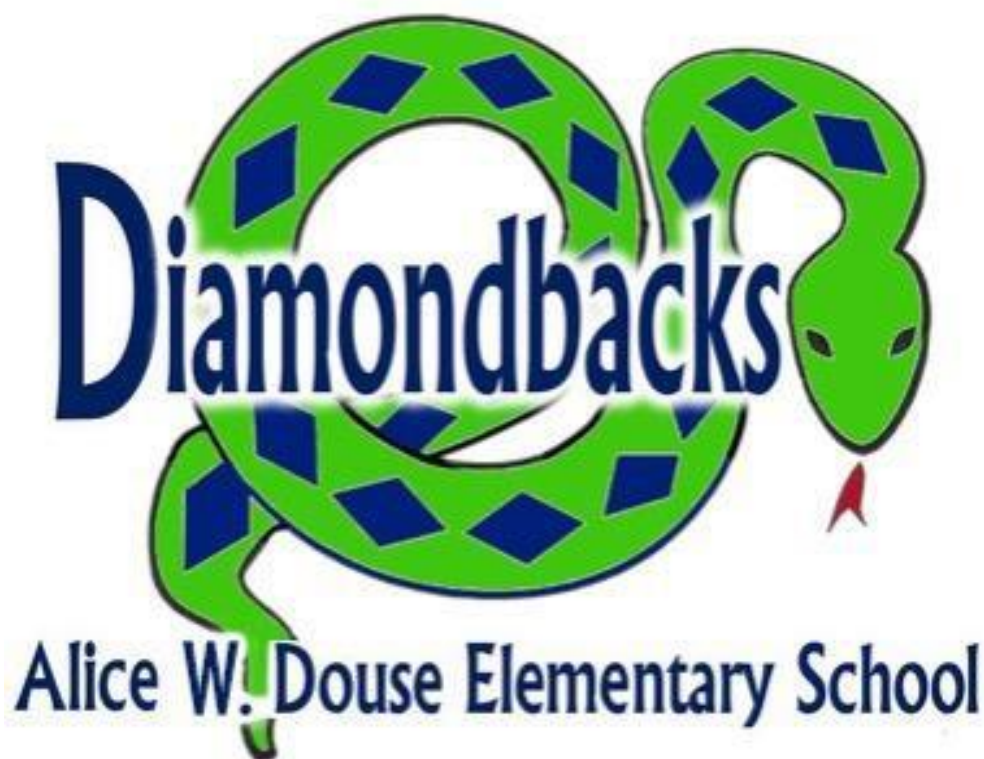


Alice W. Douse Elementary School

2023 – 2024

Parent & Student

Handbook



**700 Rebecca Lynn Lane
Killeen, TX 76542
254-336-7480**

Dear Students and Parents,

Welcome to Alice W. Douse Elementary! We are delighted you will be part of the Douse Family. We are committed to partnering with parents, community members, and other stakeholders to provide a learning environment for all students that is safe, nurturing, and full of innovative and engaging learning experiences.

At Douse, we understand the importance of parental involvement and the impact it has on a student's educational experience. Therefore, we invite you to take an active role in your child's education by working closely with his/her teacher to ensure he/she has a positive learning experience. We are looking forward to developing a strong home-school partnership.

This handbook has been designed in hopes of providing you with information regarding our school practices. We hope you find it to be useful. Please feel free to contact us with questions/concerns you have that are not addressed in this handbook. We will be delighted to provide clarity and/or further explanation as needed.

We consider it a privilege and honor to serve your child's educational needs, and we look forward to a successful school year.

Thank you for your partnership,

Alice W. Douse Staff

Alice W. Douse Elementary utilizes Restorative Practices to promote a school-wide approach to relationship building and positive discipline:

Students will demonstrate:
Respect, Positivity, and Integrity. They will do their best and be actively engaged.

This handbook was prepared to provide information to the Alice W. Douse Elementary School Community. We hope it serves as a reference to the learning environment in which students spend a large part of their day.

Alice W. Douse Elementary School
Parent and Family Engagement Policy
2023 - 2024

The staff at Alice W. Douse Elementary School takes pride in doing what is best for students while promoting a love of learning and academic growth. All parents and family members are welcomed and valued. At Douse, we are committed to fostering a solid foundation of learning, for all students to become critical thinkers who live with integrity and are prepared for their role as responsible citizens of the future.

Communication We believe communication between home and school is a two-way street. We stay in touch with parents and family members in several ways: student planners, weekly take-home folders, fliers, campus marquee, campus website, automated communication phone calls, notes, letters, emails, and direct phone calls.

Parents and family members may contact us through phone calls, notes, letters, emails, weekly take-home folders, and student planners. We strongly encourage parents to contact their student's teacher when there is a concern so that we can work together for the good of the student. If we need to translate things into another language, please contact the school office. We will do our best to accommodate you.

Annual Title I Meeting Our Annual Title I meeting is held in September and in February of during the school year. This meeting is offered at flexible times and dates that are convenient to parents. All parents and family members are invited to attend. We want everyone to know about Title I and how we use these funds to ensure that students are successful. We will discuss the Parent and Family Engagement Policy, the Home-School Compact, "Parents Right to Know" and how you can be involved in your child's education. You will learn about the curriculum we use, academic assessments, and what our latest STAAR scores look like.

Title I Program Evaluation Our Title I program is evaluated several times a year by our Site Based Decision Making committee, which must include at least one parent representative. SBDM provides input on our Campus Improvement Plan and assists in making decisions about how Title I funds are spent. If you would like to be a part of SBDM, please contact Principal Ford. We value your opinions and welcome all parents who would like to serve. For parents unable to participate in SBDM, an annual meeting is held for the purpose of evaluating the plan and gaining parent input on changes for the upcoming school year. Note, if for some reason the CIP is not satisfactory to parents, parent comments about the CIP will be submitted to KISD.

Parent and Family Member Learning We will help you understand the challenging Texas academic standards, give you information about STAAR and KISD assessments, explain how to monitor your child's progress, and how to work with teachers as a team to help your student. Other classes will offer ways to help your child at home, including how to stay current with new technology. We understand that our parents work, attend school, or have other responsibilities that limit their schedules. To encourage parent involvement, we strive to schedule key meetings at flexible times and dates to include a morning and evening session. Send suggestions for learning topics to our Parent Program point of contact. If parents would like to have a meeting to make suggestions about their child's education, please contact Principal Ford at (254) 336-7480, Stephanie.Ford@killeenisd.org.

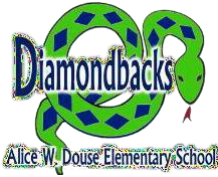
Little Rattlers Early Literacy Group Parents and community members are invited and welcome to bring children of the ages 2 – 4 years of age and not currently enrolled in school to our Little Rattlers Early Literacy Group. During Little Rattlers time, our Parent Liaison, Mrs. Cynthia Webster provides activities that make learning a fun experience and gives parents tips on early reading activities to do at home. It's a great way to spend time with your child while learning. Our early literacy groups meet twice, weekly. Feel free to contact, Cynthia Webster at (254) 336-7480, Cynthia.Webster@killeenisd.org for more information.

Parent and Family Engagement Policy and Home-School Compact We need your help! We must review our current Parent and Family Engagement Policy and Home-School Compact every spring. Parents and family members are a crucial, required part of this process. We meet to discuss and make any changes to these documents for the next school year. We must have your input. Publicity about this meeting will be available in January. Both documents are posted on our campus website so that parents, family members and the community have access to them. Our website will allow you to translate any posted information into any one of 107 different languages. The parent policy is also made available during our Annual Title I Meeting and is included in our Student Handbook. The Home-School Compact is discussed during your first parent/teacher conference. Your child's teacher will also provide you with information about your child's achievement during the conference. Parents have the right to participate in decisions relating to their child's education.

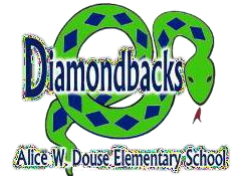
Volunteer Orientation At the start of every new school year, and throughout the year, our volunteer coordinators conduct a volunteer orientation to outline KISD policies. Volunteer Orientation will be offered at flexible days and times each month.

Staff Awareness Our campus staff receives training each school year about the value of parent and family member contributions at school. We stress how to reach out to, build ties with, and work with parents as equal partners to make sure that all students are successful in their learning. Our staff is kept up to date on our various parent programs, their role in the implementation and coordination of the programs, and how they can encourage parent and family participation.

KISD Parent and Family Member Classes KISD offers classes free of charge for English as a Second Language, computers, and GED preparation. Empowered Parents workshops and the Parent Academy are also available. In addition, parents may attend and participate in the KISD Parent Advisory Council. Contact the Special Programs Department for more information at (254) 336-0240.



ALICE W. DOUSE ELEMENTARY SCHOOL HOME-SCHOOL COMPACT 2023-2024



Alice W. Douse Elementary and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary School Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

Alice W. Douse faculty and staff will:

- Deliver high quality, research-based instruction in a safe, supportive learning environment that enables students to develop into lifelong learners and master the Texas Essential Knowledge & Skills (TEKS)/Standards with fidelity.
- Schedule parent-teacher conferences so that school, parent, and student concerns can be discussed as they relate to student achievement and well-being.
- Allow reasonable access to staff through scheduled meetings and appointments.
- Encourage effective communication between home and school by informing parents of student expectations, academic progress, behavior concerns, as well as important dates and school-wide events.
- Inform parents of student academic progress per the Killeen ISD Elementary Grading Handbook.
- Create partnerships with the students and families of Douse that help ensure the success of every child.

Principal Signature _____

Teacher Signature _____ Date _____

As a parent or guardian, I will support my child's education by:

- Monitoring my child's attendance, tardiness, and early checkouts from school.
- Notifying the school of changes in my address, phone numbers, or child's transportation.
- Checking my child's planner or folder for important communication about my child's learning.
- Encouraging my child to read for 20-30 minutes every day and practice math facts as needed.
- Keeping informed of school information by Home Access Center for grades, checking e-mails, phone-home messages, the school's website, and reading the grade-level's newsletters.
- Participating in parent-teacher conferences and other school activities to encourage a partnership with my family and Alice W. Douse Elementary School.
- Encouraging my child to demonstrate safe behavior and follow the Student Code of Conduct.
- Reviewing the Parent & Student Handbook regarding school expectations, behavior, attendance, dress code, and cyber safety.

Parent Signature _____ Date _____

As a student, I will share in my responsibility to succeed in school by:

- Coming to school prepared to learn and complete my assignments for turn-in.
- Keeping a positive attitude about learning. Believing in myself and my ability to succeed.
- Letting my teacher and family know if I need help to do my best at school.
- Sharing my assignments and other school information with my parents.
- Report incidents of possible bullying or if I feel unsafe to the appropriate school staff.
- Reading on my own or with my family for 20-30 minutes every day; practicing math facts as needed.
- Make choices that keep my classmates, my teachers, and myself safe.

Student Signature _____ Date _____

Fall Parent/Teacher Conference Date: _____

Reviewed/Revised 05/26/2023.

STUDENT ARRIVAL AND DEPARTURE (7:30 AM - 3:30 PM)

Morning Arrival Hours for ALL students, PK - 5

Schedule		
Breakfast & Doors open	7:30 AM - 7:55 AM	Breakfast Ends 7:55 AM
First Bell (Instruction Begins)	8:00 AM	Students need to be in class at this time for learning.
Tardy Bell	8:05 AM	Students will be marked Tardy, parents will receive an electronic message.
Early Out Hours for ALL students	7:30 AM - 1:40 PM	

Dismissal Hours for students

PK4 & Kindergarten	3:15 PM	
Grades 1st - 5th	3:30 PM	
Early Out (PK - K)	1:25 PM	
Early Out (1st - 5th)	1:40 PM	

Special attention should be paid to the traffic signs posted outside of the school, especially for parents who drive their children to and/or from school. **Students should not arrive at school before 7:30 AM. This is safety concern.** Staff are not on duty prior to 7:30 am.

The YMCA offers a before and after care program for students in PK - 5. You may contact the YMCA at 254-690-9622 to make arrangements to enroll your child in this paid program.

****Parents must notify the school whenever there is a change in transportation arrangements for dismissal. Students must hand parent notes to their classroom teacher at the start of the school day.** The classroom teacher will forward the messages to the main office.

In the event of an emergency, notes may be faxed to the school or calls to the office can be made prior to 2:30 PM.

ADDRESS & PHONE INFORMATION

It is vital that every child has on file in ESchoolPlus current emergency phone numbers where parents can be reached. Please designate local individuals for the school to call in the event of an emergency if a parent cannot be reached. **All addresses, phone and emergency contact changes must be made in person at the front office. We need all parents/guardians to update their student's information by visiting the front office.**

ARRIVAL & DEPARTURE

Instruction begins at 8:00 a.m. and dismissal begins at 3:30 p.m. Students may enter the school upon arrival at 7:30 a.m. The tardy bell rings at 8:05 a.m. and late arrivals should report to the office before going to class. Early departures must be arranged through the office. Please notify the office (in writing if possible) of any change in a student's routine (staying after school for an activity, not riding the bus, etc.). We make every effort to protect students and we need to know of these changes. Without notification from a parent/ guardian of a change, the student will be expected to ride his/her bus and participate in their normal dismissal procedures.

ASSIGNMENTS & GRADING

Homework assignments, if any, given by teachers will be directly related to the curriculum presented in the classroom. Students may complete assignments while at school; consequently, some students may report that they do not have homework. If this is the case, we encourage students to read and practice math facts, at home with parent support.

Class assignments and/or homework are the primary responsibility of the student. Students need to turn in assignments promptly and as neatly and accurately as possible. Students should check on assignments missed due to absences, etc. Students will be given a reasonable amount of time to make up assignments due to absences per the Killeen ISD Grading Handbook Policy.

Please contact your child's teacher, if you have questions regarding grading of assignments.

Parents can view their child's grades online via the Home Access Center, User ID and Password assistant can be obtained by contacting the front office, (254) 336-7480.

ATTENDANCE

Texas Education Code-Sec.25.085. **COMPULSORY SCHOOL ATTENDANCE**- A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided. On enrollment in prekindergarten or kindergarten, a child shall attend school.

Regular school attendance is necessary to ensure your child receives the instructional opportunities required to help him/her acquire the skills and standards necessary to achieve academic growth and earn promotion to the next grade. Adequate academic achievement is directly linked to regular school attendance. Students are expected to be at school every day. Please call the school office at 254-336-7480 in the event your child will be absent. Upon his/her return to school, your child will need a note from you or a medical note from a physician's office in order to excuse the absence(s). All notes should contain the date(s) and an explanation for the absence(s).

Please be mindful that without a note, an absence will be considered unexcused. An accumulation of unexcused absences can cause a student to be retained in his/her current grade level. In addition, it is important to mention that you are entitled to submit 10 parent notes yearly for the purpose of excusing absences. Beyond that, absences will only be excused with a medical note.

It is the practice in our school district to call the homes of students who are not in school by the time the early morning attendance is taken. This is a safety precaution that allows us to account for every student. Please make sure that you keep the office records updated with the most current contact information to ensure we are always able to reach you.

Please feel free to visit the student and parent site at www.killeenisd.org to view the on-line policy for more detailed information regarding attendance.

Excessive absences can lead to students and their parents being turned over to the court system for truancy charges. Please help your child succeed at school by expecting regular attendance. If you are an out- of -area student and you have poor attendance your transfer permit may be revoked.

BALLOONS & DELIVERIES

We are asking that you do not send deliveries to school. Balloon deliveries of any sort are not acceptable on campus.

BIRTHDAYS AND CELEBRATIONS ***Birthday and farewell parties are NOT permitted.**

Parents may only provide store bought cupcakes, brownies, or cookie items for a student's birthday. However, the treat may only be distributed and eaten in the last 15 minutes of the regular school day. Candy may not be handed out at any time.

Please do not plan to have a birthday party in the cafeteria or in the classroom. Party hats, favors, decorations, or balloons should be reserved for off-campus parties. Invitations to off-campus birthday parties are not to be distributed at school. School personnel are not responsible for ensuring your child's party invitations are distributed.

Do not have flowers, balloons, gift baskets, singing telegrams, or other items delivered to school for individual students. Such items will not be delivered to the classroom as they would cause a disruption to the instructional day. Your child is focused on learning!

Due to food allergies, only store bought AND individually wrapped treats are allowed for end of day birthday celebrations. Please remember when choosing snacks that many children have allergies to certain foods, i.e., peanuts, chocolate, gluten. Please work with your child's teacher on this.

BREAKFAST & LUNCH

Breakfast is free to all Alice W. Douse students this school year. If preferred, students may bring a cold lunch: however, **we strongly discourage peanuts**. For the safety of those with severe peanut allergies, please consider alternatives for your child's lunch. Students that bring peanut-based food will have to sit at an alternate lunch area.

In case of forgotten lunch or inadequate funds, students will be given alternate school lunch. We will not allow a child to go without lunch.

All students will have a school issued identification card that will be utilized as a lunch card. Identification cards are considered school property.

