for the following activities is not permitted during class time, except as part of an assigned class activity:

- Listening to music
- Watching movies or videos on the Chromebook
- Instant messaging or joining chat rooms, messaging, or facebooking.
- Emailing personal messages
- Game playing

E. Security and system Sustainability

Security on a computer system that involves many users is a high priority. To protect users from unwanted contact or harassment, Kauffman Leadership Academy community members are instructed not to give out personal information pertaining to themselves, the school or others, to anyone. Computer account passwords are and should always remain confidential. Providing your user name and password to anyone, allowing them to access the Kauffman Leadership Academy network, is strictly prohibited. Use of another person's identity, account, user name or password or otherwise gaining unauthorized access to computing or network resources is also strictly prohibited.

Programs that have not been selected and installed by IT can

potentially cause a variety of problems. Furthermore, the licensing terms of such program may not permit their use on our network. In addition, such files can consume large amounts of user disk space. For these reasons and to facilitate the general integrity of the network, the installation, storage, or running on the KLA network of program, applications, utilities and other executables not explicitly authorized by KLA's Information Technology Group is generally prohibited. An exception to this is granted for programs created in fulfillment of class assignments, such as for programming classes.

Impersonation and anonymity are not permitted. Impersonation of an adult by a student in any setting, including online, is not permitted.

Hard drive space for storage of personal files is limited; users are encouraged to delete any inactive files stored on the network. To ensure deletion of inactive files, the KLA system Administrator will periodically purge these. If possible, advance notice will be given before purges occur. Using KLA's computers or networks for commercial purposes is strictly prohibited.

F. Respect privacy and others' property

- Forgery or attempted forgery of email messages or other electronic documents is prohibited.
- Attempts to read, delete, copy, or modify the electronic mail or other electronic documents of other users or deliberate interference with the ability of other users to send/receive email is prohibited.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions or other networks that are connected to the Internet is prohibited.
- Any attempt to bypass school-installed firewalls or monitoring software is prohibited.
- The deliberate spread of computer viruses is considered

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vandalism.

- Any information obtained through research on the Internet and then used in academic work must be properly cited.
- There should be no copyright law violations with regard to software or Internet-based information. If in doubt, refer to the copyright charts pasted throughout the school.

G. Email

- The primary purpose of KLA email is for school-related communication that serves the teaching and learning at KLA.
- Each teacher has specific policies regarding use of the Chromebook and email in class. Those policies should be respected at all times.
- Students may not send an email to (or “spam”) an entire class, an entire grade level or any group at school. Such communications should be processed through a faculty member.

H. Monitored Use

Please understand email and any other use of the electronic communications systems by all users shall not be considered confidential and will be monitored by designated staff to ensure appropriate use.

I. Consequences

Deliberate attempts to violate KLA’s responsible use guidelines, or compromise, degrade, or disrupt system performance may result in restricted use of Chromebooks at school and other appropriate consequences.

Any misuse of Kauffman Leadership Academy’s information systems

that constitutes a violation of state and/or federal law compromises the future of the school. As such, anyone who violates policies to such a degree is subject to further disciplinary action up to and including suspension or expulsion from school, and possible referral to law enforcement authorities.

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Textbook Policy

Whenever possible, online textbooks will be utilized to guide the curriculum at all levels. When a textbook is not available electronically, the student may need to purchase the textbook required by the teacher.

The appropriate use of electronic devices for the learning process will be expected. Teachers will inform and teach students how to use the devices for maximum productivity. Texting or playing games not approved by the teacher during class time is not allowed.

Visitors and Volunteers

Volunteers:

All volunteers, teachers and regular adult attendees must have a completed Criminal Records Check on file with the school prior to volunteering. If this completed form is not on file and approved an individual may not volunteer at the school. For the safety of the children there can be no exceptions.

Visitors

Visitors will include individuals who:

Wish to eat lunch with their child.

Wish to tour the school. An administrator must accompany these visitors.

