It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.
WELCOME TO KOLTER, an exemplary school of languages and cultures. We are dedicated to nurturing the unique academic and personal potential of each student by partnering with teachers, parents, and the community.

This handbook has been designed for you and your child. It is well documented that parental involvement in school activities fosters academic success in children.

While the HISD Code of Conduct outlines district policies, The Kolter Way provides in depth information concerning the culture, routines, and policies specific to our campus.

With a collaborative effort between parents and teachers, our students will be prepared for a global future.

Best,

Julie Dickinson, Principal
The Story of Jennie Katherine Kolter

In 1959, Jennie Katharine Kolter was a teacher at Poe Elementary. On September 15, a father had attempted to enroll his son in second grade at Poe Elementary but was denied since he lacked birth and health certificates. He returned soon after and approached the playground with a briefcase in hand. Sensing something ominous, Jennie Kolter approached and began to usher children and teachers back into the building. The disgruntled man ignored demands by the principal and others to leave the school grounds and ultimately detonated the briefcase containing dynamite, claiming the lives of six people, including Jennie Kolter.

As a result of their courage and bravery, Jennie Kolter and others are credited for saving the lives of many. The following year, two new campuses were opened in HISD. One was named in honor of Jennie Katherine Kolter and the other for James Arlie Montgomery, a Poe Elementary custodian who also lost his life.

At Kolter, we find everyday opportunities to teach our children about the traits of heroism including courage, bravery, integrity, generosity, and kindness. In 2010, Mayor Bill White declared September 15th as Jennie K. Kolter Day in Houston, Texas. Our school also celebrates Jennie Kolter Day by hosting an assembly with a focus on character and service in the community. A special Jennie Kolter ribbon is worn by all teachers and staff on Jennie Kolter Day!

When we talk to children about Jennie Kolter, we do not discuss the details of the tragic events that occurred. The discussion centers on how Jennie Kolter’s actions helped save countless lives. Excellent connections are made with children in regards to courage, bravery, integrity, kindness, commitment, and appreciation. The message is that such character traits are in all of us, specifically our children, and we all have the power to make a difference in the lives of others.
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SECTION I: POLICIES AND PROCEDURES

DAILY SCHEDULE
A.M. DROP OFF: 7:10-7:30 A.M.
BREAKFAST: 7:10-7:30 A.M.
FIRST BELL: 7:30 A.M.
STUDENTS REPORT TO CLASS: 7:25 A.M.
TARDY: 7:30 A.M.
CLASS BEGINS AND ENDS: 7:30 A.M.-2:50 P.M.

Important: No student should be dropped off at school prior to 7:10 A.M. This is a negligent act by the parent as there is NO SUPERVISION for students before 7:10 A.M. and after dismissal at 2:50 P.M. If your child participates in Extended Day, please refer to policies and procedures provided to you by the Extended Day coordinator.
**KEY KOLTER EVENTS BY MONTH**

The table below includes a generic list of events and/or acknowledgements which are traditions at Kolter. Acknowledgement might range from classroom lessons, guest speakers, or a school-wide assembly. Check your newsletter for more updated information!

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
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</thead>
<tbody>
<tr>
<td>8: Teacher's First Day</td>
<td>5: Labor Day</td>
<td>4: Teacher Monday</td>
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<tr>
<td>13: Kinder Orientation &amp; Bagpìle</td>
<td>6: Spirit Night (no homework)</td>
<td>5: Fall Holiday</td>
</tr>
<tr>
<td>15: New Family Coffee</td>
<td>13: Back to School Night (PK-2)</td>
<td>6: Campout</td>
</tr>
<tr>
<td>18: Ice Cream Social</td>
<td>14: Back to School Night (3-5)</td>
<td>11: Spirit Night (no homework)</td>
</tr>
<tr>
<td>22: First Day of School/Parent Coffee</td>
<td>16: Jennie Kolter Day</td>
<td>21: Fall Picture Day</td>
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</tbody>
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<thead>
<tr>
<th>NOVEMBER</th>
<th>DECEMBER</th>
<th>JANUARY</th>
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</thead>
<tbody>
<tr>
<td>1: PTO Meeting</td>
<td>6: Spirit Night (no homework)</td>
<td>5: Teacher Prep Day</td>
</tr>
<tr>
<td>8: Election Day</td>
<td>15: Fall Picture Re-Orders</td>
<td>6: Teacher Service Day</td>
</tr>
<tr>
<td>11: Veteran's Day</td>
<td>21: Ugly Sweater Parade &amp; Martin Celebrations</td>
<td>4: Students Back</td>
</tr>
<tr>
<td>14 – 18: Book Fair Week</td>
<td>21: No Extended Day</td>
<td>10: Spirit Night (no homework)</td>
</tr>
<tr>
<td>18: No Extended Day</td>
<td></td>
<td>20: Family Movie Night</td>
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<tr>
<td>27 – 29: Thanksgiving Break</td>
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<td>22: Chinese New Year</td>
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<table>
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<tr>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
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<tbody>
<tr>
<td>4: Teacher Monday</td>
<td>10: March Break</td>
<td>7: Spring Holiday (no school)</td>
</tr>
<tr>
<td>14: Valentine's Day (Pajama Day)</td>
<td>13 – 17: Spring Break</td>
<td>14: Spring Picture Re-Orders</td>
</tr>
<tr>
<td>17: Spring Picture Day</td>
<td>21: PTO Meeting</td>
<td>21: Spring Picture Day (no school)</td>
</tr>
<tr>
<td>18: Family Dance</td>
<td>23: Chinese New Year</td>
<td>70: Field Day</td>
</tr>
<tr>
<td>20: President's Day/Teacher Service Day</td>
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<tr>
<td>24: So Texan Day &amp; Chili Cook Off</td>
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<tr>
<th>MAY</th>
<th>JUNE</th>
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</thead>
<tbody>
<tr>
<td>5: Cinco de Mayo</td>
<td>1: Teacher Work Day (Last Day)</td>
</tr>
<tr>
<td>9: Spirit Night (no homework)</td>
<td></td>
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<tr>
<td>16: PTO Meeting</td>
<td></td>
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<tr>
<td>14: Mother's Day</td>
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<tr>
<td>15 – 16: Teacher Appreciation Week</td>
<td></td>
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<tr>
<td>17: Memorial Day (no school)</td>
<td></td>
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<tr>
<td>18: 5th Grade Promotion Ceremony</td>
<td></td>
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<tr>
<td>31: Last Day of School</td>
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</table>
ATTENDANCE POLICIES

Student Absences
Students must bring a note from a parent/guardian to the homeroom teacher explaining the absence. You have 3 days to bring in the note upon returning to school. The note needs to include the student’s first and last name, grade, date(s) of absence, and reason for absence. The note must also be dated with a parent/guardian signature and a phone number for verification. Students are given five days to make up work once returning to school.

Absences for Vacation or Travel
Such absences are unexcused and a student’s academic progress can be negatively affected. Magnet students or transfer students who accumulate excessive absences are subject to being exited from the magnet program.

Excused Absences
Absences are excused for personal illness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, participation in school activities with permission of the principal, juvenile court proceeding documented by a probation officer, approved college visitation, religious holy days, and doctor or therapy appointment (a doctor’s note is required). Please note that any absence for personal illness for 3 or more days requires a doctor’s note to be considered excused. All other absences are unexcused.

Leaving School Early
If students have an appointment, a note must be submitted to the teacher or main office in advance. The note needs to include the student’s first and last name, grade, date of the early dismissal request, time the student is to be released and reason. The note must also include a parent/guardian signature and phone number. All students must sign out in the Main Office and receive a permit prior to leaving campus.

