KILGORE PATHWAYS ACADEMY

HANDBOOK & ENROLLMENT PACKET



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Kilgore Pathways Academy Handbook

Mission Statement:

At Kilgore Pathways, we believe every student deserves a second chance to achieve academic success. Our mission is to provide students with a supportive, structured environment that helps them recover credits, build life skills, and prepare them for post-graduation opportunities.

Vision Statement

At Kilgore Pathways Academy, our vision is to **empower every student to rediscover their potential, achieve academic success, and build a foundation for lifelong learning and personal growth.** We are committed to creating an inclusive, supportive environment where students overcome obstacles, embrace accountability, and prepare for meaningful futures as productive and responsible citizens.

Core Values

Our core values are grounded in the principles of **Kilgore ISD** and reflect our commitment to student success and community partnership. By upholding these values, Kilgore Pathways Academy will inspire hope, foster achievement, and create pathways to success for every student.

1. **Excellence**
    - Striving for the highest standards in academic achievement and personal development.
    - Providing individualized support to help each student reach their full potential.
2. **Integrity**
    - Promoting honesty, accountability, and ethical behavior in all that we do.
    - Encouraging students to take responsibility for their actions and decisions.
3. **Perseverance**
    - Cultivating resilience and determination to overcome challenges.
    - Celebrating the progress and accomplishments of our students.
4. **Equity**
    - Ensuring that all students have access to the resources and opportunities they need to succeed.
    - Valuing diversity and fostering an inclusive, welcoming environment.
5. **Collaboration**
    - Building strong partnerships with families, staff, and the community.
    - Encouraging teamwork and mutual support to achieve shared goals.
6. **Innovation**
    - Embracing creative solutions to meet the unique needs of our students.
    - Utilizing modern tools and strategies to enhance learning and engagement.
7. **Commitment to Growth**
    - Encouraging a mindset of continuous improvement and lifelong learning.
    - Preparing students to adapt and thrive in an ever-changing world.

Welcome Letter

Dear Students, Parents, and Guardians,

Welcome to **Kilgore Pathways Academy**, where second chances lead to limitless opportunities! We are honored that you have chosen to join a program built on the belief that every student has the power to succeed, no matter their past challenges. At Kilgore Pathways, we understand that each journey is unique, and we are here to help you write the next chapter in your story—one filled with growth, perseverance, and achievement.

Our mission is to provide a supportive and individualized educational experience that empowers students to meet their goals and take control of their futures. Whether you are working toward earning your high school diploma, recovering lost credits, or preparing for life beyond graduation, our dedicated team is here to guide, encourage, and celebrate your success.

Here at Kilgore Pathways, we emphasize the importance of:

- **Personal Accountability**: We believe in learning from the past and focusing on making better choices for the future.
- **Academic Excellence**: Our tailored curriculum and dedicated educators ensure that you have the tools you need to thrive in and beyond the classroom.
- **Community and Connection**: We strive to create a safe and welcoming environment where students and families feel valued and supported.

Our program is not just about academics—it's about helping students rebuild confidence, set meaningful goals, and develop the skills needed to succeed in college, careers, or any path you choose. We offer personalized support, smaller class sizes, and a flexible schedule designed to meet the unique needs of our students.

To our students: You are embarking on a path that takes courage and commitment. The work may not always be easy, but it will be worth it. Believe in yourself, trust the process, and remember that you have a team here rooting for your success.

To our parents and guardians: Your support and involvement play a crucial role in your student's success. We are here to partner with you every step of the way. Together, we can ensure that your student achieves their goals and builds a brighter future.

At Kilgore Pathways, we are committed to fostering a culture of perseverance, integrity, and respect. By working together—students, families, and staff—we can make incredible things happen. As we begin this journey together, please know that our doors are always open. If you have any questions, concerns, or ideas, do not hesitate to reach out to us.

Welcome to the Kilgore Pathways family. Let's make this year a transformative one!

Sincerely,

Lauren Thrasher

Kilgore Pathways Academy

Admission and Enrollment

Entrance Requirements

- Students must be aged 16–19. Exceptions for younger students are considered on a case-by-case basis.
- Students must reside within the school district and provide proof of residency or approved transfer.
- Must provide a clear commitment to reengage with academics.

Documentation Needed

To enroll at Kilgore Pathways Academy (KPA), students must provide the following:

- Proof of residency or approved transfer **(P.26)**
- Birth certificate or state ID
- Immunization Requirements **(P.31-32)**
- Academic transcripts and STAAR/EOC scores **(P.27)**
- Relevant IEP, 504, ESL, or LPAC documentation **(P.28-29)**

Current Kilgore High School students do not need to submit the above-mentioned documents, as they are already on file. **New or transfer students** must provide all required documentation to complete the enrollment process.

Enrollment Process

1. Complete an application. **(P.20-21)**
2. Provide the necessary documentation
3. Attend an entrance interview with a parent/guardian.
4. Sign the student-parent agreement contract. **(P.23-24, 30)**
5. Sign and complete all necessary forms, pledges, and contracts
6. Meet with the counseling team

Academic Program

Curriculum Overview

- Core classes (Math, English, Science, Social Studies)
    - Small group with a focus on being STAAR (EOC)/ CCMR Ready
- Online credit recovery through approved platforms (Edgenuity)
- Electives and career-readiness courses (Edgenuity)

Graduation Requirements

- Completion of required credits as per Texas Education Agency (TEA) standards
- Completion of graduation requirements as set forth by Texas Education Agency (TEA) and Kilgore ISD (See Checklist **P.34**)

- Passing STAAR/EOC exams

Academic Support

- Access to tutoring and teacher-led interventions
- Individualized lesson plans based on student needs

Attendance and Truancy Policy

Purpose:
Regular attendance is critical for student success and is a requirement under Texas Education Code (TEC) §25.085. This policy outlines the expectations for student attendance at Kilgore Pathways Academy, the consequences of excessive absences, and procedures for addressing truancy. By adhering to this policy, Kilgore Pathways Academy ensures compliance with state law and promotes a culture of responsibility and academic success. Students and parents must understand that consistent attendance is a critical factor in achieving their educational goals.