The KISD Food Service Department provides a calendar of menus each month, and parents can refer to the KISD website for more information.

BULLYING

Bullying is not allowed and not acceptable. It is the responsibility of teachers, administrators, parents/guardians, and students to report any bullying incident to school administration. Bullying incidents will be investigated and dealt with promptly.

BUS TRANSPORTATION (254) 336-0138

The Killeen Independent School District provides buses for students who live over two miles from the school to which they are zoned. Students must live in the eligible zone in order to ride the bus. Each bus rider should catch the bus and be delivered to the bus stop closest to home. Students may not ride the bus to a babysitter's house or to visit friends, and they may not invite other non-eligible students to ride on the bus. To ensure your children's safety, students may not ride on another bus route without a prior approved change in route.

It is important that we work closely with our children to teach the importance of good bus conduct. The rules and procedures are reprinted here for reference. Please read and discuss them with your child.

Note that all provisions of the KISD Student Code of Conduct apply to students when being transported by KISD transportation services. Violations of the KISD Student Code of Conduct while on an KISD school bus will be referred to the appropriate campus administrator for disciplinary action.

Parents are encouraged to become familiar with KISD Board Policies and Consequences governing bus transportation expectations.

BUS RULES AND PROCEDURES

1. **Bus riders should** be at their assigned stop five minutes before the bus is scheduled to arrive. (Parents/Guardians should supervise students until they have loaded bus. For safety reasons, no child should be left unsupervised at a bus stop).
2. Students should respect the property of others.
3. Students should board and exit the bus in a quiet and orderly manner (no pushing, shoving, shouting, or other disruptions).
4. Students must stay seated until the bus driver dismisses them.
5. When buses arrive to school in the morning, students will exit the bus in an orderly manner.
6. If a bus is late in the afternoon, students will remain in the dismissal area where supervision is provided until the bus arrives.
7. Students are to treat drivers with respect and courtesy.
8. No fighting, horseplay, throwing of items, or obscene language will be allowed on buses, at the bus stops, or walking to and from the bus stop.
9. Students must stay seated when the bus is in motion.
10. Students must not shout out the windows or throw objects.

When a violation of these rules is reported, school administrators will issue a consequence in accordance with KISD Board Policy and the Student Code of Conduct. **Misbehavior on the bus or at the bus stop may result in suspension from the bus. Repeated misbehavior can result in exclusion from riding the bus.** Parents will be responsible for transporting their children to school and home should they be suspended or excluded from riding the bus.

Each bus rider must be responsible for his/her own behavior at the bus stop, in bus lines, on the bus, and traveling to and from the bus stop. Misbehavior and rowdiness jeopardizes the safety of all riders and cannot be tolerated.

BUS ELIGIBILITY

All routes and eligible zones are established by the KISD Routing and Scheduling Department. Drivers must run the route and pick up at the locations determined by Routing and Scheduling—please do not ask drivers to make changes in the route. Eligible students must ride the bus route that comes nearest to their residence, and they must ride the same route in the morning and in the afternoon.

CAR RIDERS

Alice W. Douse ES has a dismissal system that places student safety first!

All car valet groups are given numbered car signs with students' names to include siblings and homeroom assignments. Numbered car signs should be placed on the car's front windshield at the bottom right corner for easy visibility by school personnel. **100% I.D. Check**

Students are dismissed directly to board their cars when the cars are in the car rider lane. Drivers may not move cones that are placed to direct traffic, because this creates additional safety concerns, traffic and slows the process. Please follow any signs that are posted, and please be courteous to staff and to other drivers.

For the safety of all children and adults at dismissal, please adhere to the following guidelines:

- Remain in your car at all times when using the car rider lane.
- Use your numbered car sign by placing the sign in the front window on the passenger side.
- Do not park your car to wait in the school building for your child. All students must be picked up by car in the car rider lane.

According to KISD and school policy, students who walk or are car riders should not arrive at school before 7:30 A.M, as no one is on duty to supervise them and ensure their safety and this can be viewed as neglect. Similarly, parents/guardians must pick up students at 3:30 unless students are participating in an after-school program. Teachers and staff are not available to supervise students.

Please be sure that your child knows how to get home each day. Any changes in the usual routine must be discussed with your child and **submitted to the school in writing the morning of the change. It is essential to us that we have your written consent for any changes in transportation.**

CELL PHONES & ELECTRONICS

Parents and guardians will determine whether it is appropriate for their children to carry cell phones to school. Students may always use the front office phone to contact parents in case of illness, and parents may always send messages to students through our front office. Students who do bring cell phones are allowed to have them in their backpacks. Cell phones should be turned OFF for the entire school day. Cell phones that are visible (turned on, in use, or heard) during the school day may be confiscated and returned to the student at the end of the day. Repeated offenses will require parents to come to the office to retrieve the cell phone.

Please do not allow your children to bring toys, electronics, or other valuable items to school. Items that cause a disruption to the learning process will be picked up and may be kept until the end of the school day. Parents may be asked to retrieve items from the office that have been confiscated from a student. All items left in the possession of the school two weeks after the last day of school will be donated to charity. The school will not be held responsible for valuable items lost on school property.

CHECK-OUT & CHECK-IN POLICY

The safety of our students is of utmost importance. No student is to leave the school grounds at any time during the school day. The parent/guardian must sign their child in or out of school in the office. Students will not be released to anyone not listed as an emergency contact or as a Pickup/Callout Contact in our ESchoolPlus student information system. Students will be called to the office after this has been done. Students will not be called to the office until they have been signed out. ****PLEASE BE PREPARED TO SHOW I.D. to office staff. (100% I.D. check)**

CLASSROOM MANAGEMENT

All teachers will maintain a safe, secure and respectful classroom atmosphere. A student who violates this atmosphere will be asked to correct the behavior. Each classroom teacher is responsible for enforcing their Classroom Management Plan while implementing Restorative Practices. However, students who choose not to follow school rules, administration will be called to address the behavior per the SCOC. The Student Code of Conduct will be followed, and parents will be notified regarding student behaviors and failure to follow the SCOC. In extreme cases, parents may be asked to pick up their child from school.

DISCIPLINE STANDARDS

It is the responsibility of Alice W. Douse Elementary to establish a comfortable, yet well-disciplined environment. Mutual respect and understanding are two important components of such an environment. Teachers have the responsibility to set classroom rules and procedures consistent with school and district policy. No student has the right to behave in any way that interferes with the safety, welfare or educational progress of any student. Neither do students have the right to interfere with the responsibilities of any adult staff member. Students will be given consequences for behaviors that do not comply with the standards of behavior set forth by Alice W. Douse Elementary and Killeen Independent School District. Parent involvement is important and will be required in an effort to solve discipline problems. Parents will be notified of incidents in which the student is referred to an administrator for disciplinary action.

DRESS CODE POLICY

Killeen ISD has adopted a dress code policy.

DRESS CODE per KISD Student Code of Conduct

Students shall be dressed and groomed in a manner that is clean and neat and that will not present a health or safety hazard to themselves or others. Clothing will be worn as it is designed to be worn. All dress code issues will be subject to the campus administrator's judgment.

Students who are considered to be in violation of the dress code shall be advised by the campus administrator and shall be given an opportunity to comply. The opportunity to comply may take a variety of forms. In most cases the student will be allowed to call parents for a change of clothes. While awaiting the change of clothes, the student may be required to (a) wait in the office; (b) attend ISS; (c) go to class (if not a severe violation); or (d) any other option deemed necessary or appropriate by the administrator. Those who then fail to comply or who repeatedly violate the code shall be subject to disciplinary action.

Exceptions to the dress code include students who wear principal approved uniforms on designated dates and who participate as members of official school groups or organizations. Certain elective courses or extra-curricular activities may require more stringent dress or appearance standards than for the general student body.

The district prohibits pictures, emblems, or writings on clothing that:

- Are lewd, offensive, vulgar, or obscene.
- Advertise or depict tobacco products, alcoholic beverage, drugs, or any other prohibited substance.
- Contain derogatory remarks concerning any identifiable race, color, creed, national origin, religion, age, gender, or disability.

The following standards of dress and grooming apply except as noted:

1. Pants, slacks, and jeans are acceptable attire. Spandex pants or shorts, boxer shorts, and shorts or pants with holes any higher than 4" above the knee are not permitted: (Grades 6-12). Pants or shorts shall not be more than one size too large, and must be worn at the waist, with no "sagging." Shirts and blouses shall be appropriately sized and may not be worn in any way that reflects gang affiliation or may conceal contraband. Shirts may not extend beyond the student's fingertips when worn outside the pants or a skirt.
2. "Sagging" (wearing pants below the waistline or showing underwear) is not permitted.
3. As a general guideline, dress/skirt length and shorts should be no shorter than 4" above the top of the knee, and must allow students to walk, stoop, kneel, and sit with modesty.
4. Apparel designed for recreation, such as tank tops, fishnet (mesh) shirts, etc., is unacceptable. **ELEMENTARY ONLY: Shorts, and skirts can be no more than 4" above the knee. Tank tops and similar apparel may be worn by students in grades Pre-K-2, especially in hot weather.**
5. Apparel designed as underwear or night wear may not be visible or worn as outer garments.

6. Tight and/or revealing clothing or accessories that may draw undue attention to the student is prohibited. Clothing which is of transparent and/or see-through material should not be worn. Students must wear tops that cover the upper body (ex. no halter tops, tube tops, spaghetti straps, etc.) and shoulders, and extend beyond the midriff leaving no skin exposed in the normal activities associated with school.
7. Head coverings, bandanas (in any manner), hoods, and sweatbands may not be worn inside the building. The campus administrator must approve any exceptions to this policy for religious or medical reasons.
8. Students must wear footwear which is appropriate for school. Examples of inappropriate footwear, although not inclusive, are the following: house slippers, shoe skates, water shoes, sock shoes, and shoes with metal spikes.
9. Hair must be neat, clean, and well groomed. Facial hair, if worn, must be neat and well-trimmed. Types of apparel, including jewelry, trench coats, emblems, badges, symbols, signs, or other items or manner of grooming which, by virtue of color, arrangement, trademark, symbol, or any other attribute indicates or implies gang membership or affiliation, or would substantially disrupt, distract, or materially interfere with the school environment, activity, and/or educational objectives, are prohibited on school grounds, or at any school-related activity, regardless of time or location
10. Photo ID cards will be issued to all secondary (grades 6-12) students, except those assigned to the Gateway MS or HS. They will be required to be worn at all times, visible from the front (at the waist or above) while at school or at school functions, and while riding to and from school on district transportation.

EMERGENCY DRILLS

Fire, Tornado, and Lockdown Drills are held as important safety precautions. In order to comply with district and state safety guidelines, we conduct one fire drill per month, one shelter-in-place and lockdown drill each semester. Evacuation maps and safety guidelines are located in every room on campus.

Visitors on campus are expected to follow the drill instructions. Students may not be checked out during this time.

EMERGENCY SCHOOL CLOSING

In the event of extreme weather conditions or any unforeseen reason for a school closure, announcements relative to the closing and/or early dismissal of school will be announced on radio and local TV stations, posted on the district website, and a ConnectEd Message will be sent. Radio and television stations are notified by 6:00 a.m. of any closings. Please do not call the school or administration office until you have checked the radio/ television announcements. Parents, please instruct your child regarding an emergency plan if they should arrive at home and no one is there. In the event that school is dismissed early due to weather, your child will ride home on their assigned bus. Please make sure that all information is up to date with the front office so you can be reached.

Should severe weather develop during the day, we will monitor its status and take appropriate action.

If inclement weather (ice or snow) occurs during the night, parents should watch the television-KISD channel 17, listen to the radio, or go to www.killeenisd.org for cancellation notices. In an emergency, we will contact you using our mass communication alert system. It is extremely important that we have the most current contact information for you and your emergency contacts – this includes telephone numbers as well as e-mail addresses.

END OF DAY ROUTINE

Please notify the office (in writing if possible) of any change in a student's routine (staying after school for an activity, not riding the bus, going home with a friend, etc.) We make every effort to protect students and we need to know these changes. Any last-minute ride changes must be submitted to the office no later than 2:30 p.m. to ensure that we have time to notify your child's teacher of the change. **Without notification from a parent/guardian of a change, the student will be expected to follow their normal routine.**

FIELD TRIPS

All students participating in a field trip will be expected to ride the bus to and from the field trip. A permission slip will be sent home prior to each trip with necessary information for parents. Permission slips for students must be signed by parents and returned prior to the trip. Students not eligible to attend the field trip, will be placed in another area/classroom in the school for the day. Field trips are a learning opportunity, however, they are also a privilege and lack of appropriate student behavior prior to a trip may result in the loss of this privilege. Parents/guests are not allowed to ride the bus due to liability. Only Alice W. Douse Elementary students and staff are allowed on school field trip buses.

GIFTED AND TALENTED

Killeen ISD is committed to meeting the unique needs of gifted students. The needs of G/T identified students may be addressed in a variety of ways through differentiated instruction within the classroom. Please consult with your child's teacher regarding testing for your child or questions regarding differentiation for your identified GT child.

"HANDS OFF" PER THE SCOC

Alice W. Douse Elementary has a "hands off" policy per the Student Code of Conduct. Students are not permitted to touch other students in an unwelcoming manner. Pushing, shoving, tripping, bumping, grabbing or hitting other students is prohibited. Students are expected to refrain from horseplay while at school which is also a violation of the SCOC.

IMMUNIZATION POLICY

No student shall be permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal or other reasons as provided by law.

Parents who do not submit a certificate of immunization or present a valid exemption puts their child at risk to be suspended and/or expelled from school until such certificate or exemption is received.

The administration shall set appropriate regulations to comply with the law.

LEARNING ENVIRONMENT

Any device, toy, or item(s) that distract from the learning environment should be kept at home. If school personnel determine that an item is a distraction, the following may happen:

1. **1st infraction - students will have items taken away and returned at the end of the day.**
2. **2nd infraction - students will have items taken and locked up in the office until a parent can come to school to retrieve it.**
3. **Repeated offenses will result in a discipline referral as a SCOC violation.**

LEGAL CUSTODY OF STUDENTS

A LEGAL document is required to support any questions of custody between divorced or separated parents. Unless the school administration is informed or provided legal documentation that states otherwise, either natural parent is considered to have the right to request early dismissal of a student.

LOST AND FOUND

Please do not allow your child to bring toys, electronics, or other valuable items to school. The School will not be held responsible for toys or valuable items if they are lost on school property. Please see that your child brings only the necessary clothing and supplies to school.

Jewelry, clothing, and other personal items may not be shared, loaned, sold, bought, traded, or given away at school. Lunch items may not be shared, sold, or traded.

All removable articles of clothing as well as other belongings should be clearly and securely labeled with the child's first and last name to prevent loss. Any unclaimed items will be donated to charity at the end of the school year.

LUNCHROOM RULES

Due to our student numbers and safety codes, parents will not be allowed to have lunch with students in our cafeteria.

Students may either bring a cold lunch from home or participate in the school's lunch program. Students will sit at their classroom table and be dismissed to line up in a single file line. They will be courteous and quiet while in the serving line. Each student will identify him/herself to the cashier.

- Students are not allowed to share food.
- Students are expected to be Respectful and Responsible in the lunchroom.
- Good table manners are expected.
- Staff members will monitor student safety and the noise level.
- Only certain packaged food items and whole uneaten fruit may leave the cafeteria.
- Soda and/or carbonated beverages are allowed only if sent in the student's lunch or bought by the parent.
- Staff members will dismiss students by tables per the lunch schedule.
- All students are encouraged to eat lunch before socializing.

MEDICATION AT SCHOOL

If your child requires medication to be given at school, please obtain a medication form from the school nurse. Rules and Regulations for Health Services require that this form be completed and signed by a parent/guardian and the child's physician. The rules and regulations apply to any prescription and over the counter medications such as Tylenol, cough drops, cold remedies, natural medicines. All medications must be in their original container. If a liquid medication is to be given by the nurse, please send an appropriate measuring device with the medication.

At the end of the school year, please pick up any remaining medication. (We cannot send it home with the student.) It cannot be stored at the school over the summer and will be destroyed after the last day of school.

If your child has asthma that requires the use of an inhaler, even occasionally, it is recommended that an inhaler be provided to the school in case of emergency. A medication form is needed for inhalers as well.

Please do not allow your child to bring an inhaler back and forth to school. They sometimes get lost, shared with others or forgotten at home. If your child must carry an inhaler with him/her, written permission from the child's doctor **and** parent/guardian is required. The school nurse/aide must also be notified.

STUDENTS CANNOT BRING ANY PRESCRIPTION OR OVER-THE-COUNTER MEDICATION INCLUDING COUGH DROPS TO SCHOOL. Parents must transport needed medication to and from school as no meds can be transported on the school bus. This is a violation of the Student Code of Conduct.

***REMINDER** - Students must be free of fever without medication and/or vomiting for 24 hours before they may return to school.