CHILD CUSTODY
Usually, when a divorce occurs, both parents have equal rights under the law. If this is not the case, you must notify the office and bring in a certified legal document of custody; otherwise, under the law, we must provide equal rights to both parents. We are not able to take directives from one parent in regards to the other unless said directive is outlined in a legally binding custody document.

ARRIVAL AND Dismissal PROCEDURES
Carpool pick up tags are required for all student releases in the afternoon. A valid driver’s license or other form of ID is required in the absence of a carpool pick up tag.

♦ Use the crosswalk; you are the role model for your child and others!
♦ When you park on side streets please do not block driveways, crosswalks, or park on the end of the street.
♦ Please have a dismissal plan in place for the three dates that we will not have extended day.
♦ Sisters and brothers will report to the younger sibling’s pick up area at dismissal time.
♦ Parents are responsible for communicating any type of carpool pick up change by 10:30 am in writing to the teacher and the main office (i.e., going home with friend or relative)
♦ Frequent and last minute changes to the method in which your child gets home each day creates anxiety and confusion for your child and Kolter staff who are responsible for his/her safety.

**A.M. Drop Off:**

**Arrival Procedures**

Morning drop off begins at 7:10 am. Students are able to either attend morning recess after they eat breakfast, or eat breakfast in the cafeteria until they are released to classrooms. Students will be dismissed from morning recess or the cafeteria at 7:25 am. Morning recess will include all grade levels and is monitored by teachers. Play areas are open to all grade levels.

Pre-K through 3rd grade car riders will be dropped off in the circle drive by the cafeteria. 4th and 5th graders will be dropped off at the Dumfries carpool line by the Grassroom. Older siblings will be dropped off at their younger siblings designated drop off area.

♦ Pre-K parents will receive instructions regarding drop off and pick up from Ms. Lyons.

**P.M. Pick Up: Carpool Student Pick Up Tags are mandatory!**

**Dismissal Procedures**

Pre-K through 2nd grade car riders will be dismissed from the circle drive by the cafeteria. 3rd, 4th and 5th grade car riders will be dismissed from the Dumfries carpool line by the Grassroom. Older siblings will be dismissed from their younger siblings designated pick up area.

Independent walkers will exit the building from the covered blacktop. Students will wait in line under the covered blacktop until they are dismissed by a teacher.
Walk-up students will meet under the covered blacktop. They will line up by grade level. A teacher will collect the tags from the parents and call students’ names. Students will pick up their tag and walk up the ramp into the teacher parking lot. They will meet their parent/guardian in the lot.

Bikers will be released from the front of school. Teachers will release the bikers from the gate in the front of school. Pre-K independent walkers will be released with bikers.

Extended Day Program:
- Students enrolled in the Extended Day Program will report directly to the designated Extended Day teacher for each grade level at dismissal time (2:50PM)
- For additional questions, email Nellie Gonzalez or Gisela Bravo.
- Extended Day Coordinators:
  - NGONZAL1@houstonisd.org
  - GBRAVO@houstonisd.org

DISCIPLINARY FRAMEWORK

Code of Student Conduct
Developed by HISD and distributed to all parents and students, this booklet describes disciplinary offenses and how the district handles them. Parents are responsible for ensuring that their children adhere to the rules and conventions of proper behavior while at school. While the Code of Conduct is a comprehensive handbook, below is a brief synopsis of how misconduct is categorized.

Level I: Violation of classroom rules; generally notes on a conduct sheet and corrected by the teacher or parent contact. (Examples: talking out of turn, chewing gum, off task behavior)

Level II: Administrative/teacher intervention; generally more serious in nature or a repeated violation under Level I. (Example: teasing another student, rough horseplay, discourteous remark)

Level III: Misconduct that disrupts the instructional process in class, at school, or school-related activities; repeated violation of Level I and II offenses; considered to be a serious offense. (Examples: refusing to comply with school personnel, fighting, profanity, bullying, harassment, possession of small pocket knife)

Level IV: Criminal offenses; any felony, whether school-related or not, are included
here unless it is categorized as a Level V. Such an offense requires removal of the student to a Disciplinary Alternative Educational Program (DAEP).

Level V: Acts of misconduct that may result in expulsion include, but are not limited to, assault, and possession of weapons, drug distribution, and other criminal offenses.

Student Conduct
The quality of student behavior and the level of engagement in the building depend upon the teaching and supervision contributed by each teacher. Every teacher must help his/her students to establish standards for behavior and to adhere to those standards. Teachers should plan instructional activities to provide involvement, variety, and interest. Students are less likely to be disruptive when they are challenged and involved. Use a variety of learning activities to keep interest up.

Kolter Elementary School seeks to create a learning community where we work together to create a safe, respectful, responsible and committed environment. Students and teachers will participate in following our “Fantastic 4 Values” system:

**KOLTER ELEMENTARY**

**FANTASTIC 4 School Values**

**#1 Be SAFE**
1. Choose to make good choices and play cooperatively with others.
2. Make healthy and safe choices for yourself and others.
3. Follow school rules in the classroom, on the playground, and in all areas of the campus.

**#2 Be RESPECTFUL**
1. Speak and act in a Bucket-Filling way to other children and adults.
2. Follow the instructions of all supervising adults.
3. Respect everyone’s right to learn.

**#3 Be COMMITTED TO LEARNING**
1. Stay focused and complete all work assignments.
2. Participate in a positive learning environment.
3. Follow all campus rules and routines.
4. Always work hard and do your best.

**#4 Be a Cougar who CARES**
1. Cooperative
2. Assertive
3. Responsible
4. Empathetic
5. Self Control

Disciplinary Interventions
Disciplinary consequences are designed to deter the student from making errors in
judgment or engaging in misconduct that interferes with the student's (or other students') ability to be academically successful. Typically, behaviors are resolved through one of the following strategies:

♦ Verbal Warning
♦ Redirect student behavior
♦ One on one conference with student
♦ Written communication sent home or phone call to parent
♦ Conference with parent
♦ Student referred to office

Should the behavior issue be more serious in nature or if it is not resolved through these means, additional staff members, such as the principal, will be utilized.

Positive Behavior Reinforcement
While we must uphold the disciplinary framework mentioned previously, it is the philosophy at Kolter that positive behavior reinforcement strategies is a crucial tool to reinforce good behavior and eliminate bad behavior. Teachers and staff recognize the importance of building self-esteem and inspiring confidence in children.
Typically when a student exhibits a pattern of poor behavior, staff will collaborate with parents to create a positive reinforcement strategy that is individual and appropriate for the child (ren) involved.

Electronic Devices Policy
The Texas legislature allows for electronic devices on school campuses for the purpose of emergencies. The Kolter cell phone policy is designed with this philosophy in mind. These devices have created a plethora of classroom disruptions, not to mention instances of name-calling, bullying, and cheating. Since these devices are typically very expensive we strongly encourage that they be left at home. Should you allow your child to bring a cell phone device to school, they must adhere to the policy below:

♦ Cell Phones, IPODS, Gaming devices or any other electronics will be turned off and kept in the student’s backpack while the student is on any part of the Kolter campus.
♦ Should the student feel an urgent need to use the phone before or after school hours, a call can always be made from a land line at school. When a special circumstance arises after school hours, the student must obtain adult permission prior to accessing their cell phone.
♦ A phone that can’t be seen or heard cannot be confiscated. Students are not allowed to have their cell phone in their pants pocket, in the desk, or anywhere else.
♦ When parents have an urgent reason to talk to their child, the main office should be contacted immediately. Attempting to contact your child via cell phone will result in the same consequence should the phone be confiscated.