- Daily attendance is mandatory; absences without valid documentation will result in disciplinary action. **(P.33)**
- Excessive absences may lead to probationary status.

90% Attendance Rule

Under **Texas Education Code §25.092**, students must attend at least **90% of the instructional days in a semester** to receive credit or a final grade for a course.

- **Calculation of Attendance**:
    - Attendance is calculated based on total instructional days in the semester.
    - Both excused and unexcused absences count toward the 90% rule.
- **Absences Exceeding 10%**:
    - If a student's absences exceed 10% of the instructional days, the student may lose credit for the course, regardless of their academic performance.

Excused vs. Unexcused Absences

- **Excused Absences**:
    - Illness (with parent/guardian note or doctor's note for extended absences).
    - Death in the immediate family.
    - Court appearances (with documentation).
    - Religious holidays.
    - School-related activities approved in advance.
    - College visits (up to 2 days for juniors/seniors with prior approval).
- **Unexcused Absences**:
    - Absences without parent/guardian notification or documentation.
    - Skipping classes or leaving campus without permission.

Truancy Policy

Definition:
Under **Texas Education Code §25.094**, a student is considered truant if they are absent without excuse for **10 or more days (or parts of days) within a six-month period** in the same school year.

Procedures for Truancy:

- **Attendance Monitoring**:
  - Attendance is monitored daily, and absences are tracked by the attendance clerk and reviewed weekly by administration.
- **Parental Notification**:
  - Parents/guardians will be notified after three (3) unexcused absences.
  - Additional unexcused absences will result in written notices and scheduled parent conferences.
- **Intervention Plan**:
  - Students with excessive absences will be required to attend an **attendance intervention meeting** with administration, a counselor, and their parent/guardian.
  - A plan will be developed to address barriers to attendance, which may include:
    - Counseling services.
    - Referral to community resources.
      - https://www.attendanceworks.org/resources/
    - Assignment to attendance recovery.
      - D-Hall (3:40- 4:40 PM)
      - Saturday School (8:00 AM- 12:00 PM)
- **Court Referrals**:
  - Students with 10 or more unexcused absences in a six-month period will be subject to truancy court referral as mandated by Texas law.
  - Parents may also face fines or other penalties for failing to ensure their child attends school.

Attendance for Credit or Final Grade

(All Grade Levels) To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Dress Code

- School-appropriate attire is required.
- No offensive graphics, revealing clothing, or hats inside the building.
- Kilgore ISD Secondary Dress Code 2024-2025.docx

Gateway Program Transition to KPA

Beginning in August 2025, all Gateway students will transition to the new Kilgore Pathways Academy (KPA) campus. Applications for KPA will be in the KHS counselor's office starting in the spring of 2025.

Kilgore Pathways Academy offers a flexible learning environment where students complete coursework online using Edgenuity. In addition, KPA provides access to small group instruction with teachers to support intervention needs and prepare students for STAAR testing.

For more information about the program or the application process, please visit the counselor's office.

Flight Program

At Kilgore Pathways Academy, students are on a journey to academic success, just like pilots navigating the skies. To ensure each student reaches their final destination—graduation—we have two levels of learners: **Cadets** and **Pilots**.

🛫 **Cadet Class (Level One)**

Cadets are in training, preparing for takeoff. These students need additional support and structured guidance to ensure they meet all graduation requirements. They follow a traditional school schedule (7:45 AM - 3:30 PM) and receive a hybrid teaching approach to help them pass their End-of-Course (EOC) exams. Cadets may require special services, rely on KISD transportation, and are not yet on track to graduate.

✈ **Pilot Class (Level Two)**

Pilots have demonstrated the ability to navigate their academic journey with greater independence. These students are self-directed learners who work efficiently through Edgenuity and other coursework. They are on track to graduate on time, have met at least 3 out of 5 EOC requirements, and do not require special services. Pilots provide their own transportation and often balance school with work or parenting responsibilities.

🚀 **Pilots also have the opportunity to earn a modified schedule** to help them manage school, work, and personal responsibilities. Instead of a full-day schedule, Pilots may qualify to attend either:

- **AM Session:** 7:45 AM - 11:45 AM
- **PM Session:** 12:00 PM - 4:00 PM

🛩️ How to Become a Pilot

Cadets can advance to the **Pilot Class** by meeting the following requirements:
✅ **Attendance** – Demonstrates consistent attendance and punctuality.
✅ **Discipline** – Maintains appropriate behavior and follows school expectations.
✅ **Academic Progress** – Successfully completes coursework and is on track for graduation.
✅ **EOC Testing** – Passes at least 3 out of 5 required EOC exams.
✅ **Independence** – Shows the ability to work through Edgenuity with minimal support.

Attendance, discipline, and academic progress will be reviewed regularly. Students who meet the qualifications will be cleared for **Pilot Class** status, gaining more flexibility as they prepare for their final approach—graduation!

Student Behavior Expectations

- Respect for staff, peers, and property is mandatory.
- Cell phone use is restricted to breaks and lunch and must not disrupt class.
- https://www.kisd.org/families/handbookscode-of-conduct

Support Services

Counseling and Mentorship

- Guidance counselors are available for academic, social, and emotional support.
- Assigned mentors to monitor progress and provide encouragement.
- Partnership with NextStep Counseling

Tutoring and Credit Recovery

- Scheduled tutoring sessions are available before and after school.
- Credit recovery through online platforms (Edgenuity) at your own pace.