MONEY SENT TO SCHOOL

When sending money to school for any reason, please send it in a sealed envelope marked with the child's name and the purpose. We encourage children not to bring money to school that is not for a specific planned school purchase.

OUTDOORS & RECESS

Alice W. Douse Elementary policy is that all students will go outside every day for recess unless weather conditions are unsafe for students such as rain, lightning, wet snow, ice or the temperature or wind chill drops to 20 degrees or below.

PARKING

Do not park your car and leave it unattended in this fire lane zone. Cars may line up in this zone at dismissal time as long as the driver stays in the car. The faculty and staff parking lot are reserved for Douse faculty and staff only. Do not park in this area during dismissal to wait for your child.

Follow all driving laws when you drive in Douse's parking and drop-off areas. Do not speed or drive recklessly, and do not raise your voice or become aggressive with other drivers who may frustrate you. Smoking in cars is not allowed on KISD campuses. Do not leave children unattended in cars for any amount of time.

***SAFETY NOTE:** *We know it takes extra time, but it is very important that students be dropped off ONLY in the parent drop-off area or the loop. We make every effort to keep traffic moving so that pickup and drop-off can happen efficiently. It does take a bit of time, but NOTHING is more important than student safety! Just remember to be patient and we can all get in and out of school safely, and efficiently!*

PERSONAL PROPERTY

Please mark all personal property with your child's name (coat, lunchbox, backpack, notebooks, etc.). We will maintain a lost and found area for student items. Please have your child check this area for lost items. Lost and found items will be donated to charity at the end of the school year.

PETS

Children are not permitted to bring pets to school. Dogs and other small animals may be gentle at home but unpredictable at school when confronted by a large number of unfamiliar children. Due to liability of personal injuries and allergies we do not allow pets being brought to school at any time, this includes by parents when dropping off or picking up students.

PICTURES

Individual school pictures will be taken in the Fall and in the Spring. All students will take an individual picture for school purposes, even if they do not wish to purchase a picture packet. Fall pictures will be used for the school yearbook. Class pictures will be taken in the Spring and will be available for purchase. Information will be sent home with each student as the dates come near.

PTA – WE NEED YOU!

Douse PTA is an organization is a group of dedicated parents and teachers who work together for the betterment of Douse. They are an important part of our school community and are instrumental in raising funds for improvements to our school and school programs. We urge all parents to become involved with this worthwhile organization and become active in helping us meet your child's educational goals.

RTI

Response to Intervention is a team approach to address student concerns in academic and behavior areas. The team consists of teachers, specialists, and parents that come together to address the student's concerns.

HARASSMENT

It is a violation of school policy and is illegal under federal law for any student to harass staff members or other students, or for any staff member to harass staff members or students, through conduct or communication of a sexual nature. A sexual harassment policy and grievance procedure has been adopted by the District School Board and is written in detail in the "Student Conduct and Discipline Codes" Policy book that is made available on the district website.

TITLE I - Interventions

A child may receive support in reading and/or math if their standard proficiency level is below the grade-level standard. The goal of the Title I program is to progress the student to the individual rate to become proficient at grade level. When students reach standard proficiency levels, they will exit the program. Title I campuses hold many parent/family involvement activities throughout the school year. Parent support and input are a vital part of the Title I program.

VISITORS

Visitors are welcome at Alice W. Douse Elementary. Parents are welcome to observe in your child's classroom with **prior approval** from administration; however, uninterrupted instruction is vital to student learning. Any visitor causing disruption to student learning will be escorted off campus. Classroom observations are no longer than 15 – 20 minutes.

For the safety of our students, ALL visitors, including parents and guardians, must report to the office when visiting the campus. A government-issued photo ID is required of all visitors.

All KISD campuses use Smart Check 3 -- a computerized visitor management and alert system.

This system reads all personal identification cards such as driver's license, military ID, etc. with machine readable data. It automatically compares the person's data with the U.S. Department of Justice National Sex Offender Public Website, which records information from all states. Visitors identified as registered sex offenders will be denied entrance and will be personally managed in reference to student needs. Visitors who do not alert the system will be issued a visitor badge and allowed to proceed. Visitor badges must be worn at all times while on campus.

If you wish to visit your child's class due to a concern, we ask that you call the school to make prior arrangements with the administration and the teacher for a date and time. **ALL** visitors & volunteers are required to check in with the office before visiting classrooms and bring a valid State driver's license or ID card. All visitors are required to wear a visitor badge. Children from other schools nor non-school aged siblings are not permitted to accompany parents when volunteering, to classrooms or participate in Douse activities during the regular school day ((i.e., field day).

WALKERS

Students who walk to and from school should obey the following rules:

- Cross streets only at corners where crossing guards are located.
- Follow the route planned by parents.
- Meet friends or siblings outside the building, not at the classroom.
- Go straight to your own home.
- Have a plan for rainy days (parents should inform teachers and office staff of the rainy-day plan and keep emergency numbers current).

WEATHER EMERGENCIES

Make a plan for rainy or “bad” days. Be sure that your child is familiar with your plan and is able to follow it.

If it is necessary to close school for the day because of weather conditions, this information will be carried by all local news stations. Please do not telephone the school, the Police Department, or local stations. This ties up needed communication lines. Whenever possible, the decision will be made before 6:00 A.M.

Occasionally it is necessary to dismiss school during the school day. In these cases, a school-wide callout will be made to inform parents; for this reason, it is very important that parents provide updated phone numbers any time they change. Please have a plan for your child to follow in case school is canceled due to an emergency. KISD buses will run in these instances and information is carried on all local radio and television stations. Please do not plan to call the school with last minute instructions. If school is closed during the day, parents should come as quickly as possible to pick up their children.

WEATHER GUIDELINES

Outdoor play is essential to children’s health and well-being. Children need to run, climb, jump and play outdoors. The time children spend outdoors each day is just as important to their learning as the time they spend in their classrooms. We ask that students have winter coats, hats and gloves each day during the winter season. No scarves please; with climbing equipment the scarves pose a possible danger.

WITHDRAWAL PROCEDURES

When withdrawing a student, parents must notify the office at least one week in advance of the expected move in order all time for preparing the student’s records. A withdrawal form will be provided to parents when a student withdraws. Requests for records to be sent within the US will be sent directly to the school. Only records requested for schools outside the US will be hand carried. All fines, textbooks and library books must be cleared before records will be released.

Additionally, as part of military out-processing, a form must be signed by a school official indicating that the student has cleared all the necessary fines and books.

2023-2024



**STUDENT
HANDBOOK
AND
DISTRICT
INFORMATION**



KILLEEN INDEPENDENT SCHOOL DISTRICT

200 North W.S. Young Drive, Killeen, Texas 76543
P.O. Box 967, Killeen, Texas 76540-0967
(254) 336-0000

Jo Ann Fey, Ed.D.
Superintendent

Dear Killeen ISD Parents or Guardians,

Welcome to the 2023-2024 school year!

If you are new to Central Texas, I believe the Greater Killeen Area is a wonderful place to raise and educate your children. Killeen ISD is the 24th largest school district in the State of Texas, and we remain committed to providing excellent academic programming and instruction to our 44,500 students through the alignment and support of best instructional practices and monitoring of individual progress. The district will continue to focus on the safety and security of our students and staff across our 52 campuses and district buildings.

Our parents and community partners remain a vital factor in promoting the overall success of our school district. Our teachers and staff recognize the importance of positive daily interactions and meaningful relationships with our students, parents/guardians, and each other. Open communication and collaboration are encouraged, so please do not hesitate to reach out to your child's teacher and campus Principal as needs may arise. Our Killeen ISD mobile application provides parents and guardians with student information such as grades, attendance, athletic calendars, and cafeteria balances in the palm of your hand once logged in, eliminating the need to remember multiple usernames and passwords.

Again, we look forward to partnering with you and your student in fulfilling our Mission: *To Teach So That Students Learn to Their Maximum Potential.*

Warm Regards,

A handwritten signature in blue ink, appearing to read "Jo Ann Fey".

Jo Ann Fey, Ed.D.
Superintendent of Schools

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Killeen Independent School District Mission Statement

“Teach so that students learn to their maximum potential.”

Killeen Independent School District Vision

“Through the implementation of a full, innovative, rigorous, comprehensive education program, Killeen Independent School District will provide superior learning opportunities so that upon graduation, students are prepared for success in the workforce and/or in higher education.”

I understand that complaints/grievances may be addressed informally; however, when complaints/grievances are unable to be resolved informally, the Board has adopted a policy regarding formal complaints/grievances. I also understand that this policy is discussed in the Student Handbook on page 41 which references the process in a formal complaint/grievance.

Parents and Students

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Killeen Independent School District Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Killeen ISD’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at killeenisd.org.

State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student’s campus.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at killeenisd.org.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Sandra Forsythe

Executive Director of Student Services

902 North 10th St., Killeen, TX 76543

sandra.forsythe@killeenisd.org

254-336-2822

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 11 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 12 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact your campus facilitator of special programs.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, see the district's human sexuality instruction website at www.killeenisd.org.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** FNG(LOCAL).

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

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

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction begins.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction begins.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, see the district's abuse prevention instruction website at www.killeenisd.org.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction; Dating Violence; and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children**]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent/guardian within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Shannon Lumar

Director, Elementary Guidance Services

505 E. Jasper Road, Killeen, TX 76543

shannon.lumar@killeenisd.org

254-336-0239

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or

- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

In accordance with the Student Code of Conduct and district policy FO(LOCAL) Corporal Punishment is prohibited in Killeen Independent School District.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student's parent as a recipient on all text messages.

or

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

or

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook)
- A student’s name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student’s name and photograph (posted on a district-approved and -managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student’s first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:

name

address

telephone listing

electronic mail address

photograph

date and place of birth

dates of attendance

grade level

enrollment status

participation in officially recognized activities and sports

weight and height of members of athletic teams

honors and awards received, and

the most recent educational agency or institution attended. *FL(LOCAL)]*.

If a parent does not object to the use of his or her child's information for school-sponsored purposes, the school will not ask permission each time the district wants to use the information for purposes such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Note: Also see **Authorized Inspection and Use of Student Records**.

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

Unless a parent has advised the district not to release his or her student's information, Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents with certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship

- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that his or her child be excused.
- The district determines that the student has a conscientious objection to the recitation.
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal, curriculum instructional specialist or curriculum director.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

In accordance with Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information

- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law.
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18;
- Is emancipated by a court; or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at your student's campus.:

You may contact the custodian of records for students who have withdrawn or graduated at the Property Management Department at 254-336-0581.

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

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

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

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns** and **Finality of Grades** at policy FNG(LEGAL).

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or on the district's website at www.killeenisd.org.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a

teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Has an emergency permit or other provisional status for which state requirements have been waived; and
- Is currently teaching in the field or discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/partnership/interstatecompact.cfm) (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus.

[See **Bullying** and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another campus or a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

A Student in the Conservatorship of the State (Foster Care)

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

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and

moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

- Assist the student with the completion of applications for admission or financial aid.
- Arrange and accompany the student on campus visits.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS).
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

If you have questions, please contact the district's foster care liaison:

Christianne Shinn

Director of Federal and State Programs

902 Rev. R. A. Abercrombie Dr., Killeen, TX 76543

christianne.shinn@killeenisd.org

254-336-0224

[See **Credit by Examination for Advancement/Acceleration** on and **Course Credit**]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules

- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Christianne Shinn

Director of Federal and State Programs

902 Rev. R. A. Abercrombie Dr., Killeen, TX 76543

christianne.shinn@killeenisd.org

254-336-0224

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent/guardian may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent/guardian may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

(https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

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

Additional information regarding special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications).

For questions regarding post secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee at their home high school campus.

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Rhea Bell, Director of Special Education, rhea.bell@killeenisd.org, 254-336-0204.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Dr. Cynthia Swain, Executive Director Specialized Learning, cynthia.swain@killeenisd.org, 254-336-0361.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice

- An opportunity for a parent or guardian to examine relevant records.
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel.
- A review procedure.

Contact Person for Section 504 Referrals

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

Michelle Oswalt (Elementary) or Bryan Charlton (Secondary)

At Risk, Dyslexia, Section 504 and Homebound Specialists

902 N 10th Street

michelle.oswalt@killeenisd.org or bryan.charlton@killeenisd.org

254-336-0207

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus — if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** and **Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and support under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your school's counselor or a campus administrator.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent/guardian should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Documented health-care appointments for the student or a child of the student, including absences related to autism services.
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL).
- The principal has approved the student's absence.
- The student follows campus procedures to verify the visit and makes up any work missed.

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent/guardian.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school.
- Request a conference between school administrators and the parent.
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is the campus Attendance Officer.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

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.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal or attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parents had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels) Official attendance is taken every day at the times listed below:

- Elementary – OAT will be two hours after their start time.
 - Brookhaven, Cedar Valley, Clifton Park, Dr. Joseph A. Fowler, Haynes, Iduma, Ira Cross Jr., Killeen, Maude Moore Wood, Maxdale, Meadows, Mountain View, Nolanville, Pat Carney, Peebles, Pershing Park, Reeces Creek, Richard E. Cavazos, Skipcha, Timber Ridge, Trimmier, and Venable Village @ 9:30 am.
 - Alice W. Douse, Clarke, Clear Creek, Harker Heights, Hay Branch, Montague Village, Oveta Culp Hobby, and Willow Springs @ 10:00 am.
 - Saegert @ 10:25 am.

- Middle School – AMMS, CPMS, EHMS, LHMS, LORMS, MMS, NMS, PAMS, RMS, UGMS – OAT @ 9:35 AM ; RJSMS Only - OAT @ 10:00 AM
- High School – OAT @ 9:45 AM
- Specialty Campuses
 Early College HS (CTC) – 10:35 AM. (M-Th)/ 10:45 (F)
 Early College (Fort Cavazos) – 10:25 AM. (M-Th)/ 10:40 (F)
 KISD Career Center – 10:40 AM
 Gateway MS/HS -10:20 AM
 Pathways Academic Campus – 10:00 AM

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

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

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

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

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

Doctor's Note after an Absence for Illness (All Grade Levels)

Within ten (10) days of returning to school, a student who is absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to

the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form \(https://www.tdlr.texas.gov/driver/forms/VOE.pdf\)](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

Further information may be found on the [Texas Department of Public Safety website \(https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen\)](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page 27 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.killeenisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Contact the counselor or principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Students in Killeen ISD receive awards for many events throughout the school year, to include academic awards, athletic awards, attendance awards, citizenship awards, honor roll, National Honor Society membership, and the like.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Elementary

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Secondary campuses

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait.
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status.
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community.

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying online at www.kisdissafe.com

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent/guardian, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments.**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation**, and **Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed at the campus.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

Business and Industry Endorsements

Animal Science

- Natural Resource Systems
- Architectural Design
- Construction
- Electrical Technology
- A/V Production
- Animation
- Graphic Design and Illustration
- Digital Auto Technology (Radio)
- Video Game Design
- Networking
- Cyber Security
- Welding

Automotive Technology

- Collision Repair Technology
- Accounting
- Marketing

- Entrepreneurship
- Business Management

Public Service Endorsement

- Cosmetology
- Education and Training
- Emergency Medical Technician
- Certified Medical Assistant \Pharmacology
- Patient Care Technician
- Phlebotomy
- Pharmacology
- Pre-Nursing
- Dental Assistant

STEM ENDORSEMENT

- Robotics

For more information, please call 254-336-3800.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies**]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children. which may be accessed at killeenisd.org. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches.
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior.
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes

- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owning a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of his or her own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor's Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

A grade point system has been established to determine class rank. Such a system is necessary because all courses, whether IB, Advanced Placement, Pre-AP/honors, regular, or basic, use the same grades: 90-100 (excellent), 80-89 (above average), 75-79 (average), 70- 74 (minimal passing), and below 70 (failing, or no credit). Only core classes (English, math, science, social studies, and elective courses that fall under the preceding categories) are computed in GPA and class rank.

The grade point system differentiates among the levels by assigning more points for a grade earned in an Advanced Placement/IB class than for the same grade in a Pre-AP/honors level, regular, or basic class. Beginning in the ninth grade, this system is used to determine class rank.

Students are listed according to total grade points from highest to lowest in a “class rank”. College admissions are based partially on a student's rank. For more information, please refer to:

<https://www.killeenisd.org/WebData/DocumentViewer/2022-2023UpdatedCourseGuide.pdf>

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Central Texas College *to offer dual credit opportunities*, which may be offered on or off campus, and
- Enrollment in courses taught at other colleges or universities.

See your counselor for enrollment eligibility requirements for these programs.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the school's registrar.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due

to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's counselor or principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.killeenisd.org. The complaint forms can be accessed on the district's web page at www.killeenisd.org or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of

contact for student misconduct. The contact information for each campus behavior coordinator is listed on each campus as well as the district's website at www.killeenisd.org.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development;
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care

- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should visit the guidance counselor's office. As a parent/guardian, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

For criteria on acceleration of a student who is five years old at the beginning of the school year, please contact the department of Assessment and Accountability at 254-336-0319.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parents give written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the

district's policy is available in the principal's office and in the superintendent's office [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes;
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature;
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault

- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

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

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television. For specific information on distance learning, please see your counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 53.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your school’s counseling department.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or *distributing* copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school.