Note: Kolter Elementary is not responsible for lost or stolen electronic devices.
Disciplinary Consequences
All instances relating to misconduct concerning electronic devices will be recorded on a discipline referral. The confiscated device will be stored in the school safe. If the phone is confiscated during standardized testing, the test will be considered an irregularity and will be voided.

♦ **First Offense:** Cell phone will be turned over to administration. Parent will need to retrieve the phone in person from administration, or administration will communicate with parent the method for retrieval.

♦ **Second Offense:** $15.00 fine will be assessed in accordance with HISD’s code of conduct, and the phone will be kept in the safe until the following Friday of the offense.

♦ **Third Offense:** $15.00 fine will be assessed and the phone will be confiscated for 30-90 days as determined by the administrator.

Additional consequences may result if it is determined the electronic device violated other school policies (classroom disturbance, name-calling, cheating, etc...).

Tardy Policy
It is essential that every child arrive at school by 7:30 AM, when the first bell rings. An important part of the student’s day is from 7:30 AM-7:50 AM. These minutes are for walking to class, unpacking, going to a first station (or seat), developing socialization skills and preparing to begin work. On the contrary, children arriving late miss important beginning of the day class instruction, disrupt the learning environment of other children, and divert the teacher’s attention from the class to the tardy student.

Furthermore, punctuality is an important life skill for children and a character trait which engenders respect for teachers, fellow students, and our school. Again, excessive tardiness has the opposite effect. By setting a clear and reasonable expectation for all, we hope not to administer consequences. Please note that tardies will not carry over into a new grading cycle.
Consequences for Tardiness:
The Kolter School tardy policy was created to emphasize the importance of punctuality as a student and parent responsibility. Every child deserves the opportunity to receive the maximum benefit of the educational experience provided by the Kolter staff. Punctuality is a basic expectation, and utilizing staff resources to address these concerns could be better used for issues related directly to teaching and learning. With that said, let’s work together to make sure tardiness does not become a concern for your child, his/her classroom environment, and the ability of the teacher to remain focused on the primary responsibility of educating all children in the classroom. Please feel free to contact Ms. Dickinson, Principal, should you wish to discuss this policy further.

DRESS CODE
- Head accessories such as hats and caps may not be worn in the classroom unless approved by the teacher for a special occasion.
- Shorts, skirts, skorts and dresses worn above the knee must pass the fingertip test (this means the skirt must be below the student’s fingertip when the student’s hands are relaxed by their side).
- Shorts or leggings must be worn under skirts and dresses.
- Leggings are permissible but tops/shirts must pass the fingertip test (this means the shirt must be below the student’s fingertip when the student’s hands are relaxed by their side).
- All clothing and accessories must be free of profane, suggestive or provocative language and/or symbols.
- All clothing must cover the entire midriff area, chest, back and top of shoulder area. Shirts must fall at or below the waistline.
- Spaghetti straps, off-the-shoulder, or halter tops are not permitted.
- Pants must be worn at the waist.
- All clothing must be free of rips or tears
- Students must not wear pants that create a safety hazard by design or by the way they are worn.
- Suspenders or overall straps must be worn on the shoulders.
- Accessories/clothing which is considered a safety hazard to self and/or others is unacceptable.
- Shoes must be appropriate footwear for P.E. Flip-flops and Heelys are not allowed.

BACKPACKS
The following Backpack Policy is a Shared Decision Making Committee (SDMC) judgment:
- The use of standard double-strap backpacks is encouraged.
- To avoid back strain, ALWAYS use both straps and carry the pack high between the shoulders.
- Rolling backpacks are NOT permitted in Kindergarten, First, or Second grade.
- Rolling SUITCASES are not permitted.
● Rolling backpacks are permitted in grades 3, 4, and 5, if the parent feels they cannot manage without one.
● It must be soft-sided, have two straps, and a collapsible handle.
● It must be 22” or smaller.
● It must be able to sit upright without disrupting the classroom environment.

HEALTH AND NURSE INFORMATION

Nurse Information
Our school nurse is Ms. Cathy Crisp, R.N. She consistently goes above and beyond the call of duty to ensure the proper care and safety of all persons at Kolter Elementary. Her email is ccrisp@houstonisd.org if you need to get a hold of her.

Office Hours and Location
The nurse’s office is open from 7:30 a.m. until 3:00 p.m. during regularly scheduled school days. The office is located inside the main office, and is also accessible from the main hallway.

Illness at Home
Students are advised to stay home if suffering from active illness in order to protect other students and staff from possible virus/disease transmission. Students should remain at home until their illness has resolved. If a student is absent for three consecutive days, it is mandatory that he/she presents a physician’s note indicating that the student has been seen and is safe to return to school. This will allow the student to take the absences as excused and more importantly, reassure the school community that we are making every effort to minimize the transmission of treatable contagious diseases. Parents must document all absences by writing a note and sending it with the child. Parents are requested to report all confirmed or suspect contagious diseases to the school nurse.

Illness or Injury at School
When a student becomes ill or injured during class, a pass to the Nurse’s Office must be obtained from the current teacher if the student is not escorted. The nurse will call the parent and discuss the best response to the situation. Students should report any injuries sustained during a school-related event as soon as possible to the Nurse’s Office. It should be noted that the student’s family health insurance plan is the primary coverage for school-related illness and injuries.

Vision and Hearing Tests
Vision and hearing tests are typically conducted throughout the school year, according to district policy. Additional testing may be requested at any time by the student’s parent or teacher. Parents will be notified if test results indicate that additional follow-up care is necessary by your primary care physician.

Doctor Appointments
It is recommended that doctor appointments be scheduled outside of school hours. If a student must see a doctor during school hours, a parent must notify the Attendance Office in advance with exact appointment times, anticipated period
of absence, and time of return to school. Students must bring a note from the doctor’s office documenting the doctor’s appointment for attendance purposes. Keep in mind that attendance is taken at 9:40AM daily and a student is considered absent if they arrive after that time. The parent must sign the child out of school and sign the child back in upon return.

**Pre-Existing Medical Conditions**
Students having medical conditions that need monitoring (e.g., allergies, diabetes mellitus, epilepsy, seizure disorder, etc.) need to have that information clearly defined on their Health Inventory Sheet with instructions and contact numbers in case of an emergency. Information regarding health concerns can also be shared confidentially with Ms. Crisp. You will complete a medical information card for your child at the beginning of the year. Please remember to update us throughout the year if your child’s medical conditions change or new conditions develop.

**Medications**
All medications, including over-the-counter (OTC) medication, prescribed drugs, and/or inhalers must be kept in the Nurse’s Office at all times. In addition, only the parent can deliver the medication to and from school. Students are not allowed to carry or store medications of any kind.

Students requiring any daily or long-term medications that need to be taken during school hours must have the appropriate medication authorization requesting and granting permission for administration by the nurse. Medications must be sent to the school in the original container with dosage instructions (written by a doctor or pharmacist) and they will be stored in a locked cabinet in the health office. All medications must be kept with the nurse; special exceptions are made on an individual basis. For instance, students diagnosed with asthma and requiring inhaler treatment may be allowed to carry their inhaler. Special permission for this is granted when the parent and physician complete the appropriate supplemental form, which will be maintained on file in the Nurse’s Office. Permission forms for this purpose may be requested from the Nurse’s Office.

**Immunization Requirements**
A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

**Provisional Enrollment**
All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the
immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

**Documentation**

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel have validated it. The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

**PROGRESS REPORTS / REPORT CARDS**

Student progress reports will be sent the 4th week of every 9 week cycle and at any point in time if the student begins to fail. The report cards will be sent home by the teacher to the guardians of all students for that grading period. These notices are to be signed and returned to your child’s teacher.