Special Services

- Individualized instruction for ESL students based on LPAC recommendations.
- Support for students with IEPs or 504 plans.

Parent/Guardian Involvement

Communication with the School

- Parents will receive regular updates through progress reports, Parent Square, emails, and meetings.
- The school will provide a dedicated contact for questions and concerns.
- See Part B Form to be completed after interview **(P.45)**

Parent/Guardian Responsibilities

- Monitor student progress and attendance.
- Support student academic goals at home.

Code of Conduct and Discipline

Expectations

- Students are expected to adhere to school policies and maintain a positive attitude toward learning.
- Policies & procedures can be found below:

List of Minor and Major Infractions

Minor Infractions

Minor infractions are less severe violations of school rules but still disrupt the learning environment. These will typically result in warnings, counseling, or other corrective actions.

1. **Attendance Issues:**
    - Tardiness to class or school without a valid excuse.
    - Leaving class without permission.
2. **Classroom Disruptions:**
    - Talking or distracting others during lessons.
    - Using electronic devices (phones, earbuds, etc.) during instruction without authorization.
3. **Dress Code Violations:**
    - Wearing clothing that does not meet school dress code requirements.
4. **Failure to Follow Instructions:**
    - Not completing assignments or refusing to participate in classroom activities.
    - Ignoring teacher or staff directives.
5. **Inappropriate Language or Gestures:**
    - Using mild profanity or slang that disrupts the school environment.
6. **Property Misuse:**
    - Mishandling school property (e.g., writing on desks, minor vandalism).
    - Borrowing items from others without permission.
7. **Unpreparedness for Class:**
    - Failing to bring required materials or complete homework.

8. **Unauthorized Food or Drink:**
    - Eating or drinking in classrooms or areas where it is not allowed.

Consequences for Minor Infractions

- Verbal warning or reminder.
- Parent/guardian notification.
- Loss of privileges (e.g., break time or technology access).
- Restorative justice activities, such as cleaning affected areas or writing a reflection.
- Detention.

Major Infractions

Major infractions are serious violations that threaten the safety or integrity of the school community. These will result in more significant disciplinary actions, such as probation, suspension, or removal from the program.

1. **Chronic Attendance Issues:**
    - Repeated unexcused absences or truancy despite intervention efforts.
2. **Aggressive or Threatening Behavior:**
    - Verbal or physical threats toward students or staff.
    - Fighting or instigating physical altercations.
3. **Severe Disruptions:**
    - Persistent refusal to follow rules or cooperate with staff after warnings.
    - Behavior that significantly interrupts instruction or school operations.
4. **Bullying or Harassment:**
    - Engaging in bullying, intimidation, or harassment (including online/cyberbullying).
5. **Substance-Related Violations:**
    - Possession, use, or distribution of drugs, alcohol, or tobacco/vaping products on campus.
6. **Possession of Prohibited Items:**
    - Bringing weapons, fireworks, or any dangerous items to school.
    - Possession of stolen property or contraband.
7. **Vandalism or Theft:**
    - Deliberate destruction or theft of school or personal property.
8. **Inappropriate Content or Technology Use:**
    - Accessing or sharing explicit, offensive, or prohibited content.
    - Misusing school technology for hacking or illegal activities.
9. **Dishonesty or Fraud:**
    - Cheating, plagiarism, or forging documents.
    - Lying to staff during investigations.
10. **Endangering Safety:**
    - Tampering with safety equipment (e.g., fire alarms, cameras).
    - Behavior that jeopardizes the safety of others, such as reckless actions.

Consequences for Major Infractions

- Immediate parent/guardian notification.

- Suspension or temporary removal from the program. **(P.48- Part B Form)**
- Probationary status with a behavioral improvement plan.
- Referral to law enforcement (if applicable).
- Recommendation for dismissal from Kilgore Pathways.

This document is a basic framework for campus discipline. Administrators can assign discipline for infractions that occur away from school that disrupt the school day/instruction & school climate. Not all discipline infractions are covered in this Matrix.

Probationary Status

At **Kilgore Pathways Academy**, students may be placed on probationary status for a period of **30 to 90 days** to ensure they are meeting the program's academic, attendance, and behavioral expectations. This probation period allows students time to adjust to the program's structure while receiving targeted support to address any challenges.

During probation, students will have clear goals to achieve, such as consistent attendance, academic progress, and adherence to school policies. Regular check-ins with staff, access to resources like counseling or tutoring, and ongoing feedback will help students succeed and transition out of probation. This practice is designed to foster accountability and provide an opportunity for growth, ensuring every student is on a path to success.

Dismissal Guidelines

At Kilgore Pathways, we are committed to providing students with the support and resources they need to succeed. However, there are instances where dismissal from the program may be necessary to uphold the safety, integrity, and mission of the school. The following guidelines outline the circumstances and procedures for dismissing a student from Kilgore Pathways.

Reasons for Dismissal

1. **Chronic Attendance Issues**:
    - Failure to meet the **90% attendance requirement** after interventions and opportunities for recovery.
    - Persistent truancy with no demonstrated effort to improve.
2. **Academic Non-Compliance**:
    - Refusal to engage in coursework or failure to make reasonable progress toward credit recovery despite available support.
3. **Severe or Repeated Behavioral Violations**:
    - Engaging in **major infractions** (e.g., violence, possession of prohibited substances, or bringing weapons to school).
    - Repeated **minor infractions** that disrupt the school environment after interventions.
4. **Non-Adherence to Probation Terms**:
    - Inability or unwillingness to meet the terms of probationary status within the agreed timeframe.

5. **Endangerment of the School Community**:
    - Threatening the safety or well-being of students, staff, or others on campus.
6. **Violation of Enrollment Agreement**:
    - Breach of the signed contract by the student or parent/guardian, including failure to provide required documentation or misrepresentation of information during enrollment.