To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution may be made available by students to students or others at that principal's campus. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to principal for prior review. The principal or his/her designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal is responsible for designating time, place, and manner of distribution of non-school literature from community members and will designate the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the dress code as define in the Student Code of Conduct.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student

and parent/guardian to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be stored in accordance with administrative regulations. [See policy FNCE for more information.]

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this

handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging another's reputation. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok or any successor application or service on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-

course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation**]

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

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited and there is no charge for admission.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to ten (10) absences not related to post-district competition, a maximum of 5 (five) absences for post-district competition prior to state, and a maximum of 2 (two) absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the *campus principal*. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
17	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period.

- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like).
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed.
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.
- Complete the required number of credits established by the state and any additional credits required by the district.
- Complete any locally required courses in addition to the courses mandated by the state.
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See **Standardized Testing**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A Personal Graduation Plan will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

The high school counselors provide guidance to students on completing the FAFSA or TASFA.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA Apply Texas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parent/guardian.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

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

Graduation Activities

Students who have met the coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will not be allowed to

participate in graduation activities. Ultimately, the final awarding of a diploma will be the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

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

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees**]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)**

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

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

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements,

confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.) The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted, and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order. Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

When your child is ill, please contact the school to let us know he or she will not be attending that day.

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization) (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

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

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention's website [Head Lice Information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent/guardian must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies**.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [*school personnel and/or school volunteers*] to administer

a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress. .

The district will provide at each campus [*school personnel and/or school volunteers*] who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (Secondary Schools)

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

[If the board adopts a policy that authorizes opioid antagonists at each campus in the district, regardless of grade level, use this paragraph:]

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [*school personnel and/or school volunteers*] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care

- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parent/guardian or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 7 and **Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting Summer Terrell at summer.terrell@killeenisd.org.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

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

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

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

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website, www.killeenisd.org for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking

courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization**]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.killeenisd.org.

[See **Celebrations** and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

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

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The school counselor, campus nurse or the KISD Health Coordinator at 254-336-1684.
- The local public health authority, *Bell County, may be contacted at 254-773-4457.*
- The local mental health authority, Central Counties for MHMR Services at 254-526-4146.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.killeenisd.org.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact Christianne Shinn at christianne.shinn@killeenisd.org or 254-336-0240.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held five meetings. Additional information regarding the district's SHAC is available at www.killeenisd.org.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.killeenisd.org.

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact Angenet Wilkerson at angenet.wilkerson@killeenisd.org or 254-336-1707.

Homework (All Grade Levels)

Homework Guidelines

Practice homework will be assigned only when students have had guided practice and are secure enough in those skills to be able to complete them independently and successfully.

- Homework or the threat of additional homework will not be used to enforce discipline in the classroom.
- Homework will not be assigned during the following time with an exception made for study/review guides.

1. Group standardized testing, district-approved criterion-referenced tests, and state assessments.

2. Semester exams (grades 9-12)

3. Official school holidays (do not include teacher workday)

NOTE: Items 1, 2, and 3 apply only to those students who are involved in the testing.

NOTE: If long-term assignments are made, it is the responsibility of the teacher to plan those assignments and periodic progress checks for times that do not compel students to work during holidays (e.g., assignments should not be made shortly before holidays and be due shortly after the holidays).

The recommended amount of time that students spend on homework varies by grade level:

K-2 - Total not to exceed 30 minutes per day (includes long-term projects)

3 - Total not to exceed 45 minutes per day (includes long-term projects)

4 – 5 Total not to exceed 60 minutes per day (includes long-term projects)

6 – 8 Total not to exceed 90 minutes per day

9 – 12 Total not to exceed 120 minutes per day

- Teachers will consider the cumulative effect of homework assignments (i.e., math + language arts + social studies, etc.; one-day assignments + prorated time for long-term assignments + study or reading time)
- It is anticipated that students will not have homework assignments in every class every day
- Time recommendations are for diligent students taking regular level classes. Students who work more slowly, who work with distractions (television, iPods, text messaging, radio, and cell phone interruptions) or who take honors-level classes (TAG, Pre-AP and AP), may exceed these estimates.

- It is the student's responsibility to prorate the time needed for long term assignments.
- Each campus shall define late homework. Teachers shall have a flexible and consistent procedure to address late homework that is distributed to students and parents in written form. Some possible options are:

1. Homework turned in within 5 days shall be accepted for full credit.
2. Homework turned in within 5 days may be accepted for partial credit: 50%-70%.
3. Teachers choose not to accept late homework; however, lowest homework grade(s) will be dropped.
4. Make-up work will not count as homework unless the original assignment was h homework.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent/guardian to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

All KISD high schools will be closed campuses for lunch, with the exception of seniors that have met the College, Career, and Military Readiness criteria and have their parent's permission to leave campus.

All freshman, sophomore, and juniors will remain on campus during lunch. Eating areas have been expanded throughout all high schools to accommodate closed campus lunches.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade.**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Jennifer Washington

Director of Student Hearings

4100 Zephyr Road

Jennifer.washington@killeenisd.org

254-336-2826

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Michelle Oswalt or Bryan *Charlton*

902 North 10th Street, Killeen, Tx 76543

michelle.oswalt@killeenisd.org or bryan.charlton@killeenisd.org

254-336-0374 or 254-336-0207

[See policies FB, FFH, and GKD for more information.]

For all other concerns, contact the Killeen ISD attorney

- For all other concerns regarding discrimination, see the superintendent:

Nontraditional Academic Programs (All Grade Levels)

See Early College High School and Pathways Academic Center

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]

- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact your school's principal.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second and fourth Tuesday of each month at 6 *p.m.* at the Killeen Independent School District Central Administration Building, 200 South W.S. Young Drive, Killeen, TX 76543. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting and can be found online at www.killeenisd.org. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. There is no fee for a student to park in the high school parking lots.

Students will not be permitted to:

- Speed
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for language arts, mathematics, science, and social studies and a grade of 70 or above in language arts and mathematics.

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, including reading improvement if required; mathematics, including mathematics improvement if required; science; and social studies.

Please refer to your EIE (LOCAL for more information.

Repeating Prekindergarten *OR* Kindergarten — Grade-8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced to a grade level based on the number of course credits earned. [See **Grade-Level Classification**.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing**]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every nine weeks.

During the fourth week of the nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area science, or social studies is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy.

[See **Grading Guidelines and** policy EIA(LOCAL) for more information.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

High School Courses End-of-Course (EOC) Assessments

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

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

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of

the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation**.]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans — Middle or High School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.

- Outline an intensive instruction program for the student.

See the school counselor and policy EIF(LEGAL) for more information.

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

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns on the district's website at www.killeenisd.org, under the Parent and Students tab.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed](https://www.dhs.gov/stopthebleed) (<https://www.dhs.gov/stopthebleed>)
- [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>)

Emergency Medical Treatment and Information

Each year, parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

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

- Mass-Notification calls, email, and text messages to parents/guardians/employees
- KISD District and Campus websites
- Killeen ISD Mobile App
- District verified social media accounts
- Local News Media

[See **Parent Contact Information** and **Automated Emergency Communications**.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle and High School Grade Levels)

Please see the school counselor for specific information on schedule changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Paul Duerre at paul.duerre@killeenisd.org at 254-336-0075.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Student Meal Prices:

Breakfast – FREE for all KISD Students

Elementary Lunch - \$2.75

Secondary Lunch - \$3.00

To apply for free or reduced-price meal services, contact:

Go to www.schoolcafe.com

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent/guardian with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent/guardian on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the students.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see policy FFA.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator: Paul Duerre at paul.duerre@killeenisd.org.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct, or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the school day with a teacher permit:

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-curriculum Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curricular related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities.

A student or parent may appeal a decision made under the random drug-testing program in accordance with FNG(LOCAL). The student shall be ineligible for participation in extracurricular activities while the appeal is pending.

Steroids (Secondary Levels Only)

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

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment [See Dating Violence, Discrimination, Harassment, and Retaliation]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact their school's counselor.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following certain school events: See *FNA(LOCAL) at Introductory Speakers*. If a student meets the eligibility criteria and wishes to introduce a school event, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is offered each summer for recovery and acceleration. For more information on summer school, please see your counselor.

Some students may have the ability to take courses during the summer through the Texas Virtual School Network (TXVSN).]

Tardies (All Grade Levels)

A student who is more than 15 minutes tardy to class may be assigned to detention hall or given another appropriate consequence. Any student not in his/her assigned classroom when the tardy bell sounds will be counted tardy. If the student is in the classroom but not in his/her seat, the teacher will handle the incident as a discipline problem, not an attendance problem. Disciplinary action may include after school detention, lunch detention or Saturday detention. Transfer students are to maintain good attendance, including no tardiness, or the transfer request may be revoked.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage

is paid for by the parent. However, the student will be provided with the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**

Transfers (All Grade Levels)

A student is expected to attend the school located in the attendance zone in which he or she resides. Special permission may be granted, however, for a student to transfer to a school outside the attendance zone in which he or she resides. Such a transfer may be granted upon request and appropriate investigation to determine whether the request meets the reasons for transfer are

Child Care Supervision; Employees' Children; Senior Option; Extenuating Circumstances; Military Post Transfers; Moving During the Year; Transportation.

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments**, **Bullying**, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. See **School-Sponsored Field Trips**

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Tad Henrickson

Transportation Routing Specialist

200 South W.S Young Dr., Killeen

254-336-0138

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Department at 254-336-0138.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Edulog Parent Portal Lite is a mobile app that shares bus locations with KISD parents. The app displays the position of the school bus and will give an alert as the bus nears your child's bus stop.

Security: Parents/guardians will receive a registration code from their child's school in August that will allow them to view their child's bus location.

Where's My Bus? Track your child's bus route as it nears its destination.

Messaging: The district sends notifications via the app with transportation related information.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL). [See the Student Code of Conduct.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Killeen ISD Safety and Investigations Department to coordinate the implementation of and compliance with this law.

See policy EHBAF(LOCAL) for more information.

See **Consent to Video or Audio Record a student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents/guardians or visitors to virtual or in-person classrooms.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On certain days throughout the school year, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the Parenting and At-Risk Specialist, Andrea Dykes at 254-336-0211 or andrea.dykes@killeenisd.org.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school with at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety

.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.killeenisd.org/bullying. Below is the text of Killeen Independent School District's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL

FFI — Student Welfare: Freedom from Bullying

Definitions

"Bullying":

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

These provisions apply to:

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

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and
10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

ELEMENTARY SCHOOLS

Campus	Address	Phone
Alice M Douse	700 Rebecca Lynne Lane, Killeen	254-336-7480
Brookhaven	3221 Hilliard Avenue, Killeen	254-336-1440
Cedar Valley	4801 Chantz Dr, Killeen	254-336-1480
Clarke	51612 Comanche Av, Ft Cavazos	254-336-1510
Clear Creek	4800 Washington Blvd, Ft. Cavazos	254-336-1550
Clifton Park	1801 S. 2nd Street, Killeen	254-336-1580
Dr. Joseph A Fowler	4910 Katy Creek, Killeen	254-336-1760
Harker Heights	726 S. Ann Blvd, Harker Heights	254-336-2050
Hay Branch	6101 Westcliff Rd, Killeen	254-336-2080
Haynes	3309 W Canadian River Loop, Killeen	254-336-6750
Iduma	4400 Foster Lane, Killeen	254-336-2590
Ira Cross Jr	1910 Herndon Dr, Killeen	254-336-2550
Killeen El	1608 E Rancier Ave, Killeen	254-336-1830
Maude Moore Wood	6410 Morganite Ln, Killeen	254-336-1650
Maxdale	2600 Westwood Dr, Killeen	254-336-2460
Meadows	423 27th Street, Ft. Cavazos	254-336-1870
Montague Village	84001 Clement Dr., Cavazos	254-336-2230
Mountain View	500 Mountain Lion Rd., Harker Hts	254-336-1900
Nolanville	901 Old Nolanville Road, Nolanville	254-336-2180
Oveta Culp Hobby	53210 Lost Moccasin, Ft. Cavazos	254-336-6500
Pat Carney	5501 Azura Way, Killeen	254-336-1940
Peebles	1800 N WS Young Dr, Killeen	254-336-2120
Pershing Park	1500 W. Central Texas Expy, Killeen	254-336-1790
Reeces Creek	400 W. Stan Schlueter Loop, Killeen	254-336-2150
Richard Cavazos	1200 N. 10th, Nolanville	254-336-7000
Saegart	5600 Schorn Dr., Killeen	254-336-6660
Skipcha	515 Prospector Trail, Harker Heights	254-336-6690
Timber Ridge	5402 White Rock Dr., Killeen	254-336-6630
Trimmier	4400 Success Dr., Killeen	254-336-2270
Venable Village	60160 Venable Road, Ft. Hood	254-336-1980
Willow Springs	2501 W Stan Schlueter Loop, Killeen	254-336-2020

MIDDLE SCHOOL CAMPUSES

Campus	Address	Phone
Audie Murphy	53393 Sun Dance Drive, Fort Cavazos	254-336-6530
Charles Patterson	8383 West Trimmier Road, Killeen	254-336-7100
Eastern Hills	300 Indian Trail, Harker Heights	254-336-1100
Gateway Middle	1307 Gowen Drive, Killeen	254-336-1690
Liberty Hill	4500 Kit Carson Trail, Killeen	254-336-1370
Live Oak Ridge	2600 Robinett Road, Killeen	254-336-2490
Manor	1700 South WS Young Drive, Killeen	254-336-1310
Nolan	1600 Warriors Path, Harker Heights	254-336-1150
Palo Alto	2301 West Elms Road, Killeen	254-336-1200
Rancier	3301 Hilliard Avenue, Killeen	254-336-1250
Roy J. Smith	6000 Brushy Creek, Killeen	254-336-1050
Union Grove	101 East Iowa Drive, Harker Heights	254-336-6580

HIGH SCHOOL CAMPUSES

KISD Career Center	1320 Stagecoach Road, Killeen	254-336-3800
Chaparral High School	4400 Chaparral Rd., Killeen	254-336-2447
Early College High	51000 Tank Destroyer Blvd., Ft. Cavazos	254-336-0260
Ellison High School	909 Elms Road, Killeen	254-336-0600
Harker Heights High School	1001 FM 2410, Harker Heights	254-336-0800
Gateway High School	4100 Zephyr Road, Killeen	254-336-1700
Killeen High School	500 North 38th Street, Killeen	254-336-7208
Pathways Academic Center	1322 Stagecoach Road, Killeen	254-336-7250
Shoemaker High School	3302 S Clear Creek Rd, Killeen	254-336-0900

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference. The administrator may, but is not required to, record the conference. If such recording is made, it shall become part of the Level One record.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.
5. A recording of the Level One conference (if made).

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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(LOCAL)

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference. The Superintendent or designee may, but is not required to, record the conference. If such recording is made, it shall become part of the Level Two record.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.
5. A recording of the Level Two conference (if made).

STUDENT RIGHTS AND RESPONSIBILITIES
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(LOCAL)

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation and rebuttal by the student or parent and administration, plus an opportunity for questions from the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board denies the grievance appeal.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

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

Harassment includes dating violence as defined by law and this policy.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

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

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3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

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coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Title IX Sexual Harassment	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

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	dismissal of a Title IX formal complaint or any allegations therein;
	9. A description of the supportive measures available to the complainant and respondent;
	10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
	11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
	12. Other local procedures as determined by the Superintendent.
Standard of Evidence	The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.
Retaliation	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.
Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
Records Retention	<p>The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]</p> <p>[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]</p>

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**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

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Wellness

The District shall follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

**Development,
Implementation, and
Review of Guidelines
and Goals**

The District shall develop nutrition guidelines and wellness goals in consultation with the local school health advisory council (SHAC) and with involvement from representatives of the student body, school nutrition staff, physical education teachers, school health professionals, school administration, members of the Board, parents, and members of the public. [See BDF and EHAA]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

The District shall ensure that nutrition guidelines for reimbursable school meals shall be at least as restrictive as federal regulations and guidance and that all food available on each campus are in accordance with the United States Department of Agriculture (USDA) Smart Snacks in School standards and the Texas Department of Agriculture (TDA). [See CO]

According to USDA, the "school day" shall begin at midnight until 30 minutes after the last bell.

Smart Snacks
Guidelines

Smart Snacks are science-based nutrition standards for food and beverages provided to students at school during the day. Smart Snacks guidelines pertain to a la carte, competitive foods, fundraisers, and classroom snacks provided to students in elementary and middle schools. However, this policy shall only pertain to food sold in high schools. Smart Snacks shall not apply to food sold during nonschool hours, weekends, and off-campus fundraising events.