Wish to observe their child's class. Parental visits to the classroom during instructional time are permitted with administrative approval as long as the visit does not interfere with the learning process or disrupt the normal school environment or staff responsibilities. Courtesy should be considered at all times. Therefore, visitors must notify the school at least one day in advance of their desire to visit a classroom.

Parents picking up their child early

Parent must sign the child out in the designated book at the front desk. Parents must remain at the desk while a school employee or designee calls for the student to come to the front. Parents are asked to please not come to the teacher's room prior to dismissal time unless it is an emergency.

Kauffman Leadership Academy



Where excellence is the expectation.

WEAPONS POLICY

The safety of the scholars at Kauffman Leadership Academy is a primary concern. To avoid any confusion and to protect the scholars, a statement of prohibition follows as well as specific definitions, exceptions and consequences.

Prohibition

The possession, whether intentional or unintentional, of a firearm, ammunition, handgun, knife, explosive device, chemical dispensing device, prohibited inhalant, club, or other weapon (including but not limited to laser pointers, Chinese stars, and pointed dividers) on the Kauffman Leadership Academy premises is grounds for immediate disciplinary action, including suspension or expulsion. Any use of such weapons or threat of use of such weapons is grounds for immediate expulsion.

Exceptions

At times scholars may bring weapons to school for curricular activities. Scholars **MUST** obtain permission 24 hours in advance from the Superintendent, and upon arriving, bring the weapon to the office.

Definitions

Firearm – any device designed, made or adapted to expel a projectile through a barrel using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Handgun – any firearm that is designed, made or adapted to be fired with one hand.

Knife – any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person.

Explosive Weapon – any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting bodily injury, death, or property damage, or for the principal purpose of causing a loud report as to cause undue public alarm or terror, and includes a device designed, made or adapted for delivery of an explosive weapon.

Chemical Dispensing Device – any device that is designed, made or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

Club – any instrument or device, or combination thereof, designed, made or adapted from the principal purpose of inflicting serious bodily injury, death, or substantial property damage.

Ammunition – any projectile with fuses, propelling charges or primers fired from guns, grenades, or bombs.

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STUDENT-PARENT-TEACHER AGREEMENT

We believe that student achievement is improved through cooperation between students, parents and teachers to support the philosophy, expectations and policies expressed in the Kauffman Leadership Academy handbook. After thoroughly reading the handbook, please examine and sign this agreement. It is critical that each person assumes his or her responsibilities in order to achieve to the student's highest potential.

As a scholar at Kauffman Leadership Academy, I

- Believe that I will learn.
- Will show respect for myself, others, property, and authority.
- Will do my best in my work and my behavior.
- Will work cooperatively with students and staff.
- Will follow all school expectations, including the Student Code of Conduct and the Dress Code.
- Will come to school on time prepared with supplies.
- Will honor others by respecting our differences.

(Student signature)

(Date)

As a parent/guardian at Kauffman Leadership Academy, I

- Believe that my student will learn and be successful.
- Will show respect and support for my student, the staff, and the Academy.
- Will see that my student attends school regularly and is on time.
- Will strive to provide a quiet place for my student to study, read, or complete homework assignments.
- Will attend parent-teacher conferences.
- Will support the school in developing positive behaviors in my student at home and at school.
- Will support the Student Code of Conduct and the Dress Code.

(Parent/guardian signature)

(Date)

As a teacher at Kauffman Leadership Academy, I

- Believe that each student will learn.
- Will show respect and value the uniqueness of each students and his or her family.
- Will provide appropriate and meaningful assignments in an environment that promotes active learning.
- Will model and enforce the school wide expectations in a fair and consistent manner.
- Will document on-going assessment of each student's academic learning requirements.
- Will maintain open lines of communication with students and parents.
- Will demonstrate professional behavior and a positive attitude.
- Will ensure compliance with the Student Code of Conduct and the Dress Code.

(Teacher signature)

(Date)

***Please sign and return these two pages to Kauffman Leadership Academy within the first week of attendance.