Dismissal Procedures

1. **Documentation**:
    - Staff will document all instances of non-compliance, infractions, or lack of progress, including evidence of interventions and supports provided to the student.
2. **Parent/Guardian Notification**:
    - Parents/guardians will be notified in writing and/or via a meeting regarding ongoing concerns leading to potential dismissal.
3. **Final Review Meeting**:
    - A meeting will be held with the student, parent/guardian, and a **Dismissal Review Committee** (e.g., school administrators, counselors, and teachers).
    - The student and family will have an opportunity to present their perspective and discuss any mitigating factors.
4. **Decision by Administration**:
    - The final decision will be made by the principal or designated administrator. A written notice of dismissal will be provided, including the reasons and any available alternative educational options.

Re-Enrollment Opportunities

- Students dismissed from Kilgore Pathways may apply for re-enrollment after demonstrating improvement in the areas that led to their dismissal.
- Re-enrollment decisions will be made on a case-by-case basis and require a comprehensive review of the student's progress and readiness to return.

Appeal Process

If a parent/guardian or student disagrees with the dismissal decision, they may submit a written appeal within **10 business days** of the dismissal notice. The appeal will be reviewed by the district administration, and a final decision will be communicated in writing.

By adhering to these dismissal guidelines, Kilgore Pathways ensures a fair and consistent process while maintaining a safe and productive learning environment for all students.

Dismissal Review Committee Members

The Dismissal Review Committee at Kilgore Pathways Dropout Recovery School ensures a fair and thorough evaluation process for potential student dismissals. The committee typically consists of the following members:

1. **Campus Principal or Assistant Principal**
    - Serves as the chair of the committee and oversees the dismissal process.
    - Ensures alignment with district policies and state guidelines.
2. **Counselor or Social Worker**
    - Provides insight into the student's academic, social, and emotional needs.
    - Shares details of interventions, support plans, and resources provided to the student.
3. **Classroom Teacher(s)**
    - Represents the academic perspective by providing feedback on the student's engagement, progress, and behavior in the classroom.
    - Shares relevant documentation or observations.
4. **Attendance Clerk or Coordinator**
    - Reviews attendance records and provides detailed documentation of absences and truancy interventions.
5. **Special Education Case Manager (if applicable)**
    - Advocates for students receiving special education services, ensuring compliance with their IEP or 504 Plan.
    - Ensures all accommodations and supports were implemented appropriately.
6. **Parent/Guardian Representative (Optional)**
    - A parent liaison or advocate (if the student or family requests one) to ensure transparency and fairness.
7. **District Representative (if required)**
    - Ensures district-level oversight for consistency across schools and provides guidance on legal or policy considerations.

Additional Members (as needed):

- **Behavior Interventionist or Restorative Practices Coordinator**: If the dismissal is related to behavioral issues.
- **LPAC Coordinator**: If the student is an English Learner (EL) and dismissal considerations involve ESL services.

Restorative Practice Option

At **Kilgore Pathways Academy**, we believe in fostering accountability, repairing harm, and building a positive school community. Restorative practices encourage students to reflect on their actions, take responsibility, and restore relationships with those affected. The following

restorative practices will be used to address conflicts, behavioral infractions, and community-building efforts:

1. Restorative Circles

- **Purpose:** Facilitate open dialogue to resolve conflicts, repair relationships, and build trust.
- **Process:**
    - Participants sit in a circle, ensuring equality and respect.
    - A facilitator guides the conversation using prompts.
    - All parties share their perspectives and work collaboratively to find solutions.

2. Peer Mediation

- **Purpose:** Empower students to resolve conflicts with the help of trained peer mediators.
- **Process:**
    - Neutral student mediators guide discussions between conflicting parties.
    - Focus on understanding each other's perspectives and finding common ground.

3. Restorative Conferences

- **Purpose:** Address specific incidents involving harm or conflict.
- **Process:**
    - Involves the person responsible for harm, the affected party, and other stakeholders.
    - Facilitator ensures all voices are heard, and a plan for accountability and restitution is developed.

4. Reflective Writing Assignments

- **Purpose:** Encourage self-reflection on behavior and its impact on others.
- **Examples:**
    - Writing an apology letter to those affected.
    - Composing a reflection on what led to the incident and how it can be avoided in the future.

5. Community Service

- **Purpose:** Repair harm caused to the school or local community.
- **Examples:**
    - Assisting with campus beautification projects.
    - Volunteering time to help others in need within the community.

6. Accountability Meetings

- **Purpose:** Create a plan for positive behavior changes and monitor progress.
- **Process:**
    - Regular check-ins with a counselor, teacher, or mentor.

    - Goal-setting and progress review in a supportive, non-punitive environment.

7. Restitution Agreements

- **Purpose:** Allow students to take responsibility by directly addressing harm caused.
- **Examples:**
    - Replacing or repairing damaged property.
    - Offering a formal apology during a class meeting or circle.

8. Social-Emotional Learning (SEL) Activities

- **Purpose:** Build emotional intelligence and improve interpersonal skills.
- **Examples:**
    - Group activities focused on empathy, communication, and conflict resolution.
    - SEL workshops led by staff or guest speakers.

9. Classroom Circles for Community Building

- **Purpose:** Foster a sense of belonging and trust within classrooms.
- **Process:**
    - Daily or weekly check-ins where students share successes, challenges, or goals.
    - Promotes a positive classroom culture, reducing the likelihood of conflicts.

10. Student-Led Restorative Initiatives

- **Purpose:** Empower students to take an active role in maintaining a positive school culture.
- **Examples:**
    - Organizing peer-led workshops on topics like bullying prevention or respect.
    - Developing a “restorative leadership” group to promote accountability.