**Gradespeed/Parent Student Connect (PSC)**

The district’s Student Information System (SIS), HISD Connect by PowerSchool, includes student contact, enrollment, and demographic information, as well as grades and online resources.

Parents are given a unique code, or access ID, for each of their students and are able to use those codes to set up an account to access their students’ profiles through the parent portal. Parents who haven’t received their student’s access ID should contact their school.

Please click the link below to access videos regarding how to enroll and use PowerSchool, [https://www.houstonisd.org/PSC](https://www.houstonisd.org/PSC)

This site will allow you to have access to daily grades, assignments, and progress reports both in English and Spanish. In order to access this site the following information is needed:

- Parent First and Last Name
- Student ID (HISD)
- Student First and Last Name
- Student Address
- Student date of birth
• Last 5 digits of student’s Social Security number if on file with HISD. If not on file, use the last 5 digits of the “S-Number” provided to your child by HISD. Please call the school if you do not know this number.

Click here to register.

**Grade Promotion Standards**

Students may be promoted only on the basis of academic achievement. In compliance with the provisions of Senate Bill 4, and the new HISD promotion standards, each campus will be required to have a Grade Placement Committee (GPC). The GPC will make decisions to ensure proper placement when a student does not have the skills to succeed at the next level.

**Promotion Criteria Matrix:**

The Houston Independent School District standards for promotion are based on academic achievement (grades), demonstrated achievement on the HISD High Frequency Word Evaluation (Grades 1-2), and on the State of Texas Assessment of Academic Readiness (STAAR) (Grades 3-8). Students at all grade levels must also have sufficient attendance to be promoted to the next grade level. In order to have sufficient attendance for promotions, a student’s total number of unexcused absences cannot exceed 10% of class meetings.

<table>
<thead>
<tr>
<th>Grades 1-2</th>
<th>Grade 3-4</th>
<th>Grades 5</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Course Grades: State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading, other language arts, mathematics, science, and social studies</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>High Frequency Word Evaluation – meets passing standard</td>
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<tr>
<td><strong>C</strong></td>
<td>Sufficient Attendance</td>
<td>Sufficient Attendance</td>
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<tr>
<td><strong>D</strong></td>
<td>3rd &amp; 5th Students who fail STAAR will need Accelerated Learning Committee</td>
<td>4th Students who fail STAAR will need Accelerated Learning Committee with Superintendent designee</td>
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</table>

Students who do not meet one or more of the passing standards listed above will be recommended for Summer School. In addition, 5th grade students who do not pass STAAR will have two chances to retest, once in May and again in June.
**Filling Your Bucket**
Children quickly understand that they can fill buckets when they are considerate and helpful to others. This year Kolter Elementary will focus on helping kids “fill” their buckets in a positive manner. This approach will be found in all classrooms K-5 and will encourage children to display good character traits as a way to fill someone up positively. For more information on this program, visit www.bucketfillers101.com.

**REGISTRATION REQUIREMENTS**
For a child to be registered for school, it is necessary to have the following items:
- Proof of residence, such as a paid utility bill or rent receipt, with the correct name and address
- A certified copy of birth certificate or birth registration card
- Immunization record for the student
- A report card from the last school attended
- Social Security Card, if available
- Copy of the parent’s Driver’s License/ID
- If enrolled during the current school year, a withdrawal sheet from the previous school
- Guardianship papers if the student is residing with someone other than the parent; subject to verification

**Age Requirements**
Kindergarten children must be five years of age on or before September 1 of the current school year for enrollment. First grade children must be six years of age on or before September 1 of the current year for enrollment.

**SAFETY AND SECURITY PROCEDURES**
**Safety Procedures**

**Fire Drills**
Be prepared for a fire drill on the first day of school and at least once per month for the remainder of the year. A map for vacating the building is located in teachers’ classrooms. Rules and procedures for fire drills will be distributed. The evacuation map must be posted in each classroom by the exit door. During a fire drill, all doors are to be closed, lights turned off, and classroom doors should be locked and closed. All students and adults are to remain quiet throughout fire drills. Teachers must bring their class roster and red emergency book with them during any fire drill in order to check roll. Class rosters (including parent contact information) should be brought with teachers during the drill.
Fire drills are to practice quick evacuation in the event of an emergency. All students must be definitively accounted for during a fire drill. Fire drills are rated for efficiency based not only on how quickly we evacuate the building, but also how quickly we can account for all students.

**Release of Students**

Students are not permitted to leave the school grounds at any time between their arrival on campus and dismissal time. Students who are to leave for medical or dental appointments must bring a note from home. Parents will come to the front office and sign the child out. **DO NOT RELEASE A STUDENT DURING THE DAY UNLESS THE PARENT HAS A NOTE FROM THE OFFICE OR THE OFFICE NOTIFIES YOU.**

**Safety Procedures**

**Emergency Plan**

All classroom doors should be closed and locked at all times. If an unusual situation occurs on campus such as: unauthorized visitors, attempted assault, kidnapping, fire, explosion, chemical accident, etc. the following safety plan will go into effect.

**ACTION STEP I**

The teacher or an adult, will immediately notify the office.

**ACTION STEP II**

When the alert has been given to the office, an announcement will be made to let teachers know that an emergency exists and teachers will be provided with instructions for securing the safety of themselves and their students. Teachers should refer to the appropriate Emergency Plan: Evacuation, Lockdown, Stay Put, Shelter in Place, or Inclement Weather.

The following personnel will proceed with these steps:

- The principal and assistant principal will proceed to the area of disturbance to give assistance.

- Secretary will remain in the office near the telephone for communication and directions.

- Secretary or office representative on duty will call the HISD Police Department and Elementary Schools Office.

- Each teacher will remain with his/her students in the classroom, cafeteria, and library. If the students are on the playground, they will return immediately to their classroom.
ACTION STEP III

If the decision is made in the office to evacuate the building, an announcement will be made and classes will follow the usual Fire Drill procedures.

If it becomes necessary to evacuate the campus entirely, each teacher will escort his/her class to a designated location. Each class will proceed to the designated location in an orderly and quiet fashion.

Classroom teachers will take their class roster with contact information listed with them and check roll immediately upon arrival at the parking lot.

ACTION STEP IV

In the event that the news media is present on the scene, the Library will be used as a holding area. Any releases to be made to the press will be issued by the principal only.

ACTION V

When the emergency situation has been resolved, an announcement will be made telling everyone to return to the building or further instructions will be given at the parking lot for the dispersal of students.

ACTION STEP VI

It is every staff member's responsibility to:

1. Be on the alert for possible emergency situations at all times.
2. Review this action plan with students.

Evacuation

Emergency Plan

Generally, an evacuation would be signaled by the fire alarm, but may be called for in the event of a gas leak or other threat to the safety of children remaining in the building.

Principal (or designee)

- Activate fire alarm to signal the need for evacuation, or use PA if the evacuation requires alternate safe areas.
- Call 911
- Ensure evacuation of all students and employees to designated safe areas.
• Contact Elementary School Office or School Support Officer
• Consider sending automated phone message to parents.
• Establish a check out area if students are to be dismissed.
• Signal/announce all clear when it is safe to return to the building.

Teacher
• Evacuate when you hear alarms or PA announcements.
• Take a class roster.
• Turn off lights and close the door after students leave.
• Follow pre-designated primary or alternate evacuation routes.
• Assemble students in the designated safe area and check that all students are accounted for.
• Report missing students to the safe area fire captain.
• Students should remain quiet throughout the emergency.