Food items shall:

- Be a “whole grain-rich” grain product that contains 50 percent or more whole grain;
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food;
- List the second ingredient as one of the above if water is the first ingredient;
- Contain ten percent of the daily value (DV) of a naturally occurring nutrient of public health concern (i.e., calcium, potassium, vitamin D, or dietary fiber) (on July 1, 2016, foods may not qualify using the ten percent DV criteria); or
- Be a combination food that contains at least one-fourth cup of fruit or vegetable.

Food shall also meet several nutrient requirements as follows:

- Calorie limits:
 - Snack items: 200 calories or less
 - Entrée items: 350 calories or less
- Sodium limits:
 - Snack items: 200 mg or less
 - Entrée items: 480 mg or less
- Fat limits:
 - Total fat: 35 percent of calories or less
 - Saturated fat: Less than ten percent of calories
 - Trans fat: Zero grams
- Sugar limits: 35 percent of weight from total sugars in food or less

The following nutrition standards for beverages shall apply:

All schools may sell:

- Plain water (with or without carbonation);
- Unflavored low-fat milk;

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- Unflavored or flavored fat-free milk and milk alternatives permitted by the National School Lunch Program (NSLP)/School Breakfast Program (SBP);
- 100 percent fruit or vegetable juice; and
- 100 percent fruit or vegetable juice diluted with water (with or without carbonation) and no added sweeteners.

Elementary schools may sell up to eight-ounce portions, while middle and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

High schools may sell:

- Other flavored and/or carbonated beverages less than 20-ounces that are labeled to contain less than five calories per eight-ounce portion, or less than ten calories per 20-ounce portion; and
- Other flavored and/or carbonated beverages less than 12-ounces that are labeled to contain less than 40 calories per eight-ounce portion, or less than 60 calories per 12-ounce portion.

In addition to legal requirements, the District shall establish age-appropriate guidelines for food and beverages at classroom parties or school celebrations and for competitive foods, as well as school-sponsored fundraising activities that involve serving or selling food as specified within the USDA Smart Snacks in School guidelines [see CO].

The following guidelines shall apply:

1. Competitive foods are food and beverages sold or made available to students that compete with the school's operation of the NSLP, SBP, and/or After-school Care Program (ASCP). This includes, but is not limited to, food and beverages sold or provided in vending machines, in school stores, or as part of school fundraisers during the school day.

- a. Elementary schools: Not allowed to be provided to students anywhere on school grounds from 30 minutes before to 30 minutes after meal periods.

Parent involvement activities (i.e., "Muffins for Mom" and "Donuts for Dad): Not allowed to be provided to students during meal periods in areas where reimbursable meals are served and consumed.

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- b. Middle schools: Not allowed to be provided to students anywhere on school grounds from 30 minutes before to 30 minutes after meal periods.
 - c. High schools: Not allowed to be provided to students during meal periods in areas where reimbursable meals are served and consumed.
2. Fundraisers are considered by the USDA to be events that include any activity during which tokens, currency, tickets, and the like are exchanged for the sale/purchase of a product in support of the school or school-related activity. These activities that involve the sale of food items for consumption during the school day must be in accordance USDA Smart Snacks in School standards. If items sold (via catalog sales) do not meet the Smart Snacks guidelines, they must not be distributed to the students until the end of the school day with the exception of the six fundraising days. Parents may pick these items up anytime during the school day. Students who ride the bus and/or are picked up by a day-care provider may take the catalog sale items home as long as they are not opened and consumed. High school students who drive their own POV and have catalog sales items may take their items home with them after the last school bell. However, items sold (via catalog sales, such as cookie dough, frozen pizza, and the like) that cannot be consumed may be distributed to the students after the last bell.

Accompaniments or combinations of food items that are provided to students in conjunction with the sale of another item must comply with USDA Smart Snacks in School standards since that involves the exchange of currency for the sale/purchase/donation of a food product.

Exempt fundraisers: Schools may sell food and/or beverages as part of a fundraiser that does not meet the Smart Snacks in School policy during the school day for up to six days per school year as long as no food and/or beverages are sold in competition with school meals served or consumed in the food service area. These six days are included in the count for six "Free Days" or Smart Snacks-exempt days. These days or fundraising events shall be reported to the school nutrition director by September 1 of each school year and shall be published on the school calendar.

All school-sponsored (or other nonprofit organizations selling items on school property) fundraising food and beverage items and items sold in vending machines shall be submitted to the school nutrition office using the District fundraising and

vending request form. The request shall include the nutritional values of the item(s) so they can be evaluated using the Smart Snacks calculator tool. Requests for items that are already being sold by school nutrition shall not be approved for sale during the school day.

No homemade food items may be sold for fundraisers or given away. Only store-bought items may be provided to students.

3. Elementary classrooms may serve one nutritious snack per day in the morning or afternoon (not during meal times) under the teacher's guidance. The classroom snack may be provided by school nutrition staff members, teachers, parents, or other groups and should be at no cost to students. Snacks provided to students shall be in accordance with the USDA Smart Snacks in School standards. The only exception shall be for parents, who may provide any type of snack(s) they wish for their child only. A list of authorized snacks shall be available upon request and as a link on the District's website on the school nutrition page.

The District shall establish the following exemptions:

1. Smart Snacks "Free Dates": Up to nine "free" days or events during the school year shall be allowed in which students may be given candy items or other restricted food and beverages during the school day. Elementary campuses shall be permitted to have three "party" days and six "other" Smart Snacks-exempt days. Fundraiser events involving Smart Snacks-exempt foods are included in this six-day count. These days or events shall be reported to the school nutrition director by September 15 of each school year and shall be published on the school calendar. However, during these days or events, the items may not be given during meal times in areas where school meals are being served or consumed, and regular meal service (breakfast and lunch) shall continue to be available to all students.
2. School nurses: This policy shall not apply to the school nurses' provision of health care to individual students.
3. Accommodating Students with Special Needs: This policy shall not apply to special needs students whose individualized education program (IEP) indicates the use of a restricted food item for behavior modification (or other suitable need).

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4. Field Trips: This policy shall not apply to school-approved field trips. A school official shall approve the dates and purposes of the field trips in advance.
5. State-Mandated Assessment Test Days: Parents, teachers, and administrators may provide one additional snack to the entire class. These snacks shall follow the Smart Snacks policy. The only exception shall be for parents, who may provide any type of snack(s) they wish for their child only.
6. Instructional Use of Food in Classroom: Students may consume food prepared in class for instructional purposes. This should be done on an occasional basis, and these items may not be provided or sold to other students or other classes. Food and/or beverages provided for students as part of a class or cultural heritage event for instructional or enrichment purposes shall be exempt from the policy. However, these food and/or beverages may not be served during the meal periods in areas where school meals are served or consumed, and regular meal service (breakfast and lunch) must continue to be available to all students.
7. Athletic, UIL, Band, and Other Competitions: This policy shall not apply to students who leave campus to travel to athletic, UIL, band, or other competitions or functions. The school day shall be considered to have ended for these students.
8. Food from Home: This policy shall not restrict what parents may provide for their own child's lunch and/or snack, but they may not provide restricted items to other children at school.

Wellness Goals

Nutrition Promotion
and Education

The District shall implement, in accordance with law, a coordinated health program with a nutrition education component [see EHAB and EHAC] and shall use health course curriculum that emphasizes the importance of proper nutrition [see EHAA].

The District's nutrition promotion activities shall encourage participation in the NSLP, the SBP, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goal for nutrition promotion: The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

In addition, the District establishes the following goals for nutrition education:

1. Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

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2. Nutrition education shall be a Districtwide priority and shall be integrated into other areas of the curriculum, as appropriate.
3. Staff responsible for nutrition education shall be adequately prepared and shall participate in professional development activities to effectively deliver the program as planned.
4. The school nutrition staff, teachers, and other school personnel shall coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.
5. Educational nutrition information shall be shared with families and the general public to positively influence the health of students and community members.
6. Nutrition and fitness information shall be available on the District's website for employees, parents, administrators, and students to learn more about healthy lifestyles.
7. Guest speakers shall be available to address PTAs or other school-related groups regarding nutrition during National School Lunch week during the beginning of March each school year.

Physical
Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades [see EHAB and EHAC].

In addition, the District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.
2. Qualified teachers shall be hired to teach physical education and supervise physical activities in the District.
3. Students shall be provided many choices of physical activity, including cooperative and competitive games.
4. The District shall encourage teachers and other adults in the schools to serve as role models for students.
5. Resources shall be readily available for students and teachers about physical education.
6. Physical activity (recess) shall be scheduled, if possible, before lunch time. Students should not be denied the opportunity to participate in a scheduled recess activity. Denying a

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student the opportunity to participate in recess should not be a punishment for the student.

Other School-Based
Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to express a consistent wellness message through other school-based activities:

1. Sufficient time shall be allowed for students to eat meals in lunchroom facilities that are clean, safe, and comfortable. The USDA recommends 15–20 minutes for breakfast and 18–25 minutes for lunch.
2. Withholding food as punishment shall be prohibited. Denying students the opportunity to choose their food or beverage options shall be prohibited (e.g., restricting a child's selection of milk at meal time or not allowing a la carte items because of behavioral problems) shall be prohibited.
3. Soda or chewing gum shall not be made available to students during the school day with the exception of the allowable free days.
4. All students shall be encouraged to participate in the school meal program. The identity of students who eat free or reduced-price meals shall be protected.
5. A variety of opportunities to participate in physical activities (recess, physical education, and outside school activities) shall be provided.

Implementation

The District athletic and school nutrition directors shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy.

Texas Department of Agriculture (TDA) shall enforce and diligently monitor schools to ensure compliance with this policy.

If TDA determines that a school has violated this policy, TDA shall disallow meal reimbursement for the day(s) on which the violation occurred and require the school to reimburse the school nutrition account for the disallowed reimbursement.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA (LEGAL)]



KISD Guidance & Counseling
902 North 10th Street
Killeen, Tx. 76541
Phone (254) 336-0282

2023-2024 School Year

Dear Parent,

Killeen Independent School District takes suicidal ideation and self-injurious behavior very seriously. The following outlines the district's protocol procedures:

When a student expresses suicidal ideation, expresses/engages in self-injurious behavior, and/or attempts suicide, parents will be notified immediately. In the event your child need to be referred for out-patient mental health services, the District will not be responsible for the costs associated with the visit. Upon your child's return to school, documentation will be requested from a doctor, licensed counselor, or other mental health professional to clear your student's return to school.

Please consider having the following discussions with your child:

1. Discuss how play language and actions can be perceived by others at school. Words, phrases, and actions seen on video games, online, or on TV may not be appropriate for school play.
2. Discuss how to appropriately express emotions when angry or frustrated. Your school counselor will be happy to give you resources and techniques, if you need further assistance.
3. Encourage your child to talk to you or another safe and trusted adult, if your child has feelings of depression or hopelessness.

Your child's safety is our utmost concern, and we appreciate your attention to this very important matter.

Sincerely,

Killeen ISD Guidance & Counseling

Student Name: _____

Homeroom: _____

I acknowledge that I have been informed of the KISD protocol procedures for
suicidal ideation and self-injurious behavior.

Print Name

Parent Signature

Date



STUDENT MEDIA RELEASE

Dear Parents/Guardians,

Many opportunities will arise during the course of the school year to showcase the talents and accomplishments of students. Our district is blessed to have a number of outlets including local television stations, our own district-operated cable TV channel, social media channels, district publications and website. Of course, our wish is that all students and their work can be highlighted but we understand that parents might have reservations about their children appearing on some of the outlets available to us. Requests can vary from a photo only to being videotaped and interviewed.

With prior parental permission only, our KISD communications department and other media like to mention the name of students who appear on shows that air and are published in newspapers and magazines. Some of district publications mention students by name, as well.

I am the parent/guardian of _____
and agree to indemnify and hold harmless the Killeen Independent School District, its agent, trustees, employees and volunteers from any and all damages, injuries, or causes of action, which may result from the photography of my child or the publication thereof.

Please check one of the following choices:

☐ I DO grant permission for still photos, videotape or interviews with my child to be used by the Killeen Independent School District for publications, newspaper and television news (local and national) stories and on the KISD website.

☐ I DO NOT grant permission for still photos, videotape or interviews with my child to be used by the Killeen Independent School District for publications, newspaper and television news (local and national) stories and on the KISD website.

Please clearly print the below information in the event your child is featured:

Student First Name _____ Student Last Name _____

Student ID Number _____ Grade _____ Teacher _____

Parent Name _____ Phone Number _____

Parent Signature _____ Date Signed _____



STUDENT MEDIA RELEASE

Estimados padres / tutores;

Surgirán muchas oportunidades durante el curso del año escolar para mostrar los talentos y logros de los estudiantes. Nuestro distrito tiene la bendición de tener varios medios que incluyen estaciones de televisión locales, nuestro propio canal de televisión por cable operado por el distrito, canales de redes sociales, publicaciones del distrito y sitio web. Por supuesto, nuestro deseo es que todos los estudiantes y su trabajo se destaquen, pero entendemos que los padres pueden tener reservas sobre la aparición de sus hijos en algunos de los medios disponibles para nosotros. Las solicitudes pueden variar desde solo una foto hasta ser grabadas en video y entrevistadas.

Solo con el permiso previo de los padres, a nuestro departamento de comunicaciones de KISD y otros medios les gusta mencionar el nombre de los estudiantes que aparecen en programas que se transmiten y se publican en periódicos y revistas. Algunas de las publicaciones del distrito también mencionan a los estudiantes por su nombre.

Soy el padre / tutor de _____
y estoy de acuerdo en indemnizar y mantener indemne al Distrito Escolar Independiente de Killeen, su agente, fideicomisarios, empleados y voluntarios de todos y cada uno de los daños, lesiones o causas de acción que puedan resultar de la fotografía de mi hijo o la publicación de la misma.

Marque una de las siguientes opciones:

☐ **SÍ otorgo permiso para que el Distrito Escolar Independiente de Killeen utilice fotografías, cintas de video o entrevistas con mi hijo para publicaciones, noticias de periódicos y televisión (locales y nacionales) y en el sitio web de KISD.**

☐ **NO doy permiso para que el Distrito Escolar Independiente de Killeen utilice fotografías, cintas de video o entrevistas con mi hijo para publicaciones, noticias de periódicos y televisión (locales y nacionales) y en el sitio web de KISD.**

Imprima claramente la siguiente información en caso de que su hijo aparezca:

Nombre del estudiante _____ Apellido del estudiante _____

Número de identificación del estudiante _____ Grado _____ Maestro(a) _____

Nombre del padre _____ Número de teléfono _____

Firma del padre _____ Fecha de la firma _____

KILLEEN INDEPENDENT SCHOOL DISTRICT



Student Code of Conduct 2023-2024



Jo Ann Fey, Ed.D.
Superintendent

KILLEEN INDEPENDENT SCHOOL DISTRICT

200 North W.S. Young Drive, Killeen, Texas 76543
P.O. Box 967, Killeen, Texas 76540-0967
(254) 336-0000

Dear Parents and Students,

Killeen Independent School District works diligently to educate students who demonstrate good behavior, exhibit a strong work ethic, and desire to attend schools in which they can reach their maximum learning potential. Our Student Code of Conduct provides students, parents, and staff with expectations for behavior as well as consequences for Code of Conduct violations. By working hand in hand, we empower our students to become responsible, compassionate, and capable individuals who contribute positively to their communities and the world.

For the very few students who choose to disregard Code of Conduct policies, progressive disciplinary action will be administered by the district, and when appropriate by law enforcement officials.

Our mission is to Teach so that students learn to their maximum potential, and we must not be distracted from this mission. Subsequently, it is essential that parents and students review these policies and expectations for student conduct. We believe that when the Code of Conduct is followed, schools are safer, and conditions are set for student success.

To create a successful and conducive learning environment, the cooperation of parents, guardians, and the broader community is indispensable. We firmly believe that the foundation of a great educational experience is built on strong partnerships between the school and its stakeholders. By working together, we can create an environment where students can thrive academically, socially, and emotionally.

If you have any questions or concerns about the Student Code of Conduct or any other matters related to your child's education, please do not hesitate to contact the principal at your school. Open lines of communication between the school and parents are crucial for ensuring the best possible support for each student's unique needs.

As we embark on the 2023-2024 school year, we are confident that with your support, dedication, and active involvement, it will be a resounding success.

Thank you for entrusting your child's education to us.

Warm regards,

A handwritten signature in blue ink, appearing to read "Jo Ann Fey".

Jo Ann Fey, Ed.D.
Superintendent of Schools

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Killeen Independent School District
Student Code of Conduct

2023-2024 School Year

If you have difficulty accessing the information in this document because of disability, please contact: central.office@killeenisd.org, 200 North W.S. Young Drive, Killeen, TX 76543, 254.336.0000

Killeen ISD Nondiscrimination Statement

The Killeen Independent School District does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: School Attorney, 200 North W.S. Young Drive, Killeen, TX 76543, 254.336.0041.