11. Teacher-Student Restorative Meetings

- **Purpose:** Resolve minor conflicts directly with the involvement of the student and teacher.
- **Process:**
    - A private, facilitated conversation to address misunderstandings or issues.
    - Focus on restoring trust and improving classroom dynamics.

12. Mindfulness and De-Escalation Practices

- **Purpose:** Teach students tools to manage emotions and stress constructively.
- **Examples:**
    - Breathing exercises or mindfulness activities to de-escalate tension.
    - Opportunities for a brief “cool-down” period before rejoining class.

13. Family Restorative Meetings

- **Purpose:** Engage families in resolving conflicts and creating a support system for the student.
- **Process:**
    - Facilitated meetings involving the student, family, and school staff.
    - Develop collaborative solutions to support behavioral and academic improvement.

14. Positive Behavior Acknowledgment

- **Purpose:** Reinforce good behavior by recognizing and celebrating positive actions.
- **Examples:**
    - Public praise, certificates, or rewards for demonstrating accountability or repairing harm.
    - Highlighting students who exemplify restorative values.

This balanced approach ensures accountability while supporting students in learning from their mistakes.

Success Plan and Monitoring

Each student will work with staff to create an Individualized Success Plan (ISP) **(P.37)** that outlines:

- Academic goals and a timeline for achieving them.
- Interventions and support services as needed.
- Check-ins with teachers and mentors to track progress.

Frequently Asked Questions

What happens if a student struggles academically?

- Students will receive additional support through tutoring, mentoring, and adjustments to their ISP.

Can students work while enrolled?

- Yes, but school attendance and academic progress must remain a priority.

What are the school hours?

- School hours are from 7:45 AM to 3:30 PM, Monday through Friday.

Is transportation provided?

- Yes, transportation is provided to students within the district. For students outside the district, parents must arrange transportation.

Are meals provided at the school?

- Yes, breakfast and lunch are available. Students may also bring their own meals.

Can students enroll mid-year?

- Yes, students can apply throughout the year, but placement depends on space availability and committee approval.

Can I attend prom or play sports?

- Kilgore Pathways Academy (KPA) is an independent educational entity and is not affiliated with Kilgore High School (KHS). Students enrolled at KPA are not eligible to attend and/or participate in KHS sports, athletics, prom (unless invited as a guest), or any other KHS-sponsored activities.

What are the two student levels at KPA?

- Students are placed in one of two levels: Cadet or Pilot. Cadet Class (Level One): Cadets need additional support and structure to meet graduation requirements. They follow a traditional school schedule (7:45 AM - 3:30 PM) and may need special services. Pilot Class (Level Two): Pilots are self-directed, independent learners on track to graduate on time. They have passed at least 3 out of 5 EOC exams, provide their own transportation, and can qualify for a modified schedule (7:45 AM - 11:45 AM or 12:00 PM - 4:00 PM) to balance work and school.
  To become a Pilot:

  - Meet attendance and discipline requirements
  - Maintain academic progress and pass at least 3 out of 5 EOC exams
  - Demonstrate the ability to work independently through Edgenuity

  Students' progress is reviewed regularly, and those who meet the criteria will advance to Pilot status.



Student Information

Full Name: _____

Date of Birth: _____ Age: _____ ID# _____

Address: _____

Phone Number: _____ Email: _____

Parent/Guardian Name: _____ Parent/Guardian Phone: _____

Educational Background

- Last School Attended: _____
- Last Grade Completed: _____
- Reason for Leaving Previous School: _____

Other Information

- ☐ 504
- ☐ SPED
- ☐ ESL/ LPAC
- ☐ At least 16 years of age
- ☐ Pregnant or parent
- ☐ Previous dropout
- ☐ At risk of not earning enough credits to graduate with class

Have you failed the STAAR/ EOC?

- ☐ Yes List: _____
- ☐ No

Are you currently in Credit Recovery?

- ☐ Yes # Of Credits _____
- ☐ No

Have you had any major attendance issues? (This could postpone enrollment)

_____

Have you had any major discipline referrals within the last six weeks? (This could postpone enrollment)

_____

Reasons for Applying

What are your goals at Kilgore Pathways?

_____
_____
_____

Do you plan to pursue college, a trade, or employment after graduation?

_____

What are your goals after graduation?

_____
_____
_____

What are your long-term goals?

_____
_____

Entrance Guidelines for Kilgore Pathways Academy

Mission Statement:
At Kilgore Pathways, we provide a supportive and structured environment for students seeking a second chance to complete their education, preparing them for lifelong success.

Entrance Guidelines

To ensure a successful partnership, students and their families must meet the following criteria and agree to our policies:

Eligibility Requirements:

1. **Age Requirements:**
   Students must be between the ages of 16 and 19. Exceptions for younger students may be considered on a case-by-case basis, provided they demonstrate a critical need for dropout recovery services.
2. **Residency:**
   Proof of residency within the district is required or approved transfer.
3. **Educational Status:**
   - Students must have previously withdrawn from or been at risk of dropping out of a traditional high school.
   - Students may have incomplete credits or need additional time to meet graduation requirements.
4. **Commitment to Improvement:**
   - Students must express a genuine desire to reengage with their education.
   - Attendance at an initial interview with a parent/guardian is mandatory.
5. **Documentation:**
   Students must provide the following:
   - Transcript from previous school(s).
   - Immunization records.
   - Proof of age and identification (birth certificate or ID).
   - Relevant IEP, 504 plans, ESL records, or LPAC documentation (if applicable).
   - STAAR testing scores and/or end-of-course (EOC) exam results.



Parent/Guardian & Student Contract

We, the undersigned, agree to the following terms to ensure the success of the student enrolled at Kilgore Pathways:

Student Responsibilities:

1. Attend school regularly and on time, adhering to the attendance policy.
2. Follow all school rules, including the dress code and behavior expectations.
3. Commit to completing assigned coursework and maintaining a minimum GPA of 2.0.
4. Participate in required counseling, tutoring, or mentorship programs as outlined in the student's personalized success plan.
5. Communicate with teachers and staff when challenges arise.