Nurse
• Retrieve and secure all necessary medication and first aid supplies.

School-wide Lockdown
If an unusual situation occurs at Kolter, such as unauthorized visitors, attempted assault or kidnapping, or a weapon is found, the principal will call for a lock-down. Please follow these safety procedures:

1. Principal speaks on PA and indicates that there will be a lockdown in the building. All teachers will keep students secured in the classroom and wait for further instructions. All blinds will be closed, and the glass window of the door will be covered.

2. If the teacher has a visitor in the classroom that is threatening or engaging in an attack, the teacher pushes the button located in the classroom to buzz the office. This alerts administration that assistance is needed right away in the classroom in a manner that doesn’t further escalate the situation.

During a lockdown classroom teacher who are not with their classes will shelter in place at their current location. Visitors, volunteers, and campus team members will do the same.
The secretary and registrar will supervise telephone communications and secure enrollment cards, attendance registers, and bus schedules for possible evacuations.

**Shelter-in-Place**

*Emergency Plan*

There are two primary types of emergency that would require a Shelter-in-Place, chemical spill/release, or an impending weather related incident not allowing enough time to implement the designated emergency plan. The Fire Department determines Shelter-in-Place or evacuation orders when related to chemical incidents.

**Principal**

- Receive orders from the fire department of law enforcement to Shelter-in-Place.
- Activate Shelter-in-Place by announcement on PA.
- Require all students/staff outside areas to go indoors.
- Direct staff to lock exterior doors and close windows.
- Direct Plant Operator to shut down HVAC systems.
- Direct teachers to shut down all window HVAC systems.
- Direct teachers to seal doors windows with available resources to prevent/minimize airborne contamination.
- Notify Elementary School Office and School Support Officer.
- No one may leave the building until the fire department issues “all clear”.

**Teacher**

- Move all students indoors.
- Close windows and doors.
- Shut down all window HVAC systems.
- Seal doors windows with available resources to prevent/minimize airborne contamination.
- Instruct students to place a damp paper towel over the nose/mouth area and breathe slowly for temporary respiratory relief.
• No one may leave the building until the fire department issues “all clear” and that announcement has been made over PA.

Inclement Weather

Emergency Plan

When the National Weather Service issues Tornado Watch or Warning, we must take precautions to ensure the safety of students and employees.

TORNADO WATCH – severe weather exists in which conditions are right for tornado formation.

Principal & Faculty – prepare to execute shelter in place procedures

TORNADO WARNING – A tornado is spotted or reported in your area

Principal

• Make announcement indicating it is time to “SHELTER-IN-PLACE”
• Alert all classrooms outside of the main building to move into the main building to predetermined safe areas.
• Monitor weather and additional alerts.
• No students should be released to parents until an “ALL CLEAR” has been determined.
• Ensure all exterior doors are closed and locked.

Teacher

• When an announcement is made to “SHELTER-IN-PLACE” during a tornado warning, move students to the predetermined tornado shelter area, and instruct students to “drop and tuck” facing the interior wall. (SEE MAP)
• Take a class roster and flashlight.
• Close the classroom door.

If time permits, roll call will be done using the same procedures that take place during a fire drill.

RAINY DAY DISMISSAL – decision made on a situational basis
In the event that we’re experiencing heavy rain during our normal dismissal time, we will begin our regular dismissal procedures 10-15 minutes early, depending on current conditions.

**Visitor Policy and Procedures**
Kolter Elementary welcomes visitors to our building. Our goal is to have an inviting campus while preserving the safety and educational process of all students. Types of visitors we generally expect are:

- Parents of currently enrolled students
- Prospective parents for future enrollment
- Education professionals conducting site visits for training purposes
- International visitors or school district personnel from outside HISD
- Teacher interns and/or student teachers
- Media (Newspaper, Television, HISD Press Office, etc.)

**Visitor/Parent/Volunteer Sign-In (Mandatory)**
In an effort to safeguard our children, Kolter utilizes a security device called, “RAPTOR.” Visitors will be asked to provide an official state approved driver’s license or picture I.D. The I.D. is scanned and the system checks to see if there is a predator record on file. Upon clearance, the system will then produce a name tag which must be worn and clearly visible (near chest area) at all times during the visit. This name tag is required for all visitors, regardless of the purpose of the visit. Visitors will be redirected should they not be in compliance with our safety policy.

Any visitor who refuses to comply with Kolter’s visitor policy will be immediately reported to the police. Visitor privileges may be reduced or eliminated as a result of non-compliance.

**Important Reminder to Parents/Volunteers**
Parents can enter the school at the main gate located in the Feld park parking lot. Parents will need to buzz in and report directly to the main office.

We understand there are many valid reasons a parent may want to briefly speak with a teacher, such as informing a teacher of an urgent family matter or illness, dropping off miscellaneous volunteer related items or materials, or notifying a teacher of a concern involving their child. Our promise to you is that we will facilitate your needs in a timely and courteous manner if the teacher is not readily available.

**Special Events**
Kolter Elementary conducts several evening events such as Campout, Cultural Heritage Programs, parent meetings, Family Dance and Open House. Special sign in/sign out sheets will be required at these events.
Kolter Tours
Every fall, parents are invited to tour our campus to familiarize themselves with our Magnet Program for Foreign Language and Cultures. Parents will be asked to check-in at the reception desk and receive a visitor’s badge. The parents will be escorted by parent volunteers around the campus to get a close look at the many special features of the Kolter facility and grounds. We ask that parents contact the Kolter office to schedule your tour date and time.

Classroom Observations
Interested persons wishing to observe a class should contact the main office to arrange a campus visit. Any parent wishing to observe a classroom will need to observe with an administrator present.

SEXUAL HARASSMENT POLICY
Sexual harassment will not be tolerated at Kolter Elementary from any individual. We adhere to the Houston Independent School District Policy. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when made by a member of the school staff or a member of the Governing Board to a student or to another staff member, or when made by a student to another student.

TEXTBOOKS
Every student will receive a set of textbooks for his/her grade level. Each student is personally and financially responsible for the care of said books. Both the school district and Texas state law hold the student responsible for any excessive damage or loss to the books.

SECTION II: PARENT/STUDENT INVOLVEMENT

PARENT OPPORTUNITIES

Kolter PTO
The Kolter PTO (www.kolterpto.com) is an organization committed to promoting the welfare, comfort, and safety of our children in home, school, and community. Furthermore, it is the PTO’s goal to provide the teachers and school with the tools and environment to facilitate the academic and nurturing growth of our children. There are many opportunities in volunteering by finding your niche based on your needs, talents, interests, and/or time constraints. See where your interest lies and join us today! For more information on various committees, please visit our website.

Volunteers in Public Schools (VIPS)
To begin volunteering, please complete the Volunteer Interest Form found in the forms packet along with the HISD background check form. This will help us match your interests with the needs of the school. Our main method of communication is by e-mail. It is very important that we have an accurate e-mail address for our parents. Return these forms to the Main Office at the school. All field trip
volunteers must be approved prior to traveling on a student field trip. Also, please register on the HISD website www.houstonisd.org by clicking on the VIPS red apple. When you come to the school to volunteer, please check in at the welcome desk or Main Office and wear an ID badge. If you will be a recurring volunteer, you may have an ID badge made in the attendance office after the first two weeks of school.

**Site Based Decision Making Committee (SDMC)**
The purpose of the Site Based Decision Making Committee (SDMC) is to advise the principal on school issues, including budget, instructional programming, and staff development. It is comprised of 3 administrators, PTO president, business representative, educational consultant, community member, and 3 teachers. The meeting minutes from SDMC are posted on the Kolter website.