ADMINISTRATION

Dr. Jo Ann Fey, Superintendent

BOARD OF TRUSTEES

Brett E. Williams, President

Susan M. Jones, Vice President

Marvin Rainwater, Secretary

JoAnn Purser

Cullen Mills

Brenda Adams

Oliver Mintz

Fort Cavazos Representative – Colonel Lakicia Stokes

Adopted by the Board of Trustees

July 25, 2023

Student Code of Conduct 2023-2024

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact: central.office@killeenisd.org, 200 North W.S. Young Drive, Killeen, TX 76543, 254.336.0000.

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Killeen Independent School District board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office and posted on the district’s website, www.killeenisd.org. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

It is extremely important that parents/guardians and students sign and submit a document acknowledging notification of accessibility of the Student Code of Conduct, and an understanding that all students are held accountable for their behavior. Any questions concerning the code should be addressed to the school principal or designee. Failure by the parent or student to sign the document does not negate the authority of the Student Code of Conduct.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. When district staff investigates alleged misconduct students may be required to provide written statements as needed and/or may be questioned regarding the student's own conduct or the conduct of other students. Failure to cooperate in an investigation, to include refusal to provide a written statement, may be treated as insubordination. Investigatory proceedings will be conducted without delay, and there is no right to representation in such proceedings.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.killeenisd.org (see specific campus websites) and at <https://www.killeenisd.org/Page/15396>.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Killeen ISD Guidelines For Student Searches (Administrative Procedure VII-Z)

Detection Dog Searches – The district employs a K-9 Detection dog as part of the Killeen Independent School District Police Department (KISD PD). The K-9 unit is an investigative division of the KISD PD.

The district uses dual purpose patrol/narcotic dogs to sniff and alert to the odor of illicit substances defined in Board Policy FNCF(Legal): Student Conduct – Alcohol and Drug Use. The program is implemented in response to drug and alcohol use problems in district schools and to maintain a safe school environment conducive to education.

Visits to schools shall be unannounced or coordinated with campus administrators. The dog shall be used to sniff the air in vacant classrooms, in vacant common areas, around student lockers, and around vehicles parked on school property. The dog shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials.

Searches of Vehicles – Students have full responsibility for the security of their vehicles parked on school property. Students shall not place, keep, or maintain any article or material in vehicles that is forbidden by district policy. Students shall be responsible for any prohibited items found in their vehicles while on school property. Random searches of vehicles may be conducted by detection dogs accompanied by a school administrator. If the dog alerts to a vehicle, the student shall be called out of class and told to report to the parking lot. The student shall be notified that the detection dog alerted on the vehicle and the student will be asked to unlock the vehicle and observe the search. If the student refuses, the district shall contact the student's parents/guardians. If the parents/guardians also refuse to permit the vehicle to be searched, the KISD PD may search the vehicle if probable cause has been established.

A record of all collected items shall be made. KISD Student Code of Conduct violations shall be handled by the campus administration. Criminal violations shall be turned over to Law Enforcement officials.

Searches of Lockers – Students have full responsibility for the security of their lockers. The lockers are school property. Students shall not place, keep, or maintain any article in a locker that is forbidden by district policy. Students shall be responsible for any prohibited items found in their locker while on school property. Searches of lockers may be conducted by detection dogs accompanied by a school administrator. If the dog alerts on a locker, the student shall be called out of class and told to report to their locker. The student shall be notified that the detection dog alerted on the locker and the student will be asked to unlock the locker. If the student refuses,

School District Authority and Jurisdiction

the lock shall be cut. Parents/Guardians shall be notified of the situation. The student shall be kept a reasonable distance from the locker while it is being searched.

A record of all collected items shall be made. KISD Student Code of Conduct violations shall be handled by the campus administration. Criminal violations shall be turned over to Law Enforcement officials.

Searches of Common Areas – Common areas, such as restrooms, will be conducted without students in that location. Contraband shall be collected, with KISD Student Code of Conduct violations handled by the campus staff and criminal violations referred to Law Enforcement officials.

Searches of Classrooms – A campus administrator shall enter randomly selected classrooms and instruct all students to stand and leave all personal property in the classroom. The students shall be escorted to a location where a metal detector has been set up. It is recommended at this time for a K-9 search of the empty classroom while all students proceed through the metal detector. If an alert is sounded, the students shall be instructed to empty their pockets, take off a belt, or remove any metal object, and walk thru again. If the alert is again sounded, the student shall be escorted to a private location with an administrator and Law Enforcement Official. The student shall be asked if there is reason the detector alerted. If the student refuses to comply, the parents/guardians shall be notified and asked to report to the school. The student shall not be left alone, as they might possess a weapon.

Metal Detectors – Walk Thru metal detectors shall be set up and used a minimum of once per six weeks. The campus administration shall operate the metal detector. Law Enforcement Officials may observe and be prepared to react as required. A table shall be set up to be used for items removed by students.

DATE: June 2021

CONTACT: KISD Chief of Police

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel/Cameras

The board utilizes police officers, school resource officers (SROs) and/or security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of district police officers are: To enforce all laws of the State of Texas that come to the attention of the police that occur within the jurisdiction of the Board of Trustees.

Investigate all criminal offenses that occur within the jurisdiction of the Board of Trustees, or against the district, identifies the perpetrator(s) when possible; and, if appropriate, arrests such perpetrator(s), files appropriate charges, and causes to be placed in jail person(s) the officer has probable cause to believe have committed an offense against the State of Texas, the district, or its employees and/or students while on the property under the control and jurisdiction of the Board of Trustees.

Perform all the duties of a licensed peace officer enumerated in the Texas Code of Criminal Procedures Art. 2.12 and 37.081 of the Texas Education Code.

Assist in providing traffic control on contiguous streets at athletic events, school closings or openings, or at any other time deemed necessary by the district to ensure the safety and welfare of students, employees, and school district patrons.

Enforce subchapter C, D, E, and F of chapter 37 of the Texas Education Code.

Exercise discretion in dealing with faculty, students, and the public.

Provide police services at school or district-sponsored activities that occur off school property as authorized by Education Code 37.081 or as deemed appropriate by the district's administration and the Board of Trustees.

Provides other law enforcement functions as deemed necessary by the district's administration, and the Board of Trustees, or the Chief of Police.

The law enforcement duties of school resource officers (SROs) are: To enforce all laws of the United States and State of Texas that come to the attention of the Military Police (MP) that occur within the exclusive federal jurisdiction of Fort Cavazos, Texas, involving KISD faculty, staff, and students.

Investigate all criminal offenses that occur within the jurisdiction of Fort Cavazos and on KISD property, or against the students, faculty, or staff of KISD, identifies the perpetrator(s) when possible; and, if appropriate, arrests such perpetrator(s), files appropriate charges, when the officer has probable cause to believe an offense has been committed against the Uniform Code of Military Justice, United States Government, State of Texas through the Assimilative Crimes

School District Authority and Jurisdiction

Act (18 U.S.C. § 13), or KISD employees and/or students while on the property under the control and jurisdiction of the Fort Cavazos Military Reservation.

While not licensed by the State of Texas, perform the duties typically assigned to a licensed peace officer.

Assist in providing traffic control on contiguous streets at athletic events, school closings or openings, or at any other time deemed necessary by the district and Directorate of Emergency Services to ensure the safety and welfare of students, employees, and school district patrons.

Enforce subchapter C, D, E, and F of chapter 37 of the Texas Education Code.

Exercise discretion in dealing with faculty, students, and the public.

Provide other law enforcement functions as deemed necessary by the Installation Provost Marshal at the request of the Board of Trustees or Chief of Police.

Military Police SROs submit investigations involving civilian offenders to the Special Assistant Attorney (SAUSA) for prosecutorial decision in federal and local juvenile courts.

Perform such other duties as assigned.

The district utilizes security cameras and video recording devices at the school campuses and other district facilities. The cameras are located in cafeterias, hallways and other designated areas in and around the school, entry ways, and parking areas. The district also places video cameras on school buses to record student behavior. The district may view recordings to aid in the investigation of student misconduct and violations of the Student Code of Conduct.

Recordings may be reviewed by authorized district personnel only unless a parent requests and is authorized to view the footage by, and with, the Executive Director of Student Services.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct. Graduating seniors assigned to Gateway HS, and whose assignment is scheduled to be completed no earlier than the last 10 instructional days of the school year, and who do not complete and reenroll at the regular campus for the last 10 instructional days of the school year, **WILL NOT BE ALLOWED TO PARTICIPATE IN THE GRADUATION CEREMONY OF THE HOME CAMPUS.** Students who do complete the graduation requirements prior to the end of the school year and withdraw from the DAEP will not be allowed to reenroll at the home campus upon withdrawal from the DAEP.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any

misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 26 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress and follow the KISD published dress code.
- Obey all campus and classroom rules, and the Student Code of Conduct while at school, on school buses, and at all school functions on or off campus.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline, partly by reporting dangerous behaviors and/or situations school personnel.
- Adhere at all times to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 24, **DAEP Placement** on page 26, **Placement and/or Expulsion for Certain Offenses** on page 33, and **Expulsion** on page 36, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 23.

Disregard for Authority (Defiance and Insubordination)

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 33.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 33.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 33.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife (blade EXCEEDS 5 ½ inches);
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife (blades LESS than 5 ½ inches);
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- Skateboards/Rollerblades/Scooters
- A laser pointer, unless it is for an approved use; or

General Conduct Violations

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 33. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

ALL ITEMS LISTED WILL BE CONFISCATED and students in possession of such items are subject to other campus disciplinary consequences. Return policies vary from campus to campus. Consult your campus handbook for details. The school is not responsible for lost or stolen items which have been confiscated under this provision.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

Display, turn on, or use a telecommunications device, including a cell phone, or other electronic device on school property during the school day unless campuses choose to permit use of various electronic devices in classrooms and commons areas during the school day, in accordance with the rules established and enforced at the campus level. See your Campus Handbook for further details. (**See Exhibit A**)

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 26 and **Expulsion** on page 36 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.

General Conduct Violations

- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

(See **Exhibit A**)

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as outlined in **Exhibit B**.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.

General Conduct Violations

- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Individualized Education Program (IEP) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period (elementary only) or buddy room (secondary only), in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Classroom, teacher, or schedule changes.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.

Discipline Management Techniques

- Family group conferencing.
- Restitution.
- Saturday Detention.
- Opportunity to comply.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS). Documented SMART ISS services (educational) for all Special Education and 504 students.
- Assignment of school duties or community service.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 24. (**See *Note**)
- Placement in a DAEP, as specified in **DAEP** on page 26.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 33.
- Expulsion, as specified in **Expulsion** on page 36.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

The consequences listed may be used alone or in combination for behavior prohibited by the Student Code of Conduct or by campus or classroom rules.

Maximum consequences will be applied to students engaging in prohibited or illegal behaviors. Those consequences include, but are not limited to:

- Suspension, on campus (ISS) and/or off campus (OSS)
- Assignment to a disciplinary alternative setting (DAEP)
- Expulsion and assignment to Juvenile Justice Alternative Education Program (JJAEP)
- Referral to an outside agency or authority

In addition to the consequences listed above, any criminal activity may also result in a citation being issued, filed, and an arrest being made, a student being taken into custody, or a referral to a Juvenile Probation. Criminal charges may be filed in addition to any administrative action taken.

Also see, KISD progressive discipline matrix in **Exhibit C**.

***Note: All Pre-K thru 2nd graders, HARP Students, and/or students in the conservatorship of the Department of Family and Protective Services (CPS) may not be issued an out-of-school suspension except for violation of weapons, drug (including alcohol), or assaults resulting in serious bodily injury.**

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone (preferred method), in person, mailed letter, or by email of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has

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not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the CBC's office, or the central administration office or through Policy Online® at the following address:

<https://pol.tasb.org/PolicyOnline?key=166>.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and FFH(LOCAL).

Discipline assignments and notification:

Assignments	Recommended or Assigned by	Notification/Due Process	Appeal to:
Detention	Teacher or Administrator	Parent/Guardian Contact	Principal
In School Suspension	Administrator	Parent/Guardian Contact	Principal, Executive Director of Student Services, or District Hearing Officer; within 3 days of the latest decision
Out-of-School Suspension	Administrator	Parent/Guardian Contact	Principal, Executive Director of Student Services, or District Hearing Officer; within 3 days of the latest decision
Campus Probation	Administrator	Certified mail with return receipt requested or the issuance of a Campus Probation Contract. Refusal by parent/guardian or student to sign the contract must be documented by the administrator next to his/her	Principal, Executive Director of Student Services, or District Hearing Officer; within 3 days of the latest decision

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		signature. This refusal does not negate the contract.	
DAEP	Recommended by Campus Administrator; Decision by District Hearing Officer	Parent/Guardian letter, Campus Level Conference, District Level Hearing	Deputy Superintendent (Due Process errors only); within 7 days of the decision.
Expulsion	Recommended by Campus Administrator; Decision by District Hearing Officer	Parent/Guardian letter, Campus Level Conference, District Level Hearing	Board of Trustees (Due Process errors only); District Court of Bell County within 7 days of the decision.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

In Killeen ISD, riding the bus is a student privilege provided by the district, whether to and from school each day or on school-sponsored trips. The school bus is an extension of the classroom; therefore, those rules (with the exception of cell phone usage) carry over to the bus. Students must follow instructions from the drivers as they would a classroom teacher. Additional rules are also necessary for the safety and well-being of everyone on the bus. Failure to abide by these rules creates safety hazards for the student as well as all other students on the bus. Students riding district-operated buses are accountable for their behavior and are expected to conduct themselves in accordance with the rules and regulations of the KISD Student Code of Conduct, the KISD Transportation Student Rider's Safety Handbook, and those posted in the bus.

Student misconduct on the bus may result in suspension from riding the bus in addition to any other appropriate disciplinary action. Video/audio monitoring devices may be used on any bus during routes or field trips.

The KISD Transportation Department is dedicated to safely transporting students to and from school, and to and from various school-related events. To accomplish this task, the help and cooperation of students, parent/guardian, and drivers is essential. Students will actively participate in School Bus Emergency Evacuation Drills as scheduled. Students and parents/guardians should read the KISD Transportation Student Rider's Safety Handbook. Students shall follow these rules:

- Obey the bus driver and be courteous to the driver and other passengers. Harassment in any form is prohibited.
- The bus driver is required to assign seats. Students shall not refuse to sit in an assigned seat or deny another a place to sit.
- Student ID cards will be worn at all times while on the bus (grades 6-12) and students will identify themselves presenting the ID for face/name recognition when asked to do so by the driver or any other school official.
- Students shall remain seated while the bus is moving and until the bus door opens. Students will face forward for the duration of the trip and will keep their feet on the floor in front of them and out of the bus aisle.
- Students will not extend any part of their body or any article out the window whether the bus is in motion or not.
- Students are expected to help keep the bus clean. Students are not to spit or throw any object inside or outside of the bus.

Removal from the School Bus

- Scuffling, fighting, and the use of obscene, vulgar, or profane language and gestures are forbidden and may result in immediate bus suspension. The appropriate law enforcement agency may be called regarding any of these offenses on the bus.
- Normal conversation is permitted (no louder than classroom level); any loud noises may distract the driver and create an unsafe condition. Students will remain silent when approaching and when crossing railroad crossings.
- Live creatures (animals, insects, or other pets), or objects that could roll around (such as skateboards or balls) and large or bulky items that interfere with the safe operation of the bus, will not be brought on board. Other prohibited items will be determined by the Director for Transportation Services and listed in the KISD Transportation Student Rider's Safety Handbook.
- Students shall not mark, cut or scratch any part of the bus. Vandalism costs will be reimbursed by the student responsible or by the student's parent/guardian.
- The emergency door and exit controls will be used by students only during supervised drills or actual emergencies. Unauthorized use of emergency equipment is prohibited.
- Students shall never attempt to operate the passenger door or other driver controls except in the case of extreme emergency.
- All students who use district transportation shall board and depart buses only at authorized stops. In an emergency, approval for students (eligible riders only) to embark or disembark at a bus stop other than his or her own will be provided in writing on campus stationery, signed by the campus principal or assistant principal, and given to the bus driver when the student boards the bus. Drivers are not permitted to act on notes or letters from students or parents/guardians regarding a stop change. The same requirement applies in situations when a student must ride another bus out of necessity or due to safety concerns.
- Students shall abide by the KISD Student Code of Conduct at bus stops during normally scheduled student pick-up and drop-off times.

Consequences for Bus Rules Violations

If any of the above student behavior rules are broken, the bus driver will take appropriate action such as conferring with the student, recording the student's name and grade, assigning the student a different seat on the bus, and/or reporting the student to the appropriate school official.

After the bus driver makes a written report of the violation(s) to the campus administrator, appropriate action in accordance with the Student Code of Conduct will be taken.

Consequences for violation of bus rules will be determined by the campus administrator and may include bus probation or bus suspension for a specified period of time.