Parent/Guardian Responsibilities:

1. Ensure the student has reliable transportation to and from school.
2. Support the student's academic goals by maintaining regular communication with the school.
3. Attend all scheduled parent-teacher conferences, progress meetings, or counseling sessions.
4. Monitor the student's progress and provide support at home as needed.

School Responsibilities:

1. Provide a safe, respectful, and inclusive learning environment.
2. Develop a personalized success plan tailored to the student's needs and goals.
3. Offer academic, social, and emotional support through qualified staff and resources.
4. Maintain open communication with parents/guardians and students regarding progress and concerns.

Consequences of Non-Compliance

Failure to meet these responsibilities may result in the following:

- Probationary status, including an intervention meeting.
- Temporary suspension from the program.
- Revocation of enrollment privileges if no improvement is shown.

Acknowledgment and Agreement:

I, the undersigned student, commit to the guidelines of Kilgore Pathways Academy and take responsibility for my education. I acknowledge that KPA is not associated with Kilgore High school. I understand that completing an application does not guarantee acceptance or enrollment into Kilgore Pathways Academy (KPA). I acknowledge that my application will be reviewed by a committee to determine if I am a suitable fit for KPA. If deemed appropriate, I will be invited to participate in an interview. Enrollment will also require the completion of additional steps, including submitting all required paperwork and signing contracts and pledges.

Student Name (Print): _____
Student Signature: _____ Date: _____

I, the undersigned parent/guardian, commit to supporting my student and partnering with Kilgore Pathways for their success.As a parent/guardian, I understand that completing an application for my student does not guarantee their acceptance or enrollment into Kilgore Pathways Academy (KPA). I acknowledge that the application will be reviewed by a committee to determine if KPA is a suitable fit for my student. If the committee determines they are a candidate, an interview will be scheduled. I further understand that my involvement in the process is essential and that enrollment will require the completion of all required paperwork and the signing of contracts and pledges by both my student and me.

Parent/Guardian Name (Print): _____
Parent/Guardian Signature: _____ Date: _____

For School Use Only

Authorized Representative Signature: _____
Date of Enrollment: _____

Assigned Mentor/Advisor: _____



FORMS-A

Residency Verification Form

Student Name: _____

Parent/Guardian Name: _____

Address: _____

_____

Please attach one of the following to verify residency:

- ☐ Utility Bill (water, electricity, gas)
- ☐ Lease Agreement
- ☐ Mortgage Statement
- ☐ Affidavit of Residency (if applicable)

Signature:
I certify that the above address is my legal residence.
Parent/Guardian Signature: _____ Date: _____



STAAR/EOC Records Request Form

Student Name: _____
Date of Birth: _____

I authorize Kilgore Pathways to request STAAR/EOC records from my previous school(s):

School Name(s): _____
Years Attended: _____

Signature:
Student: _____ Date: _____
Parent/Guardian: _____ Date: _____

LPAC/ESL Documentation Form

Student Name: _____ ID# _____
Date of Birth: _____

English Proficiency:

- ☐ Non-English Speaker
- ☐ Limited English Proficiency
- ☐ Fluent English Proficient

Primary Home Language: _____
LPAC Identification Date (if applicable): _____

Please attach:

- LPAC Committee Recommendation
- Any test results or related documentation (TELPAS, STAAR, etc.)

Special Education (SPED) Records Request Form

Date of Request: _____

Student Information

- Student's Full Name: _____
- Date of Birth: _____
- Grade Level: _____
- Previous School Name: _____
- Previous School District: _____

Request Details

I am requesting the following documents related to the student's Special Education services and Individualized Education Plan (IEP):

☐ Current and past IEPs (including annual goals and progress reports)
☐ Evaluation and re-evaluation reports (e.g., FIE, psychological evaluations)
☐ ARD/IEP committee meeting notes or summaries
☐ Behavior Intervention Plan (BIP), if applicable
☐ Related services documentation (e.g., speech, OT/PT, counseling)
☐ Accommodations and modifications provided
☐ Transition plans, if applicable
☐ Other (please specify): _____

Requestor Information

- Requestor's Name: _____
  ☐ Parent/Guardian ☐ School Official ☐ Other (specify): _____
- Phone Number: _____
- Email Address: _____

Authorization

I authorize Kilgore Pathways Academy to obtain the requested Special Education records from the previous school or district listed above for the purpose of developing an appropriate educational program for the student.

Parent/Guardian Signature: _____ Date: _____



Student-Parent Agreement Form

Student Name: _____ **Date of Birth:** _____
Parent/Guardian Name: _____ **Phone Number:** _____

By signing this agreement, we commit to the expectations outlined below to ensure the student's success at Kilgore Pathways Academy.

Student Responsibilities:

- Attend school regularly and on time.
- Follow school rules, including the dress code and behavior expectations.
- Complete coursework and maintain consistent progress toward graduation.
- Seek help when needed, including tutoring, counseling, or mentorship services.

Parent/Guardian Responsibilities:

- Ensure the student attends school regularly and arrives on time.
- Support the student's academic and personal growth by maintaining open communication with the school.
- Participate in school conferences, progress meetings, and counseling sessions as needed.

We understand that failure to meet these responsibilities may result in probationary status or removal from the program.

Student Signature: _____ **Date:** _____
Parent/Guardian Signature: _____ **Date:** _____

School Representative Name: _____
School Representative Signature: _____ **Date:** _____

Immunization Requirement Statement

Student Name: _____
Date of Birth: _____
Grade Level: _____

Immunization Requirement Statement

In accordance with **Texas Department of State Health Services (DSHS)** and **Kilgore ISD** policies, all students attending Kilgore Pathways Academy must meet state immunization requirements to ensure the safety and health of our school community.