Meetings are held once a month and are open to the public; however, only committee members may vote on formal decisions. If you would like an item added to the agenda, please call the school secretary at least 24 hours prior to the meeting.

**STUDENT ACTIVITIES**
**Kolter Student Ambassadors**
The Kolter Elementary Student Ambassadors offers students from grades 3-5 the opportunity to build upon their leadership skills and service to the community. While serving as ambassadors for the school, these students are held to very high expectations of character, citizenship, and honor.

**Clubs and Organizations**
Each of the programs listed involve limited enrollment and an advance registration process. Some programs may require an additional fee. If space and demand are in place, we are able to accommodate new and innovative programs which can be added. Please contact Nellie Gonzales for more information.

<table>
<thead>
<tr>
<th>On-site Programs</th>
<th>(held at Kolter)</th>
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<tbody>
<tr>
<td>*Extended Day Program</td>
<td>Yoga</td>
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<tr>
<td>Gymnastics</td>
<td>Name that Book Club</td>
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<tr>
<td>Robotics</td>
<td>Chess Club</td>
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<tr>
<td>Mad Science</td>
<td>Abrakadoodle</td>
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Extended Day Program Options

Kolter offers an Extended Day Program: Afternoon care from 3:00 PM - 5:30 PM for Pre-K-5th grade students. Students in the Extended Day Program have an opportunity to complete homework assignments, receive academic assistance and participate in supervised indoor/outdoor activities. Tuition is $200 a month, which is due on the first of every month. Registration for spaces are offered to students already enrolled in the program during the month of May for the following school year. Any remaining spaces are offered to new Extended Day students on a first come, first served basis on a special registration day that is announced in the school newsletter. Please contact the main office to obtain additional information.

SECTION III: COMMUNICATION

Timely and relevant communication is a priority at Kolter to ensure high levels of student achievement and relationship building with our parent and staff community. In addition to email and in person conferences, we use many vehicles of communication to involve and inform the Kolter community. Our goal is to provide a quality education in a safe environment and the welfare of your child is of primary importance. We value parental involvement and ask for your assistance in an attempt to improve communication between home and school. You can help by using this handbook and/or our website to answer your general questions; this will minimize the phone calls and email and improve our response time.

Main phone number: 713-726-3630
Fax number 713-726-3663
Mailing Address: 9710 Runnyemede Dr, Houston, Texas 77096

Please report phone problems via email to ngonzal1@houstonisd.org or gbravo@houstonisd.org.

Announcements (PA system)

Daily announcements occur at the beginning of the day. The announcements are led by students. The announcements include the following:

♦ Pledge of Allegiance
♦ Texas Pledge
♦ Bucket Filling Pledge
♦ Cultural facts are shared from each grade level regarding their class’ country.
♦ Important dates/events
♦ Celebrations

Individuals wishing to inform our student body and staff of important dates and/or
events can complete an Announcement Form available in the main office. The announcements will be approved by the administration in advance.

Email Communication

Email communication is widely used and encouraged. It can be an efficient way to obtain clarification, ask questions, provide comments, and inform. All Kolter staff and faculty are expected to return parent emails within 24-48 hours. The teacher’s primary responsibility during school hours is to their students’ learning and they may not be able to answer a phone call or email message during this time. For these reasons, we encourage parents to contact the main office if a matter is particularly urgent.

It goes without saying that email communication should be written in a respectful and professional manner that will net productive and positive outcomes. A concern or school related issue can easily escalate unnecessarily if email communication is the sole source of correspondence. Both teachers and parents are encouraged to pick up the phone and schedule a conference if an issue becomes too difficult to resolve through email alone.

Parent/Teacher Conferences

Parent/teacher conferences are an effective means of discussing student academic and behavioral progress. Teachers are limited to a 45 minute planning period per day. For this reason, parent conferences are limited to 20-30 minutes. Often, the teacher will have a group of students waiting for the conference to conclude. Should you need to schedule a conference which is lengthier, please notify the main office so that special arrangements can be made.

Parent Concerns

Addressing parent concerns is an important aspect of improving our school and deepening the relationships between home and school. If you have a school related concern involving your child, we ask that you bring your concern to the appropriate classroom teacher first. If your concern is not resolved satisfactorily with the teacher or staff member, you are encouraged to contact the principal or another member of the school leadership team.

Sometimes, the general guideline of addressing a concern mentioned above may not meet the parent’s need or the situation is unique and requires intervention from administration. We anticipate that our parents will use good judgment in this regard. Please do not hesitate to contact the principal or school leadership should you feel an important issue needs to be resolved.

Student Agenda

3rd-5th graders are required to record daily assignments and reminders regarding upcoming quizzes, tests, and/or projects. Teachers may write messages to individual parents on the agenda as well. Reviewing the student agenda is the
most important strategy for parents to stay abreast of their child’s academic activities and progress.

**Tuesday Home Communication**

Tuesday is folder day at Kolter Elementary! The Tuesday Home Communication Folder typically includes the following:

- Graded Student Work (every week)
- Message to Parent from Teacher
- Important Forms Requiring Parent Signature
- PTO and Kolter Event Information
- Fundraising and Volunteer Information
- Kolter Newsletter (every other week)

**Useful Websites**

**Kolter Elementary Website**

The Official Kolter Elementary website contains an enormous amount of information geared towards Staff, Parents, Students, and the Community. Be sure to add this bookmark to your computer: [www.houstonisd.org/kolter](http://www.houstonisd.org/kolter).

**Kolter Useful Academic Links**

One of the most useful resources on the Kolter Elementary website is *Useful Academic Links*. Featured in this section of the website are the most commonly used academic resources utilized by teachers. This resource is an excellent way to keep your child engaged in learning after school, during holidays, or summer months.

**Kolter PTO Website**

The Kolter PTO website provides parents with comprehensive information about its volunteer organization. Be sure to bookmark this link: [http://kolterptoweb.digitalpto.com/](http://kolterptoweb.digitalpto.com/)

**SECTION IV: ACADEMICS**

**KOLTER HONOR CODE**

The Kolter Elementary community believes that integrity is the foundation of all learning. Academic honesty positively affects student character, as well as family and community pride. It is the right, privilege, and responsibility of all members in the community to contribute to and work in an environment of trust. Faculty, students, and parents are expected to take steps to stop any and all violations of the honor code. Excellence exists only if learning takes place within a climate of trust, respect, responsibility, and honesty.
Cheating is...
Participating in a dishonest act or using the works, words, or ideas of another, and claiming them as your own. Examples include (but are not limited to):
- Using any form of a "cheat-sheet"
- Viewing unauthorized notes on a test or quiz
- Looking at another student’s test or paper
- Accepting credit for group or lab work in which you did not contribute
- Taking a picture or making a copy of a test or answer sheet
- Passing test or quiz information from one class to another
- Sharing or stealing test answers
- Having your parents or friends complete your assignments
- Using a previous student’s work as your own
- Buying a paper or project
- Changing or reporting a false grade for yourself or another student
- Allowing someone to use your answers as their own

Plagiarism is...
Using someone else's ideas or words as your own without proper acknowledgement.
Examples include:
- Copying documents or images from books, magazines, the Internet or other sources without proper documentation
- Submitting a paper or other work as your own when it was created by another
- Paraphrasing or restating another's work without proper citations
- Making up a citation or attributing a work to a non-existent source
- "Fudging" data for an assignment
- Forging a signature

Fraud is...
A deception deliberately practiced in order to secure unfair or unlawful gain.
Examples include but are not limited to:
- Attempting to pass off someone else's work, imagery or technology as your own, purchasing or selling an assignment from another person or technological resource
- Falsifying scientific or other data submitted for academic credit
- Forgery of signatures or tampering with official records

Disciplinary Consequences for Violating the Kolter Elementary Honor Code:
- A student “shall receive a ‘0’ for the school work.
- In cases where theft of material (teacher’s test) or use of a computer has been used in the cheating incident, a disciplinary hearing will be held to determine if an alternative educational placement is warranted.
- Conduct grades will be affected as follows:
  - First Offense: Weekly conduct grade of “U”
  - Second Offense: Conduct grade will be lowered one level on grading cycle (For example: E to S; S to P; P to U)
  - Third Offense: Conduct grade for grading cycle will be an automatic “U”.
Disciplinary Procedures for Kolter Honor Code Violations:
♦ Teacher will clearly state facts regarding the violation on the referral.
♦ Teacher will notify parents about the incident.
♦ Administrator will immediately assign penalties based on established guidelines.
♦ Administrator will inform teacher of disciplinary action.