For school bus safety violations and for serious violations that happen on the bus, the 3rd bus offense shall invoke at least a temporary removal (possibly a permanent removal), and the 5th offense may invoke a permanent bus suspension. For students attending a DAEP, the 3rd bus offense may result in permanent bus suspension; any flagrant bus offense prior to the 3rd violation may result in immediate bus suspension. Under severe circumstances the Director for Transportation Services reserves the right to request temporary or permanent bus suspension at a date earlier than prescribed by this regulation.

Removal from the School Bus

Campus administrators may suspend bus riding privileges for students in Pre-K, Kindergarten, or Special Education when the student has been returned to the campus three times due to parental failure to be present (or have an authorized representative present) at the designated bus stop for afternoon delivery. District staff will notify Child Protective Services (CPS) in instances where bus privileges have been removed for this reason. When a student has had bus-riding privileges suspended, parent/guardian are responsible for providing transportation for the student to attend school. Bus suspension is NOT a suspension from school. If the student does not attend school during the time of the bus suspension, the absence will be considered as unexcused and appropriate disciplinary action shall be taken.

Disruption of School Bus Transportation

A person (including students and parents/guardians) commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of students to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district. An offense under this section is a Class C Misdemeanor and a fine of \$500 may be levied under §37.126 of the Texas Education Code.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom
- ISS
- Out-of-school suspension
- DAEP

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below (unless the conduct meets the requirements established in law).

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Engages in the elements of cyberbullying which violates the Student Code of Conduct.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in

Disciplinary Alternative Education Program (DAEP) Placement

conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony (including, but limited to, terroristic threat, false alarm or report, threat, serious or persistent misconduct, sexting, etc.).
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 36.) (See **glossary** for "under the influence," "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 36.)

Disciplinary Alternative Education Program (DAEP) Placement

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the district hearing officer after the campus level conference has been held. When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a hearing within five school days with the student's parent, the student, and the district hearing officer.

District Level Hearing

At the hearing, the district hearing officer or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold a hearing and make a placement decision regardless of whether the student or the student's parents attend the hearing.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,

Disciplinary Alternative Education Program (DAEP) Placement

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the district level hearing, if the student is placed in a DAEP, the district hearing officer shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the district hearing officer is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the district hearing officer is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The district hearing officer shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

Disciplinary Alternative Education Program (DAEP) Placement

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or through Policy Online® at the following address: <https://pol.tasb.org/PolicyOnline?key=166>.

Parents may request a procedural and due process review by the board's designee, the Deputy Superintendent, by submitting a written request to DAEPappeals@killeenisd.org.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board's designee.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities. While assigned to a DAEP the student is prohibited from being present on any other district campus or property, and from attending any school-related activity, during the time of the assignment. Violations of

Disciplinary Alternative Education Program (DAEP) Placement

the Criminal Trespass Warning may result in a substantial fine or jail term. The Criminal Trespass Warning will be in effect whether the student actually attends the district DAEP or not.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student SHALL NOT be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the district hearing officer may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated, or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

Disciplinary Alternative Education Program (DAEP) Placement

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district hearing officer may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the district hearing officer or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the IEP committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board's designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board's designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or district hearing officer makes certain findings and the following circumstances exist in relation to

Placement and/or Expulsion for Certain Offenses

aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the district hearing officer, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Placement and/or Expulsion for Certain Offenses

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 26.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the district hearing officer authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or district hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the board's designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the district hearing officer or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town,
 - (2) Knowing that it is insured against damage or destruction,
 - (3) Knowing that it is subject to a mortgage or other security interest,
 - (4) Knowing that it is located on property belonging to another,
 - (5) Knowing that it has located within it property belonging to another, or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

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

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable [firearm](#); or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Exhibit A

STUDENT ACCEPTABLE USE POLICY

With this educational opportunity comes responsibility. It is important that you and your parent/guardian read the Student Responsible Use Agreement, ask questions if you need help understanding them, and sign the form. Inappropriate use of the district's technology resources may result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

Killeen ISD provides computer access, network, e-mail, and internet access to individuals as part of the learning environment. The use of these resources is a privilege and not a right. While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual.

Policies

Users of the Killeen ISD network are required to adhere to state and federal law as well as board policy. The following Student Acceptable Use Agreement is based on district policy and regulations. For more information, refer to the following laws and Killeen ISD documents.

Federal and state mandates including the Family Education Rights and Privacy Act (FERPA), the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), the Individuals with Disabilities Act (IDEA), and the Health Insurance Portability and Accountability Act (HIPAA)

- Student Code of Conduct, Student Device Agreement
- Board Policy CQ (Technology Resources)
- Board Policy FNCE (Personal Telecommunications/Electronic Devices)
- Board Policy FFH (Freedom from Discrimination, Harassment, and Retaliation)
- Board Policy FFI (Freedom from Bullying)

Other Associated Board Policies

If a violation of any of the policies, including this Student Responsible Use Agreement occurs, you must immediately report to a supervising teacher or district technology representative any known violation of the policies and guidelines. You must also report any requests for personally identifiable information (name, address, phone number, age, sex, race, etc.) or contact from unknown individuals, as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Access

You are being given access to the following technology resources:

- A district email account, including access to cloud-based (online) document storage and collaboration space
- District computer hardware, software, and printers on your school campus

- District networks, including file storage space
- Access to district-owned technology resources for use at home
- District-filtered internet access, wired and wireless

The district permits use of personal telecommunications or other electronic devices by students for instructional purposes while on campus only as authorized by your teacher. When using the device for instructional purposes while on campus, you must join the district wi-fi network and are prohibited from using personal wireless service. When not using the device for instructional purposes while on campus, you must follow the rules and guidelines for non-instructional use as published in the student handbook.

Safety and Security

Killeen ISD is committed to creating a safe and secure digital environment for you.

Please note that it is possible you may run across areas of adult content and some material you (or your parent/guardian) might find objectionable. While Killeen ISD will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for responsible use. Parents/Guardians and students should contact the school with concerns when objectionable content has been discovered.

Also know that all contents of email and online communications accessed through Killeen ISD technology resources are the property of the district. Students should have no expectation of privacy on any information stored on Killeen ISD's network, accessed from Killeen ISD's network, or used within Killeen ISD's network. Appropriate district and school officials may monitor a technology device or access its contents at any time in accordance with this agreement and applicable law.

Student Responsible Use Pledge

I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE. I will use email, social media, and other means of communications responsibly. I will not send or post hateful or harassing email, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school, whether on a school issued or personal device.

I AM RESPONSIBLE FOR USING SCHOOL-ISSUED TECHNOLOGY DEVICES PRIMARILY FOR EDUCATIONAL PURPOSES. I understand that internet, bandwidth, and email usage at school should be related to school assignments during class time. I understand that websites, content, and media should be properly cited with respect to copyright. I will also report any suspicious behavior or other misuse of technology to my teacher or other campus administrator.

I AM RESPONSIBLE FOR USING MY PERSONAL DEVICE ACCORDING TO DISTRICT GUIDELINES AND IN AN ETHICAL MANNER. I understand that personal devices must remain turned off during all testing and cannot be used in the classroom unless they are approved by the teacher for instructional purposes.

I AM RESPONSIBLE FOR MAINTAINING MY DISTRICT ISSUED DEVICES AND

ACCOUNTS. I understand that I will be provided network and email accounts and that I must not share this information with anyone. I will only use my school email address for teacher directed accounts. I will not allow others to use my account name and password. I will also not

download or sign up for any online resource or application without prior approval from my teacher or other district administrator.

I AM RESPONSIBLE FOR MY PERSONAL INFORMATION. I understand I must always keep my personal information and the personal information of others private. I know this includes names, ID numbers, addresses, photographs, or any other personally identifiable or private information.

Inappropriate and Irresponsible Use

The following are examples of inappropriate and irresponsible use of technology resources.

- Searching, sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyberbullying.
- Using any device or technology to copy or capture an image or the content of any district materials (such as tests or exams) without permission of a teacher or administrator.
- Making, participating in the making of, transmitting to another via an electronic device, or posting to the internet a digital, video, or audio recording or image of an actual or simulated act that involves a crime or conduct prohibited by the Student Code of Conduct.
- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.
- Using any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (i.e., sexting)
- Using the name, persona, or image of a student, district employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.
- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the Student Code of Conduct, or to threaten school safety.
- Attempting to or successfully accessing or circumventing content filters, passwords, or other security-related information of the district, officials, volunteers, employees, or other students by any means.
- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, district data, the data of other users of the district's computer system, or other networks connected to the district's system, including uploading, or creating computer viruses, worms, or other harmful material.
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the district's website.
- Using someone else's network, email, or any other digital service's account information.
- Storing non-educational files on school provided resources.

Consequences

One or more of the following consequences may be imposed:

- Suspension of access to the system.
- Revocation of the network or online account(s).
- Removal of device access.
- Other action, including disciplinary action, in accordance with Board policy and/or the Student Code of Conduct (as applicable).

NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

Digital Citizenship

Technology allows unlimited resources to enhance our education with vast collaborative partnerships. Learning to be a good digital citizen allows us to utilize technology in safe, responsible, and productive ways. Below are specific topics Killeen ISD will address with your student to develop trustworthy digital citizens.

Relationships/Communication

- Social Media
- Email
- Commenting & Responsibility Self-Image and Identity Commenting Responsibly and Responsibility of Self-Image and Identity
- Over-sharing
- Digital Footprint
- "Sexting"
- Self-worth - be your authentic self
- Cyberbullying
- Awareness
- Prevention and Intervention
- Reporting Information Literacy
 - Plagiarism

- Copyright
 - Reliable Sources
- Safety, Privacy, & Security
 - Sharing Personal Information
 - Mutual Consent Before Sharing or Posting
 - Awareness of Online Exploitation

Internet Safety Policy

- KISD shall provide technological resources to support its instructional program. The Executive Director for Data and Information Technology shall ensure the development of procedures for the acceptable use of technology and internet safety, including instruction to ensure that students and staff are aware of the dangers associated with internet access including interacting with other individuals on social networking sites and in chat rooms, protecting personal information, appropriate online behavior and cyber bullying awareness and response.
- Appropriate procedures shall be provided to all users, shall be published in all applicable handbooks and shall be available on the Killeen ISD web site.
- The Executive Director of Technology Services shall ensure that the district complies with all federal and state laws and regulations concerning internet safety and technology protection measures.

E-mail Distribution Guidelines

- The distribution announcements, requests, event notifications, and other informational messages sent to the e-mail list server provided by KISD shall adhere to the following guidelines.
- School sponsored activities, announcements, events, or news
- Activities of partner organizations that directly relate to student or parent education and programming. Examples of “Partner Organizations” are PTOs, PTAs, the Education Foundation for Killeen ISD, after school programs, and other organizations as determined by the Chief of Communications and Marketing.

Exhibit B

Dress Code

Students shall be dressed and groomed in a manner that is clean and neat and that will not present a health or safety hazard to themselves or others. Clothing will be worn as it is designed to be worn. All dress code issues will be subject to the campus administrator's judgment.

Students who are considered to be in violation of the dress code shall be advised by the campus administrator and shall be given an opportunity to comply. The opportunity to comply may take a variety of forms. In most cases the student will be allowed to call parents/guardians for a change of clothes. While awaiting the change of clothes, the student may be required to (a) wait in the office; (b) attend ISS; (c) go to class (if not a severe violation); or (d) any other option deemed necessary or appropriate by the administrator. Those who then fail to comply or who repeatedly violate the code shall be subject to disciplinary action.

Exceptions to the dress code include students who wear principal approved uniforms on designated dates and who participate as members of official school groups or organizations. Certain elective courses or extra-curricular activities may require more stringent dress or appearance standards than for the general student body.

The district prohibits pictures, emblems, or writings on clothing that:

- Are lewd, offensive, vulgar, or obscene.
- Advertise or depict tobacco products, alcoholic beverage, drugs, or any other prohibited substance.
- Contain derogatory remarks concerning any identifiable race, color, creed, national origin, religion, age, gender, or disability.

The following standards of dress and grooming apply except as noted:

1. Pants, slacks, and jeans are acceptable attire. Spandex pants or shorts, boxer shorts, and shorts or pants with holes any higher than 6" above the knee are not permitted: (Grades 6-12). Pants or shorts shall not be more than one size too large, and must be worn at the waist, with no "sagging." Shirts and blouses shall be appropriately sized and may not be worn in any way that reflects gang affiliation or may conceal contraband. Shirts may not extend beyond the student's fingertips when worn outside the pants or a skirt.
2. "Sagging" (wearing pants below the waistline or showing underwear) is not permitted.
3. As a general guideline, dress/skirt length and shorts should be no shorter than 6 inches above the top of the knee, and must allow students to walk, stoop, kneel, and sit with modesty.
4. Apparel designed for recreation, such as tank tops, fishnet (mesh) shirts, etc., is unacceptable. ELEMENTARY ONLY: Shorts, and skirts can be no more than 4" above the knee. Tank tops and similar apparel may be worn by students in grades Pre-K-2, especially in hot weather.
5. Apparel designed as underwear or night wear may not be visible or worn as outer garments.

6. Tight and/or revealing clothing or accessories that may draw undue attention to the student is prohibited. Clothing which is of transparent and/or see-through material should not be worn. Students must wear tops that cover the upper body (i.e., no halter tops, tube tops, spaghetti straps, etc.) and shoulders and extend beyond the midriff leaving no skin exposed in the normal activities associated with school.
7. Head coverings, bandanas (in any manner to include covering the face), hoods, and sweatbands may not be worn inside the building. The campus administrator must approve any exceptions to this policy for religious or medical reasons.
8. Students must wear footwear which is appropriate for school. Examples of inappropriate footwear, although not inclusive, are the following: house slippers, shoe skates, water shoes, sock shoes, and shoes with metal spikes.
9. Hair must be neat, clean, and well groomed. Facial hair, if worn, must be neat and well-trimmed. Types of apparel, including jewelry, trench coats, emblems, badges, symbols, signs, or other items or manner of grooming which, by virtue of color, arrangement, trademark, symbol, or any other attribute indicates or implies gang membership or affiliation, or would substantially disrupt, distract, or materially interfere with the school environment, activity, and/or educational objectives, are prohibited on school grounds, or at any school-related activity, regardless of time or location.
10. Photo ID cards will be issued to all secondary (grades 6-12) students, except those assigned to the Gateway MS or HS. They will be required to be worn at all times, visible from the front (at the waist or above) while at school or at school functions, and while riding to and from school on district transportation.

Students who attend schools where a standard dress policy has been approved may have additional dress code provisions. The additional dress code requirements will be disseminated to students by the campus personnel.

Exhibit C

Progressive Discipline Matrix

MINOR OFFENSES (GENERAL) *Includes Horseplay (203), Inappropriate Language (206), and Selling Items on Campus Without Permission (204)*

- Each incident = At least one (1) consequence
- Office Referral 1 – 4 (coded in accordance with offense) = Consequence as deemed appropriate by administrator
- Office Referrals 5-7 (coded as 109) = Consequence as deemed appropriate by administrator (or bus suspension if appropriate)
- Office Referral 8 (coded as 109) = Student receives appropriate consequence plus student is placed on **campus probation**
- Office Referral 9 (coded as 109) = DAEP placement may be recommended

SCHOOL BUS VIOLATION (MINOR OFFENSE)

For school bus rule violations, the student will receive appropriate consequences through the 4th incident.

The 5th through the 8th incidents shall be treated as SERIOUS violations with a temporary bus suspension.

The 9th incident shall result in permanent bus suspension.

Campus administrators may suspend bus riding privileges for Pre-K and K grade students when the student has been returned to the campus three times due to parental failure to be present (or have an authorized representative present) at the designated bus stop for afternoon delivery. District staff will notify Child Protective Services (CPS) in instances where bus privileges have been removed for this reason. 1st and 2nd offense – campus administrator notifies campus parent liaison for appropriate intervention. 3rd offense – campus administrator notifies CPS

MINOR OFFENSES (SPECIFIC)

Tardies (207), Dress Code (202), and Telecommunications/Electronic Devices (201)

Campus office referrals for Tardies (secondary), Dress Code (including ID), and Telecommunications/Electronic Device violations are processed in accordance with the table below; however, the consequences listed are recommendations. In order to maintain an effective classroom environment campus administrators have the flexibility in applying any consequence as the violations escalate to the level of serious. Additionally, as is the case with any violation of classroom rules, teachers may assign teacher directed consequences for each violation.

Note: Any Minor (Specific) offense involving a telecommunications or electronic device (including cell phones) is subject to confiscation of the item for a period of time specified by the campus administration in addition to the consequences listed below.