The required immunizations include:

- **DTaP/Tdap:** Diphtheria, Tetanus, and Pertussis
- **Polio (IPV):** Inactivated Poliovirus
- **MMR:** Measles, Mumps, and Rubella
- **Hepatitis A & B**
- **Varicella (Chickenpox)**
- **Meningococcal (MCV4):** Required for students entering Grade 7 and above

Exceptions:
Students may be exempted only under the following conditions:

1. A signed **medical exemption** from a licensed physician.
2. A signed **conscientious exemption** affidavit from the Texas Department of State Health Services.

Failure to provide proof of immunizations or an approved exemption will result in the student being unable to attend school until the documentation is received.

Documentation Submission

☐ **Immunization Records Attached**
☐ **Medical Exemption Form Attached**
☐ **Conscientious Exemption Form Attached**

Records must be submitted to the school registrar by the first day of attendance.

Acknowledgment

By signing below, I confirm that I have provided all required immunization documentation or a valid exemption form. I understand that non-compliance with the immunization requirements may result in the denial of attendance at Kilgore Pathways Academy until the necessary records are submitted.

Parent/Guardian Name (Print): _____
Parent/Guardian Signature: _____
Date: _____

School Registrar Verification:
☐ Records Verified and Complete
☐ Exemption Documentation Verified

Registrar Signature: _____ Date: _____

This form ensures compliance with Texas immunization laws while providing clarity on requirements and exemptions.

Attendance Contract

Student Name: _____ ID# _____
Date: _____

Attendance Concern: _____

I,_____ , agree to:

- Attend all scheduled classes daily.
- Provide valid documentation for any absences.
- Meet with my counselor if additional support is needed.

Consequences for Non-Compliance:

- Parent/guardian notification.
- Probationary status.
- Dismissal from the program if issues persist.

Signatures:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

Graduation Readiness Checklist

Course/ Semester			A	B	Notes
English I					
English II					
English III					
English IV					
Math					
Alg 1					
Geometry					
Math 3					
Math 4					
Science					
Biology					
Science 2					
Science 3					
Science 4					
History					
World Geo					
World Hist					
US History					
Gov't/ Econ					
Language & Other					
Span I					
Span II					
PE					
Fine Art					
26 total credits			☐		
Endorsement					
Multidisciplinary	☐		Public Indus	☐	
Arts and Humanities	☐		STEM	☐	
Business & Industry	☐				
Distinguished Level *(Must have Alg 2)*				☐	
Additional Requirements					
Peace Officer Training	☐		Eng I (EOC)	☐	
CPR Training	☐		Eng II (EOC)	☐	
FAFSA	☐		Alg I (EOC)	☐	
US History (EOC)	☐		Biology (EOC)	☐	


PATHWAYS ACADEMY
YOUR PATH. YOUR PACE. YOUR JOURNEY
FORMS-B



Handbook Acknowledgment Form

Student Name: _____ **Date of Birth:** _____

Parent/Guardian Name: _____ **Phone Number:** _____

We acknowledge that we have received and reviewed the **Kilgore Pathways Academy Handbook**. By signing this form, we agree to adhere to the policies, procedures, and expectations outlined in the handbook.

We understand that failure to follow these guidelines may result in disciplinary action or removal from the program.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

School Representative Name: _____

School Representative Signature: _____ **Date:** _____

Individualized Success Plan (ISP) Agreement Form

Student Name: _____ Date of Birth: _____

ID# _____

Academic Goals:

1. _____
2. _____
3. _____

Personal Goals:

4. _____
5. _____
6. _____

Support Services Needed:

- ☐ Tutoring
- ☐ Counseling
- ☐ Credit Recovery
- ☐ ESL Support
- ☐ Special Education Services
- ☐ 504

Plan for Monitoring Progress:

- Weekly check-ins with mentor/teacher
- Monthly progress reports sent to parents/guardians
- Adjustments to plan as necessary based on student progress

By signing this form, I agree to actively participate in my success plan and follow the outlined strategies to achieve my goals.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Mentor/Advisor Name: _____

Mentor/Advisor Signature: _____ Date: _____

Emergency Contact Form

Student Name: _____ **Date of Birth:** _____

Parent/Guardian Name(s):

1. _____ **Phone Number:** _____
2. _____ **Phone Number:** _____

Emergency Contact (if different from above):
Name: _____ **Relationship:** _____
Phone Number: _____

Medical Information:

- Allergies: _____
- Medications: _____
- Other Health Concerns: _____

By signing below, I authorize Kilgore Pathways staff to contact the listed individuals in case of an emergency.

Parent/Guardian Signature: _____ **Date:** _____

Behavioral Improvement Plan (BIP)

Student Name: _____ ID# _____
Date: _____
Behavioral Concern(s):

_____

_____

_____

Action Plan:

- Behavior Expectations: _____
- Support Services Provided: _____
- Consequences for Non-Compliance: _____

Review Date: _____

Signatures:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

Behavior Plan with Probationary Status

Student Name: _____

Date of Plan Creation: _____

Grade Level: _____

Date of Birth: _____

Behavior Concern(s): _____

---

1. Behavior Plan Overview

Reason for Plan Development:
☐ Repeated minor infractions
☐ Major infraction(s)
☐ Violation of probationary terms
☐ Other (specify): _____

Summary of Behaviors Addressed:

_____

_____

_____

_____

Probationary Status Start Date: _____
Probationary Status End Date: _____
(Length of probationary status typically 30-60 days, based on severity and administrative discretion.)