Student Responsibilities:
♦ To maintain and support the academic integrity of the school community by completing all assigned work, activities and tests in an honorable process according to the stated policies without engaging in cheating, fraud, or plagiarism.
♦ To understand the school wide Honor Code policy and individual teacher assignment guidelines
♦ To clarify with the instructor any ambiguities about violations of the Honor Code on an assignment.
♦ To ensure that students do not make inappropriate use of their work
♦ Ask in advance if it’s appropriate to use a tool for a particular assignment, quiz, test, or project

GRADES

Pre-K and Kindergarten
The format of Pre-K and Kindergarten report cards are significantly different than the format used in other grade levels. A numeric grade is not used on the report card; however, parents are given detailed information on the child’s individual progress toward a set of learning objectives according to HISD’s early childhood curriculum.

Grading Policy
HISD Board Policy EIA (LOCAL) provides that “the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents.”

Grades become part of a child’s permanent record. Tangible evidence to support grading is essential. All teachers are expected to follow this grading policy.

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**GRADING POLICY:** items listed below are a few of many examples

**Classwork**
- Interactive journals
- Independent practice
- Workstation products
- Graphic organizers
- Writing assignment or sample

**Tests and Projects**
- Spelling test
- Weekly math test
- Unit test
- Weekly ELA/Reading test
- Project Product (Written Component)

**Quizzes and Exit Tickets**
- Math operation quiz
- Check for Understanding from planning guide
- Comprehension skill assessment
- Language arts skill assessment

The expectation is that each teacher will input the following EACH week:
- Reading/ELA – 3 grades (any combination)
- Math – 2 grades
- Science OR Social Studies – 1 grade
- Retakes are provided for tests ONLY. An average of the two scores will be given as the final grade.
**Grade Reporting**

Students will receive report cards at the end of each 6-week grading cycle. Report cards must be signed by the parents and returned. If a student receives a grade below a “70” or an “N,” “P,” or “U” in any subject on the report card, the parents will be notified of the need for a conference with the teacher who issued the failing grade. All conferences must be documented by the teacher.

1. At the end of the first 4 weeks of a grading period, the teachers will send progress reports home to every child in 1st through 5th grade.
2. A classroom teacher shall be required to assign a grade that reflects the student’s mastery of an assignment which is linked to a learning objective as defined by the TEKS.
3. A classroom teacher shall not be required to assign a minimum grade for an assignment without regard to the student’s quality of work.
4. A student shall be allowed a reasonable opportunity to make-up or redo a class assignment or assessment for which the student received a failing grade, after re-teaching occurs. Summative assessments receiving a failing grade must be redone.
5. If a student’s grade drops more than 10% between the cycle’s progress report date and report card date, parents will be notified.
6. The teacher will keep accurate grade sheets each 6-week grading period on PowerSchool.
7. Teachers will post on average two grades a week per core content subject to PowerSchool. All grades must be posted as soon as practical, but no later than 1 calendar week from the date of the assignment. All grades for the grading period will be posted before the cycle ends.
8. Teachers are responsible for printing At-Risk report cards for students who are At-Risk.

**Grading System**

**Criteria for Grading Academic Subjects (Grades 1-5) – with documentation of parent contact**
Excellent  90-100 (A)
Good       80-89    (B)
Satisfactory 75-79 (C)
Passing    70-74    (D)
Failing    50-69    (F)
The lowest numerical score that will be reported on a report card will be a “50.”

Criteria for Grading Conduct
E     Excellent quality of behavior
S    Satisfactory quality of behavior
P    Poor quality of behavior
U   Unsatisfactory quality of behavior

Before a student can receive a “U” on the report card, a detailed discipline report must be submitted for administrative review. This report must be signed by the principal and the teacher, stating specific incidents, dates, and documentation of parent contact.

No subject grade below 75 or conduct below S shall appear on a report card unless a progress report has been sent home in that area and parents have been conferenced with. Notes to parents, weekly reports, and verbal messages and contacts must be consistent with report cards and grades.

Work Habits/Citizenship
If a student’s work habits are satisfactory, no marks will be given to a student. However, if a student “needs improvement” in any of the citizenship areas, an “N” will be given to indicate there is a need for improvement. Each student’s work habits are evaluated in the following areas as the end of each grading cycle:

- Effective use of time/material
- Follows classroom directions
- Class participation
- Completes homework
- Completes classwork
- Is courteous
- Works and plays well with others
- Follows classroom rules

Although a student’s Work Habits/Citizenship and Conduct are related, grades issued in the eight work habits/citizenship areas are not averaged to determine a student’s conduct grade.

Criteria for Grading of Ancillary and Magnet Courses
(Physical Education, Art, Spanish, French, Chinese)
Excellent quality of performance
Satisfactory quality of performance
Poor quality of performance
Unsatisfactory quality of performance

Make-up work due to an absence
Students with absences will be allowed to make-up all work within a reasonable time following their return to school. Students will not be given a “0” for missing assignments or be penalized for late work as a result of an absence. Teachers may choose to excuse a child from non-essential work.

Incomplete or late work
Students will not receive a lower grade for incomplete or late work. However, a notation will be made when recording the grade in the grade book and will be documented on the student’s work habit section of the report card.

1st – 5th grade
Subject: Reading
Grading: Approximately 2 grades should be taken each week with 15-18 grades collected each grading period. Grades should come from the following:

- Literature response
- Reading/writing connection
- Comprehension, accuracy, fluency, and vocabulary
- Characteristics of literature/genre
- Use of reading strategies
- Other TEKS-based concepts

Subject: Other Language Arts
Grading: Approximately 2 grades should be taken each week with 15-18 grades collected each grading period. Grades from spelling assignments/tests will make up 25% of the Other Language Arts grade. The remaining 75% will come from writing, listening, and speaking activities and/or tests. Grades should come from the following:

- Spelling tests
- Spelling activities
- Oral presentations
- Listening comprehension
- Organization of ideas
- Focus and coherence
- Conventions
- Development of ideas
- Voice
- Revision and editing
- Other TEKS-based concepts

Subject: Mathematics
Grading: Approximately 2 grades should be taken each week with 15-18 grades collected each grading period. Grades should come from the following:
• Pages from adopted series
• Resource books
• Fact drills (no more than 2 grades per 9 weeks)
• Teacher–made test and activities
• Individual and group problem solving
• Other TEKS-based concepts

Subject: Science
Grading: Approximately 1-2 grades should be taken each week with a minimum of 12 grades per grading period. Grades should come from the following:

• Hands-on activities (lab)
• Vocabulary
• Individual/group projects
• Illustrative drawings
• Performance tasks
• Learning centers
• Activity sheets
• Lab notebooks, reflections
• Teacher-made test
• Process skills
• Other TEKS-based concepts

Subject: Social Studies
Grading: A minimum of one social studies grade should be taken weekly. Grades should come from the following:

• Hands-on activities
• Vocabulary
• Individual/group projects
• Illustrative drawings
• Performance tasks
• Learning centers
• Activity sheets
• Lab notebooks, reflections
• Teacher-made test
• Other TEKS-based concepts

Subject: Physical Education
Grading: A minimum of three physical education grades will be documented each 9 weeks. Grades should come from the following:

• Participation
• Skill progression

recess, enrichment class, or be assigned to the Principal’s Study Hall. After all interventions have been exhausted, it may become necessary for the teacher to record a 40 in the grade book, which will indicate the student has not yet submitted the missing assignment. In a rare case, a student may be issued an Incomplete. This may occur when the student has not submitted enough work samples for the teacher to determine mastery of content. An Incomplete will result in a failing average if the work is not submitted.