# of Incidents	# of Referrals	Consequence
4 (<i>minor</i>)	1	Detention (<i>AM, PM, Lunch, or Saturday</i>)
8 (<i>minor</i>)	2	Detention (<i>AM, PM, Lunch, or Saturday</i>)
12 (<i>minor</i>)	3	Detention (<i>AM, PM, Lunch, or Saturday</i>)
16 (<i>serious: code 199</i>)	4	In School Suspension
20 (<i>serious: code 199</i>)	5	ISS AND Campus Probation
24 (<i>serious: code 199</i>)	6	Possible DAEP Hearing

The table below shows a comparison between the various types of offenses and their relative consequences (See MINOR OFFENSES [Specific] on previous page):

SERIOUS	MINOR (General)	Minor (Specific) (201, 202, 207)
		#1 (4) (code 201, 202, 207) = Detention
	# 1 = appropriate consequence	#2 (8) (code 201, 202, 207) = Detention
	#2-4 = appropriate consequence	#3 (12) (code 201, 202, 207) = Detention
	#5-7 (code 109) = appropriate consequence (or bus suspension as appropriate)	#4 (16) (code 199) = ISS
#4 = *CP	#8 (code 109) = *CP + appropriate consequence	#5 (20) (code 199) = ISS and CP
#5 = Possible DAEP	#9 (code 109) = possible DAEP recommendation	#6 (24) (code 199) = possible DAEP recommendation for 45 successful school days

* CP = Campus Probation

Definition of Tardy

- Tardy is defined as not being at the assigned location when the tardy bell rings.
- Secondary campuses: **TARDIES are recorded per SEMESTER---not cumulative.**

A student who is more than 15 minutes late to class is to be considered absent rather than tardy.

- Elementary campuses:
 - A warning bell will ring five (5) minutes prior to the beginning of school.
 - A second bell (**the tardy bell**) will ring at the time school is scheduled to begin.
 - The campus administration will develop a procedure to admit tardy students to class. Parents/guardians will be notified by the campus upon the 3rd through the 10th tardy of each nine-week grading period.
 - At the fifth (5th) tardy per grading period, the campus will establish contact with the family to develop a plan of action to eliminate tardiness.
 - Positive recognition of students with no tardies is encouraged.
 - Students in elementary school are subject to detention (AM, PM, Lunch, or Saturday) upon persistent violation of the tardy policy.

FIGHTING

Students choosing to fight at school or at a school-related activity on or off school property will be subject to the following consequences (with Restorative Practices being encouraged):

Middle School

One (1) fight **MAY** result in a due process hearing with a recommendation for DAEP placement.

Two (2) fights **SHALL** result in a due process hearing with a recommendation for DAEP placement.

High School

One (1) fight **SHALL** result in a due process hearing with a recommendation for DAEP placement. Multiple fights may result in a longer DAEP recommendation.

Exhibit D

General Violations Code

Serious Offenses

Assault (101)

Assault involves an attack, either verbal or physical, by one individual toward another. It is further defined as:

- A. Intentionally or knowingly threatening another with imminent bodily injury.
- B. Intentionally or knowingly causing physical contact with another when the student knows, or should reasonably believe, that the other will regard the contact as offensive, provocative, or unwelcome.

NOTE: Any offense by a student considered to be any type of assault against school personnel will be disciplined by placement in the district DAEP or expulsion.

(see also Disciplinary Alternative Education Placement in the Student Code of Conduct)

Bullying (102)

Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- 1. has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- 2. is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or
- 3. materially and substantially disrupts the educational process or the orderly operation of a classroom/school; or
- 4. infringes on the rights of the victim at school; and includes cyberbullying.

Bullying (61)

Under TEC 37.0052 (b), behavior that engages in bullying that encourages a student to commit or attempt to commit suicide; incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

Chemical Dispensing Device (100)

A student shall not possess on school property or at any school-related activity a chemical dispensing device that is designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. (Penal Code 46.01(14))

Computer Violation (103)

Use of the KISD computer network(s) is a privilege, not a right, and is subject to the conditions set forth in the "Acceptable Use Policy." Any abuse of the various networks within the district may result in the loss of network use privileges and/or other disciplinary consequences.

Conduct Toward Others/Discrimination (104)

This district will not tolerate behavior which insults or degrades an individual, or stereotypes any race, gender, disability, physical condition, ethnic group, or religion. Students shall not (verbally or in writing) abuse or attack ethnic, religious, or racial groups, or individuals under circumstances that could reasonably support a forecast of violence or of material and substantial disruption of normal school operations.

Criminal Mischief (100)

Criminal mischief is defined as intentionally or knowingly damaging or destroying the property of another.

Criminal Trespassing (100)

Students having been issued a Criminal Trespass Warning shall not be present on any campus or district property or attend any school-sponsored or school-related activity. Those students enrolled in DAEP (Gateway) or JJAEP are trespassed from all campuses except assigned DAEP campus.

Cyberbullying (102)

Engages in bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool. (TEC §37.0832)

Defiance (105)

Defiance is defined as contemptuous disregard for, or challenge to, authority.

Disruption of Classes, Transportation (106), and/or Lawful Assembly (Demonstration) (100)

Conduct by students either in or out of class that for any reason - whether because of time, place, or manner of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities. (TEC §37.124)

Extortion, Coercion, Blackmail (100)

Obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force will not be tolerated.

Failure to Identify Self (100)

Students are required to properly and immediately identify themselves when asked to do so by any school personnel.

Fighting (41)

Fighting involves mutual combat between two or more students. Included in this provision is the instigation of any disturbance (i.e., fight or altercation), or, acting with intent to promote or assist in the commission of an offense, a student solicits, encourages, directs, aids, or attempts to aid another person to commit an offense. (Penal Code 7.02 (a) (2))

Fireworks (100)

Students who are in possession of and/or discharge fireworks of any kind on or within district property (including school buses) will be disciplined and may be subject to criminal prosecution. "Fireworks" is defined as "explosives and combustibles used to produce lights, smoke, and noise." Such items may include, but are not limited to, firecrackers, sparklers, flares, stink or smoke bombs, and "poppers."

Fire Extinguisher (100)

Discharge a fire extinguisher without valid cause.

Forgery/False Documentation or Representation (100)

Forgery involves signing another person's name to any document, including hall passes and parental notes or medical notes. False documentation or representation involves presenting as authentic any document that has been altered in any manner for any reason, or a document containing false information. Also included is deliberately lying to or otherwise misleading (to include withholding of information from) a school official in the investigation of an alleged disciplinary violation.

Gambling (100)

Students are not to engage in gambling at school, on the school bus, or while attending a school-sponsored or school-related event.

Graffiti (100)

A person commits an offense if, without the effective consent of the owner, the person intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings on the property of others.

Harassment (107)

Harassment in any form is prohibited on any school property or at any school-related activity, regardless of time or location, including on school buses or at bus stops. Harassment means:

- threatening to cause harm or bodily injury to another student,
- engaging in sexually intimidating conduct,
- causing physical damage to the property of another student,
- subjecting another student to physical confinement or restraint, or
- maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Harassment Against an Employee (60)

Harassment against an employee of the school district under Texas Penal Code 42.07(a)(1), (2), (3), or (7) – TEC 37.006(a)(G) is prohibited on any school property, any school-related activity, or off campus (within 300 ft). See Disciplinary Alternative Education Placement, p. 17.

A person commits an offense if, with intent to harass, annoy, alarm, abuse, torment, or embarrass another, the person:

- initiates communication and in the course of the communication makes a comment, request, suggestion, or proposal that is obscene.
- threatens, in a manner reasonably likely to alarm the person receiving the threat to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property.
- conveys, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury to include publishing on a website, including a social media platform.
- publishing on a website, including social media platform, repeated electronic communications that are reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing (100)

Hazing means any intentional, knowing, or reckless act directed against a student that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliated with, holding office in, or maintaining membership in an organization. The term includes but is not limited to any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above. (TEC §37.151)

Hit List (100)

Students shall not prepare, distribute, or be in possession of a hit list at school, on the school bus, or at any school-related or school-sponsored activity on or off school property.

"Hit list" means a list of people targeted to be harmed using a firearm, a knife, or any other object to be used with intent to cause bodily harm. (TEC §37.001(b)(2))

Insubordination (108)

Insubordination is defined as failure to follow a lawful command. Any command or instruction given by any school personnel that is not illegal or immoral is to be considered a lawful command. Also included is failure to comply with school policies, rules, and regulations, and refusing to accept disciplinary action assigned by a school official.

Leaving Without Permission (100)

Students are not to leave school grounds, school-sponsored events, or the classroom or designated area without permission.

(HIGH SCHOOL)

Once a student arrives at school, he/she is not permitted to leave campus at any time during the school day without administrative permission, except students who have completed their school day. Students who are enrolled in a work cooperative program may leave campus when their instructional day is completed. All KISD schools are closed campuses for lunch, with the exception for seniors who have earned their College, Career, and Military Readiness indicator and has parent/guardian permission.

Medication (120), Tobacco (124), and Look-Alike Drug (121) Abuse

In addition to the requirements of Chapter 37 of the Texas Education Code discussed in the section of the Student Code of Conduct entitled Disciplinary Alternative Education Program, a student shall not commit the following offenses on any school campus or bus, or at any school-sponsored event:

- A. Abuse the student's own prescription medication (including inhalers), give a prescription medication to another student, or possess or be under the influence of another person's prescription medication;
- B. Possess or take prescription or over-the-counter medication at school other than as provided by Board Policy FFAC (Local);
- C. Possess, use, give, or sell paraphernalia related to any prohibited substance;
- D. Possess, use, give, or sell any chemical substance for inhalation including, but not limited to, glue and aerosol paint;
- E. Possess or sell look-alike drugs or items attempted to be passed off as drugs or contraband;
- F. Possess, use, give, or sell tobacco or tobacco-related products in any form [i.e., e-cigarettes (including consumable liquid or other material aerosolized or vaporized), other cigarettes, cigars, pipes, snuff, chewing tobacco, matches, or lighters];
- G. Possess, use, give, or sell liquid nicotine or nicotine related products in any form (i.e., electronic cigarettes, liquid vapor, cartridges, or pipes).

(see also Disciplinary Alternative Placement in the Student Code of Conduct)

Other Serious Offenses (100)

Any behavior that violates communicated standards of conduct and is not otherwise listed in the Student Code of Conduct, and which rises to the level of a serious offense. While it is virtually impossible to identify each student discipline concern that may arise, the use of Other Serious (100) may be used by an administrator when an incident occurs that is not a TEC violation or an identified Serious Offense recognized locally but warrants disciplinary action.

Persistent Misconduct (117)

"Persistent Misconduct" consists of four or more separate violations of the Student Code of Conduct in general or repeated violations of the same offense.

Persistent Minor Misconduct (109)

Persistent Minor Misconduct is defined as repeated occurrences of the same minor violation, repeated different minor violations, or other communicated campus or classroom standards of conduct.

Possession of Published or Electronic Material (100)

Students are not to be in possession of published or electronic material that is designed to promote or encourage illegal behavior or could threaten school safety in any way.

Prohibited Items (100 or 200)

There are certain items that students are prohibited from using, displaying, or possessing at school, on a school bus, or while attending a school activity on or off school property. Prohibited items include, but are not limited to:

- Skateboards / rollerblades / scooters
- Dice (for non-educational purposes)
- Trading cards
- Metal Hair picks
- Weapons/Imitation weapon
- Knives (blades less than 5 ½ inches)
- Pacifiers
- Pornographic material
- Any other item which the administrator deems will be detrimental to the safety, order, and discipline of the educational environment.

ALL ITEMS LISTED WILL BE CONFISCATED and students in possession of such items are subject to other campus disciplinary consequences. Return policies vary from campus to campus. Consult your campus handbook for details. The school is not responsible for lost or stolen items which have been confiscated under this provision.

Profanity/Obscenity (110)

Profanity, vulgar language, and obscenity in any form, including obscene gestures and pictures (including those deemed by school personnel to be pornographic in nature), will not be tolerated. If appropriate, a Class C Misdemeanor citation will be issued in addition to any other disciplinary measures taken.

Property Damage/Vandalism (119)

A student shall not knowingly, intentionally, recklessly nor negligently damage, deface, destroy, or threaten to damage, deface, or destroy district property or the property of others. A student shall not start a fire, cause an explosion, or threaten to do so.

Students shall be responsible for the care and return of state-owned textbooks and may be charged for damage to or replacement of textbooks.

The parent/guardian is liable for any property damage caused by their child. Parents/Guardians of students guilty of damaging school property shall be liable for damages in accordance with the law. Students eighteen years of age or older shall be held personally responsible for such damage.

Public Lewdness/Indecent Exposure (07)

Defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if

not in a public place, is reckless about whether another is present who will be offended or alarmed by the act. Included in this provision is inappropriate exposure of a student's body parts ordinarily covered by clothing or required to be covered by dress code.

Robbery (100)

Robbery involves the use of violence or the threat of violence to take another's property.

School Bus Safety Violation (111)

Any behavior on the bus that interferes with bus safety is prohibited. Such behaviors include but are not limited to, students not being seated properly and bringing prohibited items on the bus.

Sexting (02)

Intentionally or knowingly by electronic means promotes, possesses or produces to another minor visual material depicting a minor, including the act, or engaging in sexual conduct under §43.261 of the Penal Code.

Theft (113)

Theft involves the taking, using, or being in possession of another person's property without that person's permission.

Threat (114)

Threats made in any form toward others will not be tolerated. This includes any physical, written or verbal threats, whether actual or implied. Also included is any form of intimidation that endangers and/or threatens to endanger the mental, emotional, or physical health of another person.

Throwing Items (100)

Objects that can cause bodily injury or damage to property are not to be thrown inside or outside the school, including on the school bus or at bus stops. (Exception: items that are thrown as a part of supervised activity such as in a physical education class, athletic participation, or other structured learning activity.)

Violation of Campus or District Probation (100)

A student may be placed on Campus Probation by an administrator for violations of the Student Code of Conduct. Once an administrator gives the notice of Campus Probation to the student, any additional serious violation of the code may result in revocation of the probationary status and a conference with the principal to consider DAEP placement. Students returning to the regular campus from a DAEP are on District Probation as addressed in the DAEP section of the code identified as Duration of Assignment.

Weapons and Imitation Weapons (116)

A student shall not knowingly, intentionally, or recklessly possess or bring on to the school premises, nor attend any school activity, function, or event with any item that may be considered to be dangerous to that student or to other students. This includes, but is not limited to, any item that is designed to look like, or is purported or represented to be, a weapon or ammunition of any kind.

MINOR OFFENSES

Dress Code and ID Badge (202)

See 'Dress Code' in **Exhibit B**.

Horseplay (203)

Students shall not engage in behavior that interferes with the safe and purposeful order of a school or which could result in injury to others even though there was no intent to injure. Horseplay may involve physical contact or intended physical contact that occurs between two or more students and is inappropriate in a school setting but does not rise to the level of being a serious offense.

Inappropriate Language (206)

Students shall not engage in language that is inappropriate to the school setting but does not rise to the level of being a serious offense such as profanity or obscenity. Included in this category would be violations such as teasing, name-calling, or insults.

Other Minor Offenses (200)

Any behavior that violates communicated standards of conduct and is not otherwise listed in the Student Code of Conduct, and which do not rise to the level of a serious offense.

School Bus Rule Violations (205)

Minor bus violations include violations of the bus rules while on the bus and minor improper behavior at the bus stop. Such violations include, but are not limited to, banging on the bus door or window, hitting, kicking or punching seats, causing a disruption by being loud, not keeping hands and feet to self, eating or drinking on the bus, not keeping the bus clean, exiting at the wrong bus stop, or riding on the wrong bus.

Selling Items on Campus Without Prior Permission (204)

Students must have permission from the campus administration prior to selling any item on campus.

Telecommunications/Electronic Devices (201)

Students may not display, turn on, or use a cellular telephone or other telecommunication device (including Smart Watches as appropriate) on school property during the school day unless campuses choose to permit the use of various electronic devices in classrooms and common areas during the school day, in accordance with the rules established by and enforced at the campus level.

Truancy (122)

A student who is absent without acceptable written documentation from school, or from any class during the school day will be considered truant and subject to disciplinary and/or court action.

Tardy (207)

Tardies are a disruption of class and will be treated with discipline consequences. Tardy is defined as not being at the assigned location when the tardy bell rings.

Unexcused Absence (200)

Any absence not properly documented nor determined by the campus attendance administrator to be an “extenuating circumstance,” is considered to be unexcused. As students accumulate unexcused absences or trancies, they may be given an opportunity to make up missed class time through Saturday detention. Failure of a student to attend or successfully complete the Saturday detention will result in the absence remaining “unexcused,” and may subject the student to additional disciplinary action and may also result in the loss of credit (high school) or promotion to the next grade level (middle and elementary school).

After a student has accumulated ten (10) absences at the elementary or middle school level, or three (3) absences per four weeks at the high school level, which have been excused by parent/guardian note(s), documentation from a health care professional will be required for any additional absences. Only in extenuating circumstances may the school nurse serve as the health care professional. It is expected that all notes be submitted to the attendance secretary or other appropriate person at the child's school within five (5) school days of the student's return to school. Absences for which notes are not received within five (5) school days are subject to being classified as UNEXCUSED.

WARNING: Unexcused absences and trancies are subject to court action as defined by section §25.095 of the Texas Education Code, stating that if a student is absent from school on 10 or more days or parts of days within a 6-month period in the same school year; also the parent/guardian is subject to civil prosecution under Texas Law the student is subject to civil prosecution under Texas Law.