---

2. Goals and Expectations

The student must meet the following behavior goals during the probationary period:

Behavior Goal	Measurement Criteria	Frequency of Evaluation
Example: Arrive on time for all classes.	No more than 2 tardies per week.	Weekly
Example: Demonstrate respect to peers.	No recorded incidents of disrespectful behavior.	Daily observations and incident reports.
Example: Complete assignments on time.	Submit 80% of assignments by the due date.	Reviewed bi-weekly.

Additional Goals:

_____

_____

_____

3. Probationary Terms and Support

To successfully complete the probationary period, the student agrees to the following:

1. Attend school regularly with at least 90% attendance.
2. Participate in restorative practices (e.g., conflict resolution, reflection circles).
3. Follow the behavior plan without major infractions during the probationary period.
4. Meet all assigned academic goals.

Support Provided:
☐ Daily or weekly check-ins with a counselor or mentor.
☐ Access to academic support services (e.g., tutoring).
☐ Behavior reflection journal/log.
☐ Other: _____

_____

4. Consequences for Non-Compliance

Failure to meet the terms of the probationary behavior plan may result in the following actions:
☐ Additional probationary period with revised terms.
☐ Loss of privileges (e.g., participation in extracurricular activities).
☐ Referral to the Dismissal Review Committee.
☐ Other (specify): _____

_____

5. Review and Evaluation Schedule

Check-In Dates:

1. _____ (Initial Review)
2. _____ (Mid-Probation Review)
3. _____ (Final Review)

Reviewer(s):
☐ Principal/Administrator
☐ Counselor
☐ Behavior Intervention Specialist
☐ Teacher

---

6. Signatures

Student Agreement:
I understand the behavior expectations and the terms of my probationary status. I will take responsibility for my actions and strive to meet the goals outlined in this plan.
Student Signature: _____ Date: _____

Parent/Guardian Agreement:
I understand the terms of this behavior plan and probationary status. I will support my child in meeting these expectations.
Parent/Guardian Signature: _____ Date: _____

Staff Signatures:

- **Administrator Signature: _____ Date: _____**
- **Counselor Signature: _____ Date: _____**
- **Teacher Signature: _____ Date: _____**

---

7. Final Evaluation (To Be Completed at End of Probation)

Probation Outcome:
☐ Successfully completed probationary terms.
☐ Partially met terms; additional probation recommended.
☐ Did not meet terms; referral to Dismissal Review Committee.

Comments:

Evaluator Signature: _____ Date: _____

This form integrates probationary status into the behavior plan, ensuring a structured and supportive process for improving student behavior while providing clear accountability.

PROGRESS MONITORING LOG

Student Name: _____

ID # _____

DATE	GOAL/ TASK	PROGRESS MADE	NEXT STEPS	MENTOR NOTES

Parent Involvement Pledge

I, [Parent/Guardian Name], pledge to:

- Encourage my child to attend school daily.
- Stay informed of my child's progress.
- Attend conferences and meetings as needed.
- Support my child in achieving their goals.

Parent/Guardian Signature: _____ Date: _____

Student and Parent Contact Update Form

Student Name: _____

Parent/Guardian Name: _____

Updated Contact Information:

- Address: _____
- Phone Number: _____
- Email: _____

Emergency Contact Name: _____

Phone Number: _____

Incident Report Form

Date of Incident: _____ Time: _____

Location: _____

Student(s) Involved: _____

Staff Witnesses (if any): _____

Description of Incident:

_____

_____

_____

_____

Action Taken:

_____

_____

_____

Administrator Name: _____
Signature: _____

Restorative Practice Agreement

Student Name: _____

Date of Incident: _____

Offense Committed:

_____

_____

Restorative Actions Agreed Upon:

- ☐ Restorative Circle/ Classroom Circle
- ☐ Restorative Conference
- ☐ Reflective Writing/ Apology Letter
- ☐ Restitution/Community Service
- ☐ Mediation with Affected Party
- ☐ Accountabiity Meeting
- ☐ Social Emotional Learning (SEL) Activity
- ☐ Mindfulness & De-escalation Practice

Reflection Statement:
What I learned from this experience:

_____

_____

_____

_____

_____

_____

_____

_____

Signatures:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

Suspension/Reinstatement Form

Student Name: _____ ID# _____

Date of Suspension: _____ Length of Suspension: _____

Reason for Suspension:

_____

_____

_____

_____

Conditions for Reinstatement:

_____

_____

_____

_____

Administrator Signature: _____ Date: _____

Exit Interview Form

Student Name: _____ ID# _____

Date: _____

Reason for Leaving:

- ☐ Transferring Schools
- ☐ Entering Workforce
- ☐ Other: _____

Feedback on Kilgore Pathways:

What worked well:

_____
_____
_____
_____
_____

What could be improved:

_____
_____
_____
_____
_____

Graduation Readiness Checklist

Course/ Semester			A	B	Notes
English I					
English II					
English III					
English IV					
Math					
Alg 1					
Geometry					
Math 3					
Math 4					
Science					
Biology					
Science 2					
Science 3					
Science 4					
History					
World Geo					
World Hist					
US History					
Gov't/ Econ					
Language & Other					
Span I					
Span II					
PE					
Fine Art					
26 total credits			☐		
Endorsement					
Multidisciplinary	☐		Public Indus	☐	
Arts and Humanities	☐		STEM	☐	
Business & Industry	☐				
Distinguished Level *(Must have Alg 2)*				☐	
Additional Requirements					
Peace Officer Training	☐		Eng I (EOC)	☐	
CPR Training	☐		Eng II (EOC)	☐	
FAFSA	☐		Alg I (EOC)	☐	
US History (EOC)	☐		Biology (EOC)	☐	

Post-Graduation Plan Form

Student Name: _____ ID# _____

Goals After Graduation:

- ☐ College: _____
- ☐ Career/Trade: _____
- ☐ Military: _____
- ☐ Other: _____

Resources Needed:

_____

_____

_____

_____