The lowest grade a student can earn on an attempted academic assignment will be a 50. Teachers will use their professional judgment in determining if the student needs intervention, re-teaching, and/or reassessment for the content covered on the assignment.

Late Work Policy
Students with excused absences will not be penalized for work turned in after the initial submission date provided it is within three days of the student returning to
school. Teachers reserve discretion to make allowances in special circumstances, such as hospitalization, severe illness, etc…

Students who consistently fail to turn work in on time will receive a notation on their weekly conduct sheet and possibly a lowered conduct mark for the grading cycle. If the problem persists, students will be referred for counseling and/or intervention assistance. The parent will be required to be involved in this process.

EXPECTATIONS FOR CONDUCT

Behavior
Kolter children will adhere to the following behavioral expectations:
♦ Follow HISD Code of Conduct and The Kolter Way
♦ Walk at all times
♦ Gum, candy, and toys are left at home.
♦ Demonstrate self-control and self-discipline
♦ Learn from mistakes and take responsibility for them
♦ Respect property rights
♦ Respond promptly and willingly
♦ Be courteous
♦ Work and play well with others

Work Habits
♦ Listen and follow directions
♦ Use time and materials effectively
♦ Complete assignments/homework
♦ Put forth your best effort with neat and orderly work

Homework
• Homework will be assigned by the classroom teacher when it is deemed necessary to provide extra practice, maintenance of skills, or review of skills.
• Class work should not be considered homework.
• Homework is NOT graded.
• 30 minutes of independent reading should occur every night, in addition to any specified homework.

ACADEMIC INTERVENTIONS AND SUPPORT

Special Programs
The District provides special programs for gifted and talented students, homeless students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations.

**Gifted and Talented (GT) Program**

Approximately, 45% of the students at Kotler are classified Gifted and Talented. Children are grouped in a heterogeneous setting. All Kolter teachers are GT certified. Students can be tested one time per year for GT. All students will be tested in Kindergarten and Fifth grade, unless already identified.

**Special Education**

Special Education is specifically designed to meet the unique needs of a student with a disability. Services, as determined by the Admission, Review and Dismissal (ARD) Committee, are available in many different instructional arrangements ranging from speech therapy and/or modifications in general education classes to classes with specially trained teachers who can provide alternative curriculum, support, and/or structure. Parents access the program through a referral process set up at each school. Questions regarding the program should be directed to the campus administration, campus assessment specialist, or the district special education director.

**Options and Requirements for Students in Need of Special Education Services**

If a child is experiencing learning difficulties, the parent may contact the school 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 IAT/Response to Intervention (RtI) process. The implementation of IAT/RtI has the potential to have a positive impact in meeting 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 evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the 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. Additionally, the notice must inform the parent how to obtain a copy of the Notice of Procedural Safeguards - Rights of Parents of
Students with Disabilities. The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the counselor at each campus.

Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act:
Section 504 of the Rehabilitation Act of 1973 is a civil rights law prohibiting discrimination against persons, including students, with disabilities who are served by programs supported by federal funds. Section 504 is not a program or funding statute. It does require districts to take affirmative actions when necessary to reasonably accommodate students and other persons with disabilities. Title II of the Americans with Disabilities Act of 1990 states that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of HISD, or be subjected to discrimination by HISD.

Dyslexia Support
Mastering the ability to read, spell, and write is fundamental to achieving academic success. Students with dyslexia struggle with those skills despite receiving the same classroom instruction that benefits most students and having adequate intelligence.

The Houston Independent School District is committed to providing students identified with dyslexia with instruction that is individualized, intensive, and includes phonetic methods and a variety of writing and spelling components as outlined in the Texas Education Agency’s Dyslexia Handbook (2021)
Have a Need? Submit a SAF

You can submit a Student Assistance Form (SAF) to inform your school about a need your child has. SAFs can be submitted for any students who may need any resources or services such as:

- Mental health
- Housing
- Food
- Transportation
- Supplies
- And more!

Submit a SAF by scanning the QR code or by typing www.HoustonISDsaf.com

¿Necesitas Ayuda? Someta un SAF

Puede enviar un Formulario de Asistencia Estudiantil (SAF) para informar a las consejeras escolar sobre una necesidad no educativa que su hijo tiene.

Los SAFs se pueden someter para cualquier estudiante que este necesitando recursos o servicios como:

- Salud Mental
- Vivienda
- Alimentos
- Transporte
- Suministros
- Y más

Someta un SAF escaneando el código QR en su teléfono o escribiendo www.HoustonISDsaf.com
Wraparound Service Address:

- Food Insecurities
- Clothing needs (every day and Uniforms)
- Rental assistance
- Dental services
- Adult educational and vocational support
- Extracurricular activities
- Legal aid support
- Medical and mental health assistance
- School supplies
- A listening ear and motivational support

SECTION V: PRIMARY CONTACTS
Kolter Leadership Team

Principal       Julie Dickinson
Assistant Principal  Kathleen Crossett
Teacher Specialist  Benne Jones
Teacher Specialist  Pam Morris

Other Important Contacts

School Secretary      Gisela Bravo
School Nurse         Cathy Crisp
Registrar            Lynda Rosales
Special Education    Kati Davis
Section 504/Dyslexia  Pam Morris
English Language Learners  Benne Jones
Gifted and Talented  Benne Jones
Magnet               Kathleen Crossett
Technology           Jama Glenn
Extended Day         Gisela Bravo/Nellie Gonzales
Cafeteria Manager    Mary Jo James
Textbooks            Nellie Gonzales
Website Calendar     Jama Glenn
Bus Transportation   Nellie Gonzales
School-based VIPs    Nellie Gonzales

2022 - 2023 Kolter PTO Board Members
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<tr>
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<th>Position</th>
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<tr>
<td><a href="mailto:president@kolterpto.com">president@kolterpto.com</a></td>
<td>President</td>
<td>Rebekah Franz</td>
</tr>
<tr>
<td><a href="mailto:communications@kolterpto.com">communications@kolterpto.com</a></td>
<td>VP Communications</td>
<td>Simret Matthewos</td>
</tr>
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<td>Ita Ghitman</td>
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<td>Stephanie Mitchell</td>
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<td>VP Community Relations</td>
<td>Currie Heidt</td>
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<td>Secretary</td>
<td>Rachel Hartman</td>
</tr>
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<td>Myhd Montinez</td>
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<td>Erin Townsen</td>
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<td>Advisor</td>
<td>Courtney Cernosek</td